

PE Curriculum Progression

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| Aspirational | The PE curriculum ensures pupils develop their skills in all areas. We expect children to give it their best at all times so they can reach their full potential and achieve their individual goals. We plan for challenge in all lessons and encourage children to be leaders in small groups and in larger competitive situations. The curriculum helps equip the children with confidence, independence and the team skills that will develop the whole child. Pupils are encouraged to take part in extracurricular activities and links with local clubs allows them to pursue their passions in the wider world. |
| Global | The curriculum develops tolerance and inclusivity through a shared experience. The pupils work together for a common aim making collaborative decisions and supporting each other. Cultural differences are explored through the dance curriculum and highlighting global sporting events. Fundraising events for Sports Relief demonstrate how sport has an important role in overcoming political, social and cultural barriers. |
| Health | Teachers and coaches promote a healthy ethos across the school. The curriculum and lesson plans ensure children are active for the maximal time. We promote the need for an hour of vigorous activity a day through our Daily Mile and Fit 15 initiatives. The children are aware of the effect of exercise on their bodies and the benefits to their physical and mental health. We encourage active breaks in lessons to improve cognition and the children's readiness to learn. |

| Dance | EYFS | Year 1 & 2 | | Year 3 & 4 | | Year 5 & 6 | |
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| I can experiment with differed ways of moving. | I can copy and explore basic movements and body patterns | I can copy and explore basic movements with clear control. | I can improvise independently and with a partner to create a simple dance. | I can confidently improvise with a partner or on my own. | I am beginning to exaggerate dance movements and motifs (using expression when moving) | I can exaggerate dance movements and motifs (using expression when moving) | |
| I can show good control and coordination in large and small movements | I can remember and perform simple movements and dance steps | I can remember and perform a sequence of movements and dance steps | I can translate ideas from stimuli into movement with support. | I can demonstrate precision and some control in response to stimuli. | I can demonstrate strong movements throughout a dance sequence. | I can perform with confidence, using a range of movement patterns and strong movements. | |
| I can create simple representations of events, people and objects through movement | I can vary the size of my body shapes | I can vary levels and speed in sequence | I am beginning to compare and adapt movements and motifs to create a larger sequence. | I can create longer dance sequences in a larger group. | I can combine flexibility, techniques and movements to create a fluent sequence. | I can demonstrate imagination, flexibility and a range of movement when creating my own dance. | |
| I can initiate movement and gesture in order to | I can link movements to sounds and music. | I can add a change of direction to a sequence of movements | I use simple dance vocabulary to | I can use more complex dance | | | |

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| | express feeling, ideas or experience. | <p>I can respond to range of stimuli</p> <p>I can use some dance vocabulary</p> | <p>I can respond to range of stimuli demonstrating rhythm and purpose.</p> <p>I can describe a short dance using appropriate vocabulary.</p> | <p>compare and improve work.</p> <p>I am beginning to demonstrate rhythm and spatial awareness.</p> <p>I am beginning to modify parts of a sequence as a result of self-evaluation.</p> | <p><i>vocabulary to compare and improve work</i></p> <p>I can demonstrate rhythm and spatial awareness.</p> <p>I can modify parts of a sequence as a result of self-evaluation.</p> | <p>I can move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I am beginning to show a change of pace and timing in my movements.</p> <p>I am beginning to modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use more complex dance vocabulary to improve work.</p> | <p>I can move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>I can demonstrate consistent precision when performing dance sequences.</p> <p>I can modify parts of a sequence as a result of self and peer evaluation.</p> <p>I can use more complex dance vocabulary to compare and improve work.</p> |
| Vocabulary | Dance EYFS | Dance Yr1 | Dance Yr2 | Dance Yr3 | Dance Yr4 | Dance Yr5 | Dance Yr6 |
| | <p>Movement words: slither, gallop, shuffle, roll, crawl etc</p> <p>Instructions: lead, follow and copy</p> <p>directional words body parts emotions</p> | <p><i>Traveling words: gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i></p> <p>Words to describe the nature of movement (dynamic qualities), e.g. <i>fast, strong, gentle</i></p> | <p>Words to describe levels, e.g. <i>high, medium, low</i></p> <p>Words to describe pathways, e.g. <i>curved, zigzag</i></p> <p>Words to describe moods, ideas and feelings, e.g. <i>happy, angry, calm, excited, sad, lonely</i></p> | <p>Words to describe actions, dynamics, space and relationships</p> <p>Words to describe group formations, eg square, circle, line</p> <p>Partner, copy, follow lead repeat</p> <p>Structure Motif</p> <p>Dance phrase</p> <p>Improvisation, explore</p> | <p>Character Narrative, Describe, analyse, interpret, evaluate</p> <p>Communication</p> <p>Words to describe choreographic devices, unison, canon, repetition, action and reaction, Myth, legend</p> | <p>Dance style, technique</p> <p>Formation, pattern, gesture, rhythm</p> <p>Language specific to particular dance styles, eg pavane (slow processional dance), haka</p> <p>Motif, variation</p> | <p>Improvisation</p> <p>Unison, canon, action and reaction</p> <p>Motif, phrase, section</p> <p>Form, eg AB, ABA, ABAC</p> <p>Artistic intention</p> <p>Exploration</p> <p>Dance framework</p> <p>Interpret</p> |

