





# The Ribblesdale Federation of Schools

## P.E Curriculum Handbook B

(Updated for 2024 -2025 Curriculum)

		Year A						Year B						Year C					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception and Year 1	Lesson 1	Fundamental skills (Games to develop kicking, throwing and catching)	Invasion games (Netball type skill development)	Dance	Indoor Athletics skill development	Sports Day practice/ Athletics	Striking and fielding skills (towards rounders)	Fundamental skills (Games to develop kicking, throwing and catching)	Dance	Gymnastics	Invasion games (Basketball type skill development)	Sports Day practice/ Athletics	Striking and fielding skills (towards Cricket)						
	Lesson 2	Health and Fitness (to develop basic movements)	OAA	Gymnastics	Invasion games (skill development towards Hockey)	Swimming	Swimming	Health and Fitness (to develop basic movements)	OAA/ Team building	Net/wall games (Badminton type skill development)	Net/wall games (tennis type skill development)	Swimming	Swimming						
Year 2 and Year 3	Lesson 1	Football	Health and Fitness	Gymnastics	Badminton LP - May Day rehearsal	LP - May Day rehearsal) Move on to Sports Day practice/ Athletics	Tennis	OAA	Netball/ Basketball	Badminton	Dance / LP - May Day rehearsals	Handball LP - May Day rehearsal	Rounders						
	Lesson 2	Rugby (Rib Coach)	Indoor Athletics	Swimming	Swimming	Cricket (Settle C.C.)	Rounders	Rugby (Rib Coach)	Gymnastics	Swimming	Swimming	Athletics (sports day practice)	Cricket (Settle C.C.)						
Gigg Primary Y2/3 lesson 1 in sports hall			Tennis	Badminton	Hockey		Athletics		Netball/ Gymnastics	Tennis	Handball								
Year 4, 5 and Year 6	Lesson 1	Football	Netball	Indoor Athletics	Hockey	Athletics/ Sports Day	Rounders	Health and Fitness	Basketball	Health and Fitness - Circuits	Handball	Athletics/ Sports Day	Rounders	Indoor Athletics	Netball	Badminton	Football	Athletics / Sports Day	Rounders
	Lesson 2	Swimming	Swimming	Gymnastics (skills and apparatus)	Dance LP - May Day rehearsal	Cricket (Settle C.C.)	Tennis	Swimming	Swimming	Gymnastics (group work)	Dance/ Cheer LP - May Day rehearsal	Cricket (Settle C.C.)	OAA	Swimming	Swimming	Gymnastics (Apparatus and sequences)	Hockey LP - May Day rehearsal	Cricket (Settle C.C.)	Tennis
Gigg Primary Y2/3 lesson 1 in sports hall			Netball	Badminton	Hockey		Rugby		Basketball	Tennis	Handball				Netball	Badminton			Rugby
Inter House competitions		Mini-Olympics	Netball	Benchball Badminton	Hockey	Sports Day	Rounders	Mini-Olympics	Netball	Benchball Badminton	Hockey	Sports Day	Rounders	Mini-Olympics	Netball	Benchball Badminton	Hockey	Sports Day	Rounders

Inter school competitions		Cross country	Inter-school Netball/Football Indoor Athletics Swimming Gala	Inter-school Netball/Football Cateral Shield XC	Inter-school Netball/Football		Cricket Festival	Cross country	Inter-school Netball/Football Swimming Gala Indoor Athletics	Inter-school Netball/Football	Inter-school Netball/Football		Cricket Festival	Cross country	Inter-school Netball/Football Swimming Gala Indoor Athletics	Inter-school Netball/Football	Inter-school Netball/Football		Cricket Festival
Curriculum trips		Y5 walk up Ingleborough OAA Y4/5/6				May Day Festival	OAA Y2/3	Y5 walk up Ingleborough OAA Y4/5/6				May Day Festival	OAA Y2/3	Y5 walk up Ingleborough OAA Y4/5/6				May Day Festival	OAA Y2/3

