



St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for PE

Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn	<p>OAA - Children will learn to work collaboratively with a partner and a small group.</p> <p>Netball – children will learn to pass, receive and shoot the ball with some control.</p> <p>Yoga – children will learn to develop the ability to stay still and calm and keep focus.</p>	<p>Fitness – children will learn to show determination to continue working over a period of time.</p> <p>Hockey – children will learn to dribble, pass, receive and shoot the ball with increasing control.</p> <p>Rugby – children will learn to help keep team possession and score tries when attacked.</p>	<p>Dodgeball – children will learn to understand the need for tactics and identify when to use them in different situations.</p> <p>Dance – children will learn to confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>OAA – children will learn to navigate around a course using a map.</p>	<p>Netball – children will learn to pass, receive and shoot the ball with increasing control under pressure.</p> <p>Rugby – children will learn to work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>
Spring	<p>Gym – children will learn to adapt sequences to suit different types of apparatus.</p> <p>Ball Skills – children will learn to throw with accuracy and increasing consistency to a target.</p> <p>Dance – children will learn to use dynamic and expressive qualities in relation to an idea.</p>	<p>Dance – children will learn to respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>Golf – children will learn to use different actions for different shots.</p> <p>Gym – children will learn to plan and perform sequences with a partner that include a change of level and shape.</p>	<p>Yoga – children will learn to explore methods they can use to control how they feel.</p> <p>Golf – children will learn to hold all equipment correctly depending on the shot I am using.</p> <p>Gym – children will learn to create and perform sequences using apparatus, individually and with a partner.</p>	<p>Hockey – children will learn to dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Gym – children will learn to combine and perform gymnastics actions, shapes and balances with control and fluency.</p> <p>Cricket – children will learn to strike a bowled ball with increasing consistency and accuracy.</p>
Summer	<p>Athletics – children will learn to take part in an activity, remembering when to run and what to do.</p> <p>Tennis – children will learn to use a range of basic racket skills.</p> <p>Cricket – children will learn to bowl a ball towards a target.</p>	<p>Athletics – children will learn to jump for distance with balance and control.</p> <p>Cricket – children will learn to bowl a ball with some accuracy and consistency.</p> <p>OAA – children will learn to identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>Athletics – children will learn to show accuracy and power when throwing for distance.</p> <p>Tennis – children will learn to understand the tactics and can identify when to use them in different situations.</p> <p>Rounders – children will learn to develop a wide range of fielding skills and begin to use these under pressure.</p>	<p>Athletics – children will learn to select and apply the best pace for a running event.</p> <p>Dance – the children will learn to refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p>

Skills Progression				
	3	4	5	6
Athletics Knowledge	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	<p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>
Athletics Skills	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p>

	<p>when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put</p>	<p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>
Ball Skills Skills	<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>			
Ball Skills knowledge	<p>Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>			
Dance Skills	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use</p>	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to</p>

	<p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency</p>	<p>express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>
Dance Knowledge	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the</p>

				audience.
Fitness Skills		<p>Agility: show balance when changing direction at speed.</p> <p>Balance: show control whilst completing activities which challenge balance.</p> <p>Co-ordination: explore increased speed when co-ordinating my body.</p> <p>Speed: demonstrate improved sprinting technique.</p> <p>Strength: develop building strength in different muscle groups.</p> <p>Stamina: demonstrate using my breath to maintain my work rate.</p>		
Fitness knowledge		<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different</p>		

		<p>muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time</p>		
Gymnastic Skills	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p>	<p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel and a headstand.</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively</p>
Gymnastics Knowledge	<p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to</p>	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and know where that momentum from.</p>

	<p>Strategy: know that if I use different levels it will help to make my sequence look interesting</p>	<p>my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>
Invasion Skills	<p>Sending & receiving : explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p>	<p>Sending & receiving: develop control when s&r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	<p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations</p>
Invasion Knowledge	<p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us</p>	<p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space:</p>	<p>Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose</p>	<p>Sending & receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: choose the appropriate skill for the</p>

	<p>to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>
Net & Wall Knowledge	<p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p>		<p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in</p>	

	Rules: know the rules of the game and begin to apply them.		different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating	
Net & Wall Skills	Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.		Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.	
OAA Skills	Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.	Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others	Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.	
OAA Knowledge	Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that	Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the	Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations.	