| Gymnastics | EYFS | Year 1 & Year 2 | | Year 3 & Year 4 | | Year 5 & Year 6 | |
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| | <p>I can experiment with different ways of moving.</p> <p>I can jump off an object and land appropriately.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>I can stand momentarily on one leg</p> <p>I can mount stairs, steps or climbing equipment using alternate feet.</p> | <p>I can copy and explores basic movements with some control and coordination.</p> <p>I can perform different body shapes using equipment.</p> <p>I can perform 2 footed jumps</p> <p>I can balance on different body parts</p> <p>I can link 2-3 simple movements</p> <p>I can use equipment safely.</p> | <p>I can explore and creates different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence of movement.</p> <p>I can control the landing of a 2 footed jump</p> <p>I can demonstrate control in my balances.</p> <p>I can link 3-4 movements together to create a sequence</p> <p>I can use equipment safely</p> | <p>I can copy, explore, remembers a variety of movements, and uses these to create a sequence.</p> <p>I can describe my own work using simple gym vocabulary.</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I am beginning to show flexibility in movements</p> <p>I am beginning to develop good technique when travelling, balancing and using equipment</p> | <p>I can link skills with control, technique, co-ordination and fluency and use them within a sequence.</p> <p>I am beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>I can create sequences using various body shapes, movement and equipment</p> <p>I can use flexibility within movements.</p> <p>I can practice and perform a routine, which incorporates many different pathways.</p> | <p>I can make complex extended sequences. I can combine action, balance and shape.</p> <p>I can use increasingly complex gym vocabulary to describe how to improve and refine performances.</p> <p>I can link skills with control, technique, co-ordination and fluency.</p> <p>I can practice and perform a routine, which incorporates many different pathways and equipment.</p> <p>I can create and perform a routine independently.</p> | <p>I can plan and perform extended sequences with precision, control and fluency, showing a wide range of actions including variations in speed, varied balances, levels and directions.</p> <p>I am fluent in my use of gymnastics vocabulary and use this to refine others work.</p> <p>I can increase the length of sequence work within a routine with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can perform and a create a routine independently containing difficult</p> |

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| | | | | | | <p>actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I am beginning to perform routines with an emphasis on body shape and extension.</p> <p>I am beginning to analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> | <p>I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>I can analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>.</p> |
| Vocabulary | EYFS Roll, jump, land, Balance, climb Move, stretch | Gymnastics Yr1 Space, travel, crab, control, crawl, sequence, evaluate, balance, agility. | Gymnastics Yr2 Coordination, speed, direction, body awareness, teddy bear roll, pencil roll, pace, | Gymnastics Y3 Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility. | Gymnastics Yr4 Rhythmic Gymnastics, accelerate, decelerate, body tension. Egg roll, transition, stride, pathway | Gymnastics Yr5 Front/back support, collaboratively, scorpion position, pathway | Gymnastics Yr6 Handstand, flight, asymmetrical, element, headstand, |
| Athletics | EYFS | Year 1 / 2 | | Year 3 / 4 | | Year 5 / 6 | |
| | <p>I can move freely with pleasure and confidence.</p> <p>I can run skilfully and negotiate space.</p> | <p>I can run at different speeds.</p> <p>I can jump from a standing position</p> | <p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy.</p> | <p>I am beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>I can jump in a number of ways,</p> | <p>I am able to run at varied speeds which are appropriate to the distance (pacing).</p> <p>I can perform a running jump with more than one component.</p> | <p>I am beginning to build a variety of running techniques and use with confidence.</p> <p>I can perform a running jump with more than one component.</p> | <p>I can use a variety of running techniques and use them with confidence.</p> <p>I can perform a running jump with</p> |