**Ribblesdale Federation of Schools**  
"Do everything in love"

**Ribblesdale Federation of Schools**

**Intent, Implementation, and Impact in Physical Education, Sport and Outdoor Learning.**

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>Within our schools it is our intention to teach Physical Education, in a safe and supportive environment, ensuring children attain optimum physical and emotional development and good health.</p> <p>We want all children to experience a wide variety of sports and develop physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving; it can teach children to cope with both success and failure in competitive, individual and team based physical activities at both an intra and inter level. (Lose with dignity – Win with grace, but always strive to beat a personal best.)</p> <p>Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the physical literacy underpinning the values and disciplines that PE promotes. Sport provides an ideal environment for all our children to further develop on their journey to succeeding in our strongly held school values.</p> <p>All our staff will have the support and opportunity to increase their confidence, knowledge and skills in PE, school sport and outdoor learning. Modelling fair play and embedding</p>	<p>Our schools follow a PE curriculum that is structured to deliver a range of high-quality teaching and learning opportunities, during which every child participates to develop their skills and learning through competitive, team and individual sports.</p> <p>Through our provision, children are inspired to succeed at PE and develop a lifelong love for sport.</p> <p>Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation.</p> <p>We teach the National Curriculum, supported by a clear progression of skills and knowledge. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.</p> <p>Children gain experience of a variety of fundamental skills focusing on: agility, balance, co- ordination and fitness. Children take part in developing individual skills, group skills and team games, using PE equipment appropriate for their age. During the year all children from Y6 to Y1 will have a series of structured swimming sessions and to explore and understand opportunities in their local environment. Teacher’s confidence and skills and knowledge grow alongside the children with clear</p>	<ul style="list-style-type: none"> <li>. The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.</li> <li>. Participation in a variety of physical activities, games and sports through quality teaching that is engaging and fun.</li> <li>. The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</li> <li>. Access the opportunity to climb one of the Three Peak.</li> <li>. The willingness to practice skills in a wide range of different activities and situations individually, in small groups and in teams; to apply these skills in chosen activities to achieve exceptionally high levels of performance, including success in competitive sports.</li> <li>. The children will have an understanding and take responsibility for their own health, achieving high levels of physical fitness; utilising the skills and knowledge acquired through PE.</li> <li>. A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.</li> <li>. The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</li> </ul>

<p>adaptability, resilience and cooperation as the building blocks of teamwork and physical development. Celebrating strengths and developing ability in all areas of physical activity over time. (Practise makes progress)</p>	<p>individual feedback given that is personal and immediate as and when appropriate.</p>	<p>. The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve; motivating and instilling excellent sporting attitudes in others.</p> <p>. Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography; knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need for guidance.</p> <p>. A keen interest in PE: a willingness to participate eagerly in every lesson; highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.</p>
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Autumn 1		Fundamental skills- Health and Fitness	
EYFS		Year 1	
<u>Knowledge</u> <ul style="list-style-type: none"> <li>I know some of the short term effects of exercise on our body and mind.</li> <li>I know some of the long term effects of exercise.</li> <li>I know that it is important to lead a healthy lifestyle.</li> <li>I know that I must warm up at the beginning of exercise and cool down at the end.</li> </ul>		<u>Knowledge</u> <ul style="list-style-type: none"> <li>I know some of the short and long term effects of exercise on the body and mind.</li> <li>I know why it is important to lead a healthy lifestyle and some of the problems you could have if you do not.</li> <li>I know some of the reasons why we must warm up and cool down.</li> <li>I know what balance, agility and co-ordination are.</li> </ul>	
<u>Skills</u> <ul style="list-style-type: none"> <li>I can take part in high intensity exercise and not give up as soon as I feel tired.</li> <li>I can take part in exercises to improve my balance, agility and co-ordination.</li> <li>I can be competitive against myself to improve on my previous best.</li> </ul>		<u>Skills</u> <ul style="list-style-type: none"> <li>I can describe some of the short and long term effects of exercise.</li> <li>I can describe ways to lead a healthy lifestyle both at school/work and at home.</li> <li>I can be competitive when taking part in exercises to improve my balance, co-ordination and agility and will show perseverance and strive to improve.</li> <li>I can demonstrate the correct technique when carrying out exercises in a circuit.</li> </ul>	
<u>Communication</u> <ul style="list-style-type: none"> <li>I can identify when my body is feeling the effects of exercise and can communicate this to another pupil/teacher.</li> </ul>		<u>Communication</u> <ul style="list-style-type: none"> <li>I can identify when my body is feeling the effects of exercise and can communicate this to another pupil/teacher.</li> <li>I can suggest some stretches to carry out during the warm up.</li> <li>I can count the score of a partner during a circuit.</li> </ul>	
<u><b>Suggested enrichment ideas</b></u> Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy. Fitness club at lunch time, led by Y6 sports leaders.			

## Year 1

Knowledge

- I know how to dance imaginatively.
- I know how to copy some dance moves.
- I know how to change rhythm, speed, level and direction.
- I know how to sit and watch a performance.

Skills

- I can hear a beat in music.
- I can move different parts of my body to the music.
- I can create a short sequence changing rhythm, speed, level and direction.

Communication

- I can share my ideas and thoughts in a positive way.
- I can show my emotions through dance.

**Suggested enrichment ideas**

May Day Dance – traditional dances held on the first Saturday of May.

World Dance Day- dancing around the world both traditional and contemporary.