	<p>have been placed out.</p> <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>	<p>cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>	<p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p>	
Striking & Fielding Skills		<p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations</p>	<p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations</p>	<p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure.</p>
Striking & Fielding Knowledge		<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p>	<p>Striking: understand that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p>	<p>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p>

		<p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Throwing: understand where to throw the ball in relation to where a batter is.</p> <p>Catching: understand when to use a close catch technique or deep catch technique.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>
Target Games Skills		<p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p>	<p>Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>	
Target Games Knowledge		<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching (dodgeball): know that</p>	<p>Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.</p> <p>Striking: know that aligning my</p>	

		<p>moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.</p> <p>Rules: know and understand the rules to be able to manage our own game</p>	<p>body and equipment before striking will help me to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating</p>	
Yoga Skills	<p>Balance: use my breath to maintain balance within an individual and partner pose.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when in and transitioning between poses.</p> <p>Mindfulness: explore methods I can use to control how I feel</p>		<p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore arm balances with some control.</p> <p>Mindfulness: develop my ability to stay still and keep my focus.</p>	
Yoga Knowledge	<p>Balance: understand that I need to apply force to maintain balance in a partner pose.</p> <p>Flexibility: understand that I can improve my flexibility when moving with my breath.</p> <p>Strength: know the muscles I am using by name.</p> <p>Mindfulness: understand that there are different techniques I</p>		<p>Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</p> <p>Flexibility: know that if I move as I breathe out I can stretch a little bit further.</p> <p>Strength: understand that I need to use different muscles for different poses.</p>	

	can use to control how I feel		Mindfulness: know that I can use my breath to focus.	
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Assessment				
	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Children will be able to work collaboratively with a partner and a small group.</p> <p>Children will be able to pass, receive and shoot the ball with some control.</p>	<p>Children will be able to show determination to continue working over a period of time.</p> <p>Children will be able to can dribble, pass, receive and shoot the ball with increasing control.</p> <p>Children will be able to help their team keep possession and score tries when I play in attack.</p>	<p>Children will be able to understand the need for tactics and can identify when to use them in different situations.</p> <p>Children will be able to confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>Children will be able to navigate around a course using a map.</p>	<p>Children will be able to pass, receive and shoot the ball with increasing control under pressure</p> <p>Children will be able to work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>
Spring	<p>Children will be able to adapt sequences to suit different types of apparatus.</p> <p>Children will be able to throw with accuracy and increasing consistency to a target.</p> <p>Children will be able to use dynamic and expressive qualities in relation to an idea.</p>	<p>Children will be able to respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>Children will be able to use different actions for different shots.</p> <p>Children will be able to plan and perform sequences with a partner that include a change of level and shape.</p>	<p>Children will be able to hold all equipment correctly depending on the shot I am using.</p> <p>Children will be able to create and perform sequences using apparatus, individually and with a partner.</p>	<p>Children will be able to dribble, pass, receive and shoot the ball with increasing control. under pressure.</p> <p>Children will be able to combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Children will be able to strike a bowled ball with increasing consistency and accuracy.</p>
Summer	<p>Children will be able to take part in a relay activity, remembering when to run and what to do.</p> <p>Children will be able to use a range of basic racket skills.</p> <p>Children will be able to bowl a ball towards a target.</p>	<p>Children will be able to jump for distance with balance and control.</p> <p>Children will be able to bowl a ball with some accuracy and consistency.</p> <p>Children will be able to identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>Children will be able to show a degree of accuracy and power when throwing for distance.</p> <p>Children will be able to understand the need for tactics and can identify when to use them in different situations.</p> <p>Children will be able to develop a wider range of fielding skills and will begin to use these under some pressure.</p>	<p>Children will be able to select and apply the best pace for a running event.</p> <p>Children will be able to refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p>