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| | <p>I can adjust speed and direction to avoid obstacles.</p> <p>I can run over an increasing distance.</p> | <p>I can perform a variety of throws with basic control.</p> <p>I can practise short distance running</p> <p>I can hurdle an obstacle with an approach run</p> <p>I can use equipment safely</p> | <p>I can explore the technique used in javelin and shot put.</p> <p>I can pace myself over a short distance run to improve my stamina.</p> <p>I can hurdle a set of obstacles with flow.</p> <p>I can use equipment safely</p> | <p>using a run up where appropriate.</p> <p>I can perform a variety of throws using a selection of equipment.</p> <p>I am beginning to describe athletic performance using the correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I am beginning to run longer distances.</p> <p>I can jump small hurdles over 40 metres</p> | <p><i>e.g. hop skip jump (triple jump)</i></p> <p>I can demonstrate accuracy in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I am beginning to run longer distances without stopping.</p> <p><i>I can jump small hurdles over 40 metres using the correct technique (Setting on lead leg etc.)</i></p> | <p>I am beginning to record peers' performances, and evaluate these.</p> <p>I can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control.</p> <p>I can understand what pacing is and when it should be used.</p> <p>I can jump medium sized hurdles of 60 metres using the correct technique</p> | <p>more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>I can show control in take-off and landing.</p> <p>I can record peers' performances, and evaluate these.</p> <p>I can throw accurately and refine my performance by analysing technique and body shape.</p> <p>I can describe good athletic performance using correct vocabulary.</p> <p>I can use equipment safely and with good control all of the time.</p> <p>I can use pacing to run over a long distance (cross country)</p> <p>I can jump medium sized hurdles over 60 metres with fluency and using a stride pattern.</p> |
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| OAA | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| Orientation Communication Problem Solving | Child initiated activities in outdoor provision | I can Identify where I am on diagrams of familiar environments I can use a simple diagram or photos to follow a trail | I can identify where I am on simple maps I can use a simple maps to follow a trail | I can orientate simple maps and plans | I can mark control points in correct position on my map or plan (e.g. where they find an object when following a photo trail) | I can draw my own maps and plans and set trails for others to follow I can use the four points of the compass to orientate myself | I can make a plan before starting an orienteering challenge I can use the eight points of the compass to orientate myself |
| | Risk taking Self-control Building | I can work with friends to plan and share ideas | I can work and behave safely when working co-operatively with others | I can find my way back to a base point I can change my ideas if they are not working | I can co-operate to share roles within a group I can choose effective strategies and change ideas if not working | We can change roles or ideas if they are not working | I can collaborate, plan and share roles within the group based on each other's strengths |
| | Exploring Challenging | I can comment on how I went about tackling a task I can select equipment to complete a task | I can discuss how to follow trails and solve problems I can work with friends to select appropriate equipment for the task | I can follow rules to keep self and others safe I can take responsibility for a role within the group I can select equipment to solve a problem successfully | I am aware that some outdoor adventurous activities can be dangerous I can listen to other's ideas when planning a task I can select appropriate equipment/route/people to solve a problem successfully | I recognise and talk about the dangers of tasks I can construct a simple shelter I can recognise what went well and why, what I would do differently next time | I am aware of how to keep myself and others safe I can plan how and where to construct a shelter I can implement and refine strategies |
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| <p>EYFS</p> | <p>Ball Skills</p> <p>I can catch a large ball</p> <p>I can throw a large ball</p> <p>I can bounce a large ball</p> <p>I can kick a large ball</p> <p>I can roll a large ball</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>I can play simple games using equipment.</p> <p>I can experiment with a range of balls and equipment and try to improve my performance.</p> | <p>Multi Skills</p> <p>I can copy simple fitness moves including star jumps, jumping jacks, Criss cross jumps and lunges.</p> <p>I understand the importance of exercise in contributing to good health.</p> <p>I can follow simple instructions</p> <p>I can follow simple rules in activities and games.</p> <p>I can work as part of a team in relay events</p> <p>I can use a hula hoops, quoits and bean bags in a range of ways.</p> <p>I can take turns and play fairly</p> | | |
| <p>Year 1 & 2 Games</p> | <p>Ball Skills</p> <p>I show some control when sending and receiving equipment.</p> <p>I can master basic sending and receiving techniques.</p> <p>I can move to receive a ball.</p> <p>I am developing balance, agility and co-ordination.</p> <p>I can use ball skills in partner based activities.</p> | <p>Ball Skills</p> <p>I show good control when sending and receiving equipment.</p> <p>I can catch a variety of objects. I can vary types of throw.</p> <p>I can kick and move with a ball.</p> <p>I am developing catching and dribbling skills.</p> <p>I can use ball skills in a mini game</p> | <p>Field Games</p> <p>I can perform basic striking, sending and receiving.</p> <p>I can use throwing and catching skills in a game.</p> <p>I can improve the accuracy of throwing and be consistent with catching.</p> <p>I can strike with a racket or bat.</p> <p>I can play a game fairly and in a sporting manner.</p> | <p>Field Games</p> <p>I can position my body to strike a ball.</p> <p>I am developing catching skills.</p> <p>I can throw a ball for distance.</p> <p>I can play a game fairly and in a sporting manner.</p> |