<b>Autumn 2</b>		<b>Fundamental skills- OAA</b>	
<b>EYFS</b>		<b>Year 1</b>	
<u>Knowledge</u>		<u>Knowledge</u>	
<ul style="list-style-type: none"> <li>• I know how to listen to and follow simple instructions either visually or verbally.</li> <li>• I know how to keep myself safe.</li> <li>• I know that pictures/symbols can give us information.</li> <li>• I know how to take turns in a team to achieve a simple challenge.</li> </ul>		<ul style="list-style-type: none"> <li>• I know how to follow and give simple instructions either visually or verbally.</li> <li>• I know the difference between safe and dangerous.</li> <li>• I know that a simple plan/map can be used to help find key objects and places.</li> <li>• I know how to listen to rules/expectations and take turns in a team to achieve a simple challenge.</li> </ul>	
<u>Skills</u>		<u>Skills</u>	
<ul style="list-style-type: none"> <li>• I can follow simple instructions either visually or verbally.</li> <li>• I can recognise simple ways of keeping myself safe.</li> <li>• I can use pictures and labels to make sense of our environment.</li> <li>• I can take turns in a team to achieve a simple challenge.</li> </ul>		<ul style="list-style-type: none"> <li>• I can give simple instructions either visually or verbally.</li> <li>• I can recognise simple ways of keeping safe and avoiding dangers.</li> <li>• I can use a simple plan to find and hide things.</li> <li>• I can listen to peers and take turns in a team to achieve a simple challenge.</li> </ul>	
<u>Communication</u>		<u>Communication</u>	
<ul style="list-style-type: none"> <li>• I can show a simple action for someone else to copy.</li> <li>• I can listen to others and show understanding by following instructions._</li> </ul>		<ul style="list-style-type: none"> <li>• I can show and tell someone what to do in simple terms</li> <li>• I can listen to others and show understanding by following instructions._</li> </ul>	
<b><u>Suggested enrichment ideas</u></b>			
Intra School Orienteering Event			



**Spring 1** **Fundamental skills- Gymnastics**

EYFS Year 1

Knowledge

- I know how to make my body tense, relax, small and stretched.
- I know how to balance on small and large body parts.
- I know how to stay still.
- I know how to climb and hang from apparatus.
- I know how to perform basic travel actions on different body parts.
- I know how to perform basic rolls and jumps.
- I know how to keep myself safe when participating.

Skills

- I can make my body tense, relax, small and stretched.
- I can balance on different parts of my body.
- I can keep still.
- I can climb and hang on apparatus with some success and confidence.
- I can travel, roll and jump with some consistency and success.
- I can keep myself safe when participating.

Communication

- I can say what my body is doing.
- I can name basic rolls and shapes.

Knowledge

- I know how to make my body tense, relax, small and stretched showing some body tension.
- I know how to make simple sequences of shape and balance alone and in pairs.
- I know how to climb and balance safely.
- I know how roll in a variety of different ways.
- I know how to jump and land safely.

Skills

- I can make my body tense, relax, small and stretched showing some body tension.
- I can create simple gymnastic sequences alone and with a partner.
- I can work cooperatively with a partner.
- I can climb, balance, roll and jump safely.
- I can roll in a variety of ways with some success.

Communication

- I can share my ideas in a positive way.
- I can name basic rolls, jumps and shapes.

**Suggested enrichment ideas**

## Spring 1

## Fundamental skills- Badminton

EYFS	Year 1
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to throw an object underarm.</li> <li>• I know how to catch different objects (fingers spread, basket).</li> <li>• I know the flight of different objects (beanbag, shuttle, tennis ball, hankie, quoit).</li> <li>• I know which racket goes with a shuttle or a tennis ball.</li> <li>• I know how to hit an object using a racket.</li> <li>• I know how to play a simple net game using throwing against a partner.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can throw an object under arm with some accuracy and can catch different equipment with varying success, having my hands in the correct catching position.</li> <li>• I can hit different objects with some success and aim them into different scoring areas.</li> <li>• I can play an adapted points scoring game over a line.</li> <li>• I can identify a shuttle cock and a tennis ball</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify an underarm throw.</li> <li>• I can tell another how to throw an object.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to throw various objects under and over arm.</li> <li>• I know how to strike different balls using different equipment (racket, bat, foot, paddle).</li> <li>• I know how to catch different objects (fingers spread, basket, bring the object into the body).</li> <li>• I know how to hit an object using a racket.</li> <li>• I know how to score points for my team in a simple, adapted net game.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can identify a tennis and badminton racket.</li> <li>• I can throw under and over arm with some effectiveness and accuracy at a target.</li> <li>• I can strike a ball with some consistency using a basic forehand technique.</li> <li>• I can play to some of the net/wall rules, taking part in a competitive adapted game against my opponent.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can coach another to make sure they use the correct over and under arm throw technique.</li> <li>• I can accurately describe a rally.</li> <li>• I can identify my strengths when hitting an object.</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b>            Inter-school competition.            Inter-House Badminton</p>	

**Spring 2 Fundamental skills- Basketball**

EYFS	Year 1
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know that walking and running are different speeds.</li> <li>• I know move in different directions.</li> <li>• I know how to explore different footwork patterns by copying others.</li> <li>• I know how to say whether is someone is moving fast and slow.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can move both quickly and slowly when asked to do so.</li> <li>• I can direction when told.</li> <li>• I can show some control when moving in different ways (hop, two-footed jump, hopscotch, skip).</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify whether someone is moving fast or slow.</li> <li>• I can say when someone is jumping, skipping or running.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to select the correct action in response to a task.</li> <li>• I know how to work co-operatively with others to complete a task.</li> <li>• I know how to move forwards, backwards, jogging, skipping, jumping and running.</li> </ul> <p><u>Skills</u></p> <p>I can run at different speeds.</p> <ul style="list-style-type: none"> <li>• I can change direction.</li> <li>• I can show balance and control when hopping and skipping.</li> <li>• I can demonstrate rhythm when skipping.</li> <li>• I can recognise changes in my own body when taking part in exercise.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify whether someone is walking, running or sprinting.</li> <li>• I can say some of the effects exercise has on the body.</li> </ul>

**Suggested enrichment ideas**  
 Basketball type games during PE.

Spring 2		Fundamental skills- Tennis	
EYFS		Year 1	
<p><u>Knowledge</u></p> <p><u>Skills</u></p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how use different speeds when running.</li> <li>• I know different methods of throwing.</li> <li>• I know how to explore different footwork patterns.</li> <li>• I know I can run my fastest over a short distance.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can walk, run and sprint and know the difference between each.</li> <li>• I can use an under and over arm throw with some success and accuracy.</li> <li>• I can copy someone who is moving in different ways (hop, two-footed jump, hopscotch, skip) with some control.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify whether someone is walking, running or sprinting.</li> <li>• I can identify different balls and talk through a tennis court.</li> </ul>		
<p><b><u>Suggested enrichment ideas</u></b></p> <p>Sports Day in June</p> <p>Indoor Athletics inter-Federation competition.</p>			

**Summer 1 Fundamental skills- Athletics**

EYFS	Year 1
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know that walking and running are different speeds.</li> <li>• I know how to throw in two different ways.</li> <li>• I know how to explore different footwork patterns by copying others.</li> <li>• I know how to say whether someone is moving fast and slow.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can move both quickly and slowly when asked to do so.</li> <li>• I can throw an object under and over arm with some success.</li> <li>• I can copy someone who is moving in different ways (hop, two-footed jump, hopscotch, skip) with some success.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify whether someone is moving fast or slow.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how use different speeds when running.</li> <li>• I know different methods of throwing.</li> <li>• I know how to explore different footwork patterns.</li> <li>• I know I can run my fastest over a short distance.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can walk, run and sprint and know the difference between each.</li> <li>• I can use an under and over arm throw with some success and accuracy.</li> <li>• I can copy someone who is moving in different ways (hop, two-footed jump, hopscotch, skip) with some control.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify whether someone is walking, running or sprinting.</li> <li>• I can suggest when an under arm and over arm throw are appropriate.</li> </ul>

**Suggested enrichment ideas**  
 Sports Day in June  
 Indoor Athletics inter-Federation competition.



**Summer 1 and 2** **Fundamental skills- Swimming**

EYFS/Y1 Year 2/Y3/Y4

Swimming is compulsory in either KS1 or KS2. Knowledge

<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>I know how to stay safe on the poolside.</li> <li>I know how to enter the water safely.</li> <li>I know how to keep myself safe in the water.</li> <li>I know how to move myself in different directions in the water.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>I can stay safe in and around the swimming pool.</li> <li>I can recognise simple ways of keeping myself safe.</li> <li>I can move safely in the water with some confidence.</li> <li>I can begin to propel myself forwards in the water using some strokes with some consistency.</li> <li>I can submerge my face in the water safely and with some confidence.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>I can tell someone else how to stay safe in and around the swimming pool.</li> <li>I can name some of the strokes we use in swimming.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to develop basic pool safety skills.</li> <li>I know how to travel in a vertical or horizontal position and know how to use a floating aid effectively.</li> <li>I know different methods of entering and exiting the pool safely and how to float and submerge.</li> <li>I know how to push and glide confidently using floating aids on the front or back.</li> <li>I know what breathing control is.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>I can feel confident in the water.</li> <li>I can confidently submerge my face in the water.</li> <li>I can stay safe in deep water.</li> <li>I can tread water for a short period with some success.</li> <li>I can travel above and under the water with some consistency.</li> <li>I can use a variety of different strokes with some consistency and can travel further using them.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>I can advise someone how to stay safe in and around the swimming pool.</li> <li>I can name the strokes we use in swimming.</li> <li>I can begin to evaluate the technique of another pupil and give advice how to improve.</li> </ul>
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**Suggested enrichment ideas**

**Summer 2 Fundamental skills- Cricket**

EYFS	Year 1
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to throw an object underarm.</li> <li>• I know how to catch different objects (fingers spread, basket).</li> <li>• I know how to explore different ways of moving an object across the floor using my hands.</li> <li>• I know how to strike an object with my hand (balloon/beanbag/foam ball).</li> <li>• I know how to bring an object back to a start point when it is thrown.</li> <li>• I know how to hit an object using a bat.</li> <li>• I know how to play a simple striking and fielding game.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can throw an object under arm with some accuracy and can catch different equipment with varying success, having my hands in the correct catching position..</li> <li>• I can hit different objects with some success and can score points whilst doing so.</li> <li>• I can play in small sided striking and fielding games and understand when I have scored a point.</li> <li>• I can field an object with varying success, understanding where I must get that object back to.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify an underarm throw.</li> <li>• I can tell another how to catch an object.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to throw under and over arm.</li> <li>• I know how to strike different balls using different equipment (racket, bat, foot, paddle).</li> <li>• I know how to play as an effective fielder to get the ball back to a stop zone.</li> <li>• I know some of the basic striking and fielding rules (carry bat, do not overtake, no-bowls.</li> <li>• I know how to score points for my team.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can throw under and over arm with some effectiveness and accuracy.</li> <li>• I can strike a ball with some consistency using the correct technique.</li> <li>• I can stop my opponent from scoring points by fielding the ball quickly back to the stop zone.</li> <li>• I can play to some of the striking and fielding rules, taking part in a competitive small sided, adapted game.</li> <li>• I can contribute to my striking team effectively by scoring points on my turn.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can coach another to make sure they use the correct over and under arm throw technique.</li> <li>• I can enforce some of the basic rules and have a go at umpiring some matches with the help of another/the teacher.</li> </ul>