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| Year 1& 2 Games | Multi Skills I can combine a number of co-ordination drills, using upper and lower body movements. | Multiskills To practise ABC (agility, balance and coordination) at circuit stations. |
| | I can aim a variety of balls and equipment accurately. | I can send the ball to others in a range of ways. |
| | I can time running to stop or intercept the path of a ball. | I can use and negotiate space to play games |
| | I can travel in different ways, showing clear transitions between movements. | I am beginning to develop an understanding of attacking/ defending |
| | I can travel in different directions (side to side, up and down) with control and fluency. | I can use and negotiate space to play games |
| | I can make my own games with peers. I can apply and combine a variety of skills (to a game situation) | I understand the importance of rules in games. I can use simple tactics appropriately. |

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| Year 3&4 Games | Cricket/Field Games I am developing different ways of throwing and to know when it is appropriate to use them. | Cricket/Field Games I am developing different ways of throwing, and to know when each is appropriate (overarm/underarm). | Football I can understand the difference between attack and defence. | Football I can use tactics within defence and attack. | Rugby I can manipulate the rugby ball in both hands | Rugby I can carry the ball in the both hands within a game situation. |
| | I can practise the correct technique for catching a ball and use it in a game. | I can catch a ball consistently using the correct technique. | I can pass with the instep of my foot. | I can pass the ball with the instep of my foot over a varied distance. | I can pass a rugby ball over and under to a partner | I can pass a rugby ball to others with increasing speed |
| | I am consolidating and developing a range of skills in striking and fielding. | I can use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. | I can use the laces of my feet to hit (shoot) a ball with power. | I can begin to shoot from a variety of distances. | I am able to pass the ball backwards. | I am able to consistently pass the ball accurately. |
| | | | I can tackle in a safe manor. | I can tackle in an accurate and safe manor. | I am beginning to understand the basic rules of rugby | I can understand the basic rules of tag rugby. |
| | | | I can dribble the ball with the laces of my feet. | I can begin to dribble in a range of directions and keeping my head up. | I am beginning to be able to understand when to pass and carry the ball. | I can pass and carry a ball using balance and coordination. |
| | | | I can use some skills within small sided games. | I can use a range of skills within small sided games. | I am able to understand how to score a try in rugby. | I am able to place the ball on the floor to score a try. |