**Suggested enrichment ideas**  
 Inter-school competition.  
 Cricket festival at Settle C.C.  
 Utilise Settle C.C. coaches during lessons to enhance teaching.

Autumn 1 Fundamental skills - (Invasion Games) Tag Rugby	
Year 2	Year 3
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to move holding a rugby ball with 2 hands <ul style="list-style-type: none"> <li>• I know how to pass a ball accurately (hands &amp; feet) over longer distances to a team mate</li> </ul> </li> <li>• I know how to combine stopping, pick up/collect &amp; send a ball accurately to other players</li> <li>• I know how to make simple decisions about when /where to move in game to receive a ball</li> <li>• I know how to apply a tactic in a 3v1 game.</li> <li>• I know how to engage in simple, competitive and co-operative games.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can move holding a rugby ball with 2 hands.</li> <li>• I can pass a ball accurately (hands &amp; feet) over longer distances to a team mate</li> <li>• I can combine stopping, pick up/collect &amp; send a ball accurately to other players</li> <li>• I can make simple decisions about when /where to move in game to receive a ball</li> <li>• I can apply a tactic in a 3v1 game.</li> <li>• I can engage in simple, competitive and co-operative games.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can listen to top tips and try to apply them.</li> <li>• I can lead another person in a pulse raiser</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to move holding a rugby ball with 2 hands.</li> <li>• I know where to score a try and how to position the ball to score a try</li> <li>• I know how to move into spaces to avoid defenders</li> <li>• I know how to make a backward pass to team mates, using the direction most comfortable</li> <li>• I know how to tag team mates when to defend</li> <li>• I know how to play small sided competitive games</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can to make a series of passes to team mates moving towards a scoring area</li> <li>• I can use the correct technique and show some signs of using a chest pass and shoulder pass</li> <li>• I can mark another player and defend when needed.</li> <li>• I can change direction easily</li> <li>• I can develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can use verbal and non-verbal communication within my team to progress a ball in a certain direction.</li> <li>• I can lead another person pulse raiser and stretches</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b></p> <p>Intra School House Cup</p> <p>Intra Federation Tournament (Settle College) Autumn 1</p>	



**Autumn 1** **Fundamental skills- OAA**

Year 2	Year 3
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>•I know how to follow and give clear instructions either visually or verbally.</li> <li>•I know the difference between safe and dangerous.</li> <li>•I know how to orientate myself with increasing confidence to match a simple plan/map in order to help find key objects and places.</li> <li>•I know how to listen to and share my ideas with my peers in order to come up with a solution to a problem.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>•I can give increasingly clear instructions either visually or verbally.</li> <li>•I can recognise some ways of keeping safe and avoiding dangers.</li> <li>•I can use a simple plan/map to find and hide things and follow a simple route.</li> <li>•I can listen to peers and take turns in a team to achieve a simple challenge.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>•I can show and tell someone what to do in simple terms</li> <li>•I can listen to others and show understanding by following instruction.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>•I know how to follow and give clear and accurate instructions either visually or verbally.</li> <li>•I know the difference between safe and dangerous and can start to recognise own risks.</li> <li>•I know how to orientate myself with increasing confidence to match a simple plan/map/route in order to help find key objects and places.</li> <li>•I know how to listen to and share my ideas with my peers in order to come up with a solution to a problem.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>•I can give clear and increasingly accurate instructions either visually or verbally.</li> <li>•I can recognise more ways of keeping safe and avoiding dangers whilst starting to recognise own risks.</li> <li>•I can use a simple plan/map to find/hide things, follow a simple route and identify key symbols.</li> <li>•I can listen to peers and put across my ideas in order to be more successful in a team to achieve a simple challenge.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>•I can explain my own ideas so others can understand.</li> <li>•I can listen to others and adapt or change my own views.</li> </ul>

**Suggested enrichment ideas**  
 Intra Federation Orienteering Event  
 OAA based residential Y3/4

Autumn 2 Fundamental skills- Basketball	
Year 2	Year 3
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how pass and receive a pass.</li> <li>• I know how to dodge into a space.</li> <li>• I know how to change pace from a run to a sprint.</li> <li>• I know how to stabilise myself when stopping quickly or jumping to a stop.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can show balance and co-ordination when running at different speeds.</li> <li>• I can show balance when changing direction.</li> <li>• I can show hopping, skipping and jumping movements with some balance and control.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I can show determination to succeed in a task.</li> <li>•</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can evaluate my own performance, giving suggestions to improve.</li> <li>• I can work effectively and cooperatively with a partner when passing and receiving a ball.</li> <li>• I know and can communicate my own successes.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know some of the basic rules of basketball.</li> <li>• I know some strategies to defend an opponent.</li> <li>• I know how to take part in a relay and to pass a baton.</li> <li>• I know how to complete an obstacle course and compete in a mini-competition and record my scores.</li> <li>• I know why it is important to warm up.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can pass and receive the ball with some control.</li> <li>• I can dribble the ball with some success.</li> <li>• I can shoot the ball towards the hoop, getting it on target regularly.</li> <li>• I can implement some rules with honesty.</li> <li>• I can move the ball towards the basket with some control.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can umpire in an honest and fair way when taking part in mini-games.</li> <li>• I can identify when I have been successful.</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b></p> <p>Inter-house Basketball</p>	

**Autumn 2****Fundamental skills - Netball****Year 2**Knowledge

- I know how to perform some dribbling skills with hands and feet using space
- I know how to pass a ball accurately (hands & feet) over longer distances to a team mate
- I know how to combine stopping, pick up/collect & send a ball accurately to other players
- I know how to make simple decisions about when /where to move in game to receive a ball
- I know how to apply a tactic in a 3v1 game.
- I know how to engage in simple, competitive and co-operative games.

Skills

- I can perform some dribbling skills with hands and feet using space
- I can pass a ball accurately (hands & feet) over longer distances to a team mate
- I can combine stopping, pick up/collect & send a ball accurately to other players
- I can make simple decisions about when /where to move in game to receive a ball
- I can apply a tactic in a 3v1 game.
- I can engage in simple, competitive and co-operative games.

Communication

- I can listen to top tips and try to apply them.
- I can lead another person in a pulse raiser

**Year 3**Knowledge

- I know how to make a series of passes to team mates moving towards a scoring area.
- I know how to use the correct technique and show some signs of using a chest pass and shoulder pass
- I know where space is and try to move into it.
- I know how to mark another player and defend when needed.
- I know how to change direction easily
- I know how to develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.

Skills

- I can make a series of passes to team mates moving towards a scoring area
- I can use the correct technique and show some signs of using a chest pass and shoulder pass
- I can mark another player and defend when needed.
- I can change direction easily
- I can develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.

Communication

- I can use verbal and non-verbal communication within my team to progress a ball in a certain direction.
- I can lead another person pulse raiser and stretches

**Suggested enrichment ideas**

Intra School House Cup

Intra Federation Tournament (Settle College) Autumn 1

Autumn 2		Fundamental skills- Gymnastics	
Year 2		Year 3	
<u>Knowledge</u> <ul style="list-style-type: none"> <li>• I know how to make my body tense, relax, small and stretched showing some body tension in a range of movements.</li> <li>• I know how to build a sequence of movements with changes in speed and direction, including 3 different actions.</li> <li>• I know how to be still on a single/two + points of contact on the floor/apparatus showing tension and control.</li> <li>• I know how to jump and land with control using different shapes whilst in flight.</li> </ul>		<u>Knowledge</u> <ul style="list-style-type: none"> <li>• I know how to create my own sequences, adding different levels and difficulty.</li> <li>• I know how to combine arm actions to skips, steps, jumps and spins in travel.</li> <li>• I know the principles of balance and apply them on the floor and apparatus.</li> <li>• I know how to perform basic core gymnastics skills.</li> </ul>	
<u>Skills</u> <ul style="list-style-type: none"> <li>• I can make my body tense, relax, small and stretched showing some body tension with some success.</li> <li>• I can create a simple sequence on the floor and on apparatus.</li> <li>• I can perform balances on the floor and on apparatus showing body tension.</li> </ul>		<u>Skills</u> <ul style="list-style-type: none"> <li>• I can create my own sequences on the floor and on apparatus.</li> <li>• I can combine arm actions with movements to enhance the difficulty of my sequences.</li> <li>• I can perform a variety of skills on the floor and apparatus with frequent success.</li> </ul>	
<u>Communication</u> <ul style="list-style-type: none"> <li>• I can sometimes give advice to others.</li> <li>• I can use the correct terminology when talking about the skills I am doing.</li> </ul>		<u>Communication</u> <ul style="list-style-type: none"> <li>• I can give advice to others and evaluate my own performances.</li> <li>• I can name the skills that I, and others, have used in sequences and routines.</li> </ul>	
<u>Suggested enrichment ideas</u>			

**Spring 1** **Fundamental skills- Badminton**

**Year 2** **Year 3**

Knowledge

- I know how to hit a shuttle gently to a partner.
- I know the ready position.
- I know how to play a forehand shot and which side it is on for me.
- I know that there are two types of serve in badminton.
- I know how to follow basic rules and to play competitive games.