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| | I am beginning to practise the correct batting technique and use it in a game situation. | I am able to use the correct batting technique within a game situation. | | I can to use body position to help with tackling. (Tag Rugby) | I can use defensive techniques to 'tag partner'. |
| | I can strike the ball for distance in isolation. | I can use hand-eye coordination to strike a moving and a stationary ball over distance. | | I can use some skills within game like situations. | I am able to use skills within a game situation. |
| | I am beginning to use all the skills I have learnt within a range of game situations (Kwik Cricket, 2/4/6, Pairs) | I am able to use a range of skills we have learnt within a range of game situations. | | | |

| Year 3&4 Games | Badminton/Tennis | Badminton/Tennis | Netball | Netball/Basketball | Hockey | Hockey |
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| | I am beginning to name all the shots in badminton. | I can name a type of shot upon request. | I am developing skills in the range of passes – chest pass, overhead pass, bounce pass. | I am developing skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. | I am beginning to hockey stick correctly. | I can hold the Hockey stick correctly. |
| | I can hold the racket correctly. | I can demonstrate and use the correct grip of the racket and understand how to get into the ready position. | | | I can dribble a ball going forward using the push technique. | I can dribble with the ball, using the push technique in numerous directions. |
| | I can perform a back hand serve over the net. | I can perform a back hand serve correctly consistently and with accuracy. | I can pivot whilst passing a ball. | I am able to pivot on the ball and pick the right pass. | I can use the correct for the push pass. | I can use the push pass with accuracy. |
| | I am able to hit a single forehand. | I can hit a forehand within a rally. | I can play small-sided game situations based on possession. | I understand the rules of High 5 Netball/Basketball | I can tackle safely against an opponent. | I can tackle safely with a small sided game |
| | I can hit an overhead shot. | I can hit an overhead shot within a rally. | | I am able to play High 5 Netball/Basketball games | I can understand rules for the sport which help to keep people safe. | I understanding some rules of the sport including how to start and end a game. |
| | I can get the ball/shuttle into play. | I can adjust my body to hit the shuttlecock within a certain direction. | | | | |
| | I am beginning to build up a rally. | | I understand the basic concept of movement off the ball. | I understand how to make space by moving away and coming. | I can use skills within some sort of invasion game. | I can use skills within small sided game situations (uni hockey) |

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| | | <p>I can play a variety of shots in a rally situation and to explore when different shots should be played.</p> | <p>I am beginning to understand how body position can be used to help defend.</p> <p>I can begin to understand the technique to shoot.</p> | <p>I can use body position within a small-sided game situation to defend.</p> <p>I am able to shoot using the correct technique.</p> | |
| <p>Year 5&6 Games</p> | <p>Cricket/Field Games</p> <p>I am developing skills in batting and fielding.</p> <p>I am beginning to understand when the right time to run between wickets is.</p> <p>I can run, throw (overarm and underarm) and catch in one movement.</p> <p>I am developing a safe and effective overarm throw.</p> <p>I am beginning to learn the role of a backstop.</p> <p>I am developing batting control.</p> <p>I can bowl using the overhead legal action.</p> | <p>Cricket/Field Games</p> <p>I can throw and catch under pressure.</p> <p>I can consistently run between the wickets correctly.</p> <p>I can use a range of fielding skills to stop the ball effectively at the right time.</p> <p>I am learning the role of backstop.</p> <p>I can alter my shot chose depending on where the ball is bowled.</p> <p>I am able to bowl accurately using the overhead technique.</p> | <p>Football</p> <p>I can pass using different surfaces of the foot.</p> <p>I can begin to understand different positions.</p> <p>I can shoot with accuracy using varied techniques.</p> <p>I can use different methods to change direction with the ball.</p> <p>I can dribble in a range of directions with different surfaces of the foot.</p> <p>I can use skills in 7 a side games.</p> | <p>Football</p> <p>I can pass the ball accurately using different surfaces of the foot over different distances.</p> <p>I can use positions within a game situation.</p> <p>I can shoot accurately and within a game situation.</p> <p>I can use the Cruyff turn and drag back to change direction and stop the ball.</p> <p>I can dribble at varied speeds within game situations</p> <p>I can use skills within 9 aside games.</p> | <p>Rugby</p> <p>I can pass and receive the ball with some control under pressure</p> <p>I understand the rules of the game</p> <p>I can move into space to help my team</p> <p>I am able to pass the ball backwards all of the time.</p> <p>I am able to consistently catch the ball.</p> <p>I can use a range of skills in a game situation.</p> <p>I can referee a game implementing the correct rules.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can use the rules of the game consistently</p> <p>I can create and use space to help my team.</p> <p>I am able to pass the ball backwards with accuracy both right and left.</p> <p>I am able to catch the ball consistently within a tag rugby game situation</p> <p>I can play, compete and referee a game of tag rugby.</p> |