Skills

- I can tap the shuttle so that it goes in the direction of my partner.
- I can sometimes hit the shuttle back and forth three times with a partner.
- I can start a point in the ready position when waiting for my opponent to serve.
- I can serve using the backhand with some success.
- I can play simple low scoring games following basic rules.

Communication

- I can work co-operatively with my opponent to umpire my own game.
- I can umpire an adapted game for another pair.
- I can warm myself up ready for the lesson.

Knowledge

- I know how to hit the shuttle with enough force to get it to a partner and not out of the court.
- I know the ready position.
- I know what side a forehand and backhand shot is played on.
- I know which serve I prefer between the forehand and backhand.
- I know how to be competitive during games.

Skills

- I can tap the shuttle with a gentle shot so that it goes to a partner.
- I can hit the shuttle back and forth with a partner with some consistency.
- I can change from the ready position to hit the shuttle.
- I can hit a forehand shot with some consistency.
- I can serve a forehand and backhand with some consistency.
- I can score simple games with a partner with adapted rules.
- I can score a match for another pair in an umpiring role.

Communication

- I can umpire my own game.
- I can umpire an adapted game for another pair.
- I can warm myself and a partner up ready for the lesson.

**Suggested enrichment ideas**  
 Inter-school competition.  
 Inter-House Badminton

Spring 1 and 2      Fundamental skills- Swimming	
<p>EYFS/Y1</p> <p><u>Swimming is compulsory in either KS1 or KS2.</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to stay safe on the poolside.</li> <li>• I know how to enter the water safely.</li> <li>• I know how to keep myself safe in the water.</li> <li>• I know how to move myself in different directions in the water.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can stay safe in and around the swimming pool.</li> <li>• I can recognise simple ways of keeping myself safe.</li> <li>• I can move safely in the water with some confidence.</li> <li>• I can begin to propel myself forwards in the water using some strokes with some consistency.</li> <li>• I can submerge my face in the water safely and with some confidence.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can tell someone else how to stay safe in and around the swimming pool.</li> <li>• I can name some of the strokes we use in swimming.</li> </ul>	<p>Year 2/Y3/Y4</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to develop basic pool safety skills.</li> <li>• I know how to travel in a vertical or horizontal position and know how to use a floating aid effectively.</li> <li>• I know different methods of entering and exiting the pool safely and how to float and submerge.</li> <li>• I know how to push and glide confidently using floating aids on the front or back.</li> <li>• I know what breathing control is.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can feel confident in the water.</li> <li>• I can confidently submerge my face in the water.</li> <li>• I can stay safe in deep water.</li> <li>• I can tread water for a short period with some success.</li> <li>• I can travel above and under the water with some consistency.</li> <li>• I can use a variety of different strokes with some consistency and can travel further using them.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can advise someone how to stay safe in and around the swimming pool.</li> <li>• I can name the strokes we use in swimming.</li> <li>• I can begin to evaluate the technique of another pupil and give advice how to improve.</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b></p>	

**Spring 2** **Fundamental skills- Dance**

Year 2	Year 3
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to change rhythm, speed, level and direction with some consistency and some control</li> <li>• I know how to build a sequence of movements</li> <li>• I know how to link some movements to show mood and feelings.</li> <li>• I know how to perform a rehearsed routine.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can change rhythm, speed, level and direction with some consistency and some control</li> <li>• I can copy the dance moves performed by another and can build a sequence of movements</li> <li>• I can perform a rehearsed routine with some consistency.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can evaluate a performance, giving positive feedback.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to change rhythm, speed, level and direction with consistency and control</li> <li>• I know how to build a sequence of movements which reflects the music and follow a beat with some consistency</li> <li>• I know how to show mood and feelings when performing.</li> <li>• I know how to perform a rehearsed routine.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can change rhythm, speed, level and direction with consistency and control</li> <li>• I can copy the dance moves performed by another and can build a sequence of movements using my own or others' movement skills.</li> <li>• I can perform a rehearsed routine with increased consistency.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can evaluate a performance, giving positive feedback.</li> <li>• I can evaluate my own performance and suggest a way to improve.</li> </ul>

**Suggested enrichment ideas**  
 May Day Dance – traditional dances held on the first Saturday of May.  
 World Dance Day- dancing around the world both traditional and contemporary.

**Summer 1****Fundamental skills- Handball****Year 2**Knowledge

- I know how pass and receive a small range of passes associated with handball.
- I know how to dodge into a space.
- I know how to change pace from a run to a sprint to get away from an opponent.
- I know how to stabilise myself when stopping quickly or jumping to a stop.
- I know how to score a point and where I must be to shoot.
- I know and recognise some of the lines on a pitch

Skills

- I can use the correct technique to receive and send a ball to a teammate.
- I can show the correct technique when shooting at goal.
- I can sometimes implement the correct travel rules.
- I can describe how my body feels during exercise.
- I can show determination to succeed in a task.
- I can begin to change direction at speed.
- I can mark an opponent with some success.

Communication

- I can evaluate my own performance, giving suggestions to improve.
- I can work effectively and cooperatively with a partner when passing and receiving a ball.
- I know and can communicate my own successes.
- I can referee an adapted game and implement some rules with success.