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| | <p>I can use skills within a game of Kwik Cricket/ 2/4/6</p> <p>I am beginning to understand the rules of cricket.</p> | <p>I can use skills within a game of pair's cricket.</p> <p>I understand the rules of cricket and can use these to umpire.</p> | <p>I can use defensive techniques and tackle safely against a partner.</p> | <p>I can use defensive techniques (such as jockeying) within a game situation.</p> | <p>I am beginning to use movements to lose a defender.</p> <p>I am beginning to understand positions in rugby.</p> <p>I can select and apply different movement skills to lose a defender</p> <p>I can play a range of positions within a game situation.</p> |
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| Year 5 & 6 Games | Badminton <p>I can identify and apply techniques for hitting a shuttle</p> <p>I am developing a backhand technique and can use it in a game.</p> <p>I am beginning to be able to use a variety of serving options.</p> <p>I am developing my ability to use a serve, forehand, backhand and overhead within a game situation.</p> <p>I am beginning to understand how to manipulate my opponent.</p> <p>I can use the scoring system and court for singles game</p> | Badminton <p>I can use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket consistently.</p> <p>I can use the backhand technique within a game situation.</p> <p>I know the difference between and can use a low serve and a high serve.</p> <p>I am developing my ability to perform a range of shots, including a drop shot, overhead clear and smash.</p> <p>I understand how to use different shots to outwit an Opponent in a game.</p> <p>To understand and use doubles scoring in a game.</p> | Netball/Basketball <p>I can demonstrate basic passing and receiving skills using a netball/basketball.</p> <p>I can understand the rules around defending and the limitations of this.</p> <p>I understand the importance of 'getting free' in order to receive a pass.</p> <p>I am beginning to understand how to intercept a pass.</p> <p>I am able to shoot with more accuracy.</p> <p>I have a deeper understanding of the position within high 5 Netball and to be able to play one specific position well.</p> <p>I understand the rules of netball/basketball</p> <p>To play within a game situation.</p> | Netball/Basketball <p>I am able to pass and receive the consistently and accurately.</p> <p>I am able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>I am able to move into space in order give and receive the ball.</p> <p>I understand how to intercept a pass.</p> <p>I am able to shoot with accuracy from a range of positions.</p> <p>I am able to play a range of positions within a game situation.</p> <p>I am able to referee a game of Netball/basketball and implement the correct rules.</p> <p>I am beginning to play 7 a side netball/basketball</p> | Hockey yr 5 <p>I can hold the hockey stick correctly.</p> <p>I can dribble, being able to rotate the stick when using the backhand.</p> <p>I can use the push pass over different distances.</p> <p>I can control the ball with a hockey stick effectively.</p> <p>I am beginning to understand all the rules of Hockey</p> <p>I can play safely within a small-sided game situation.</p> | Hockey yr 6 <p>I can alter my grip when turning the bat.</p> <p>I am able to dribble effectively and in a range of directions.</p> <p>I can use the push accurately within a game situation.</p> <p>I can control the ball within a game situation.</p> <p>I understand the rules of hockey and can use this knowledge to referee a game.</p> <p>I can play a game of hockey using a variety of skills.</p> |
| | Tennis <p>I am developing the techniques for the forehand and volleys (tennis)</p> <p>I am developing a backhand technique and can use it in a game.</p> <p>I am beginning to when and how to play the smash shot.</p> | Tennis <p>I am able to use a forehand and a volley with a game/rally situation.</p> <p>I am to use a one handed or two handed within a game/rally situation.</p> <p>I am able to control the smash shot.</p> | | | | |

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| | <p>I am beginning to be able to serve underarm to start a game.</p> <p>I can understand some of the rules of tennis.</p> | <p>I am beginning to be able to serve overarm to start a game.</p> <p>I am able to umpire a game of tennis and understand the rules.</p> | | |
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