**Year 3**Knowledge

- I know how pass and receive a range of passes associated with handball.
- I know how to dodge into a space and move my opponent away to create space.
- I know how to change pace from a run to a sprint to get away from an opponent.
- I know how to stabilise myself when stopping quickly or jumping to a stop.
- I know how to use tactics score a point and where I must be to shoot.
- I know and recognise the lines on a pitch.

Skills

- I can use the correct technique to receive and send a ball to a teammate.
- I can show the correct technique when shooting at goal.
- I can implement the correct travel rules.
- I can describe how my body feels during exercise.
- I can show determination to succeed in a task.
- I can change direction at speed.
- I can mark an opponent with success and can intercept a ball.

Communication

- I can evaluate my own performance, giving suggestions to improve.
- I can work effectively and cooperatively with a partner when passing and receiving a ball.
- I know and can communicate my own successes.
- I can referee a game and implement most of the rules with honesty and success.

**Suggested enrichment ideas**

Inter-house Handball



**Summer 1** **Fundamental skills- Athletics**

Year 2 Year 3

Knowledge

- I know how to run with confidence and good technique.
- I know the best technique for jumping far.
- I know how to run for distance.
- I know how to take part in a relay and to pass a baton with some success.
- I know how complete an obstacle course with control and agility.

Skills

- I can use some of the correct techniques with consistency to run efficiently.
- I can use the correct teaching points for a distance jump effectively to improve my performance.
- I can pace myself appropriately on a long distance run in order to conserve my energy.

Communication

- I can evaluate my own performance, giving suggestions to improve.
- I can work effectively and cooperatively with a partner to create a challenging obstacle course.
- I know and can communicate my own successes.

Knowledge

- I know how to run in different directions and how to walk, jog, run and sprint.
- I know how to improve my jumping and throwing techniques.
- I know how to take part in a relay and to pass a baton.
- I know how to complete an obstacle course and compete in a mini-competition and record my scores.

Skills

- I can walk, jog, run and sprint, consistently using the correct technique.
- I can use the correct teaching points for a distance jump effectively to improve my performance.
- I can pass a baton to a teammate with some success in a competitive situation. .
- I can accurately record my own and others' scores.

Communication

- I can officiate in an honest and fair way when taking part in mini-competitions.
- I can evaluate my own and others' performance, giving suggestions to improve.

**Suggested enrichment ideas**  
 Sports Day in June  
 Indoor Athletics inter-Federation competition.

**Summer 2 Fundamental skills- Rounders**

**Year 2** **Year 3**

Knowledge

- I know how to stand to hit the ball successfully.
- I know the correct terminology for the rounders game/equipment/positions.
- I know how to play as a fielder and to pass the ball back to the bowler to stop points being scored.
- I know, as a batter, that I must stop when the bowler has the ball.
- I know how to follow basic rules and to play competitive games.

Skills

- I can bat with varying success and can run round the outside of the posts with determination.
- I can play competitively to try to win, fielding quickly and accurately to stop the opponents from scoring.
- I can contribute to my batting team by successfully scoring points during competitive games.
- I know the different types of throw to use.
- I can follow basic rounders rules when playing competitive games.

Communication

- I can evaluate my own performance, giving suggestions to improve my striking.
- I can work effectively and cooperatively with my fielding team mates to stop points.
- I can begin to umpire small games with help.

Knowledge

- I know how to throw and catch under pressure and with consistency.
- I know how to use fielding skills to stop the ball effectively.
- I know how to implement some of the rounders rules and understand how not to get stumped out.
- I know the correct terminology for the rounders game/equipment/positions.
- I know the role of the back stop.
- I know some tactics which can be implemented to help beat another team.
- I know when it is appropriate to use an overarm and underarm throw.

Skills

- I can throw and catch the ball with success when in a pressured situation to stop the opposing team scoring points.
- I can field, getting the ball back to the in-field quickly when the ball comes to me.
- I can use a forehand batting technique.
- I can hit a moving ball with some consistency using the correct technique.
- I can play in various roles (long fielder, post fielder, bowler, back stop).
- I can implement tactics when playing games to beat an opponent. Such as; running to 2<sup>nd</sup> base when hit the ball, throw the ball to bowler to stop the batter, hitting to a gap in the field.

Communication

- I can coach a peer, giving suggestions to improve striking and bowling.
- I can work effectively and cooperatively with my fielding team mates to stop opposition points.
- I can umpire small games without help, calling no-balls.

**Suggested enrichment ideas**  
 Inter-Federation competition.  
 Rounders and BBQ night to raise school funds at LP.

**Summer 2 Fundamental skills- Cricket**

**Year 2** **Year 3**

Knowledge

- I know how to play two different striking and fielding games to score points, (round bases and forwards and backwards).
- I know how to send a ball off a tee using a bat.
- I know how to play as a fielder and to pass the ball back to the bowler to stop points being scored.
- I know, as a batter, that I must stop when the bowler has the ball.
- I know how to follow basic rules and to play competitive games.

Skills

- I can bat with varying success, off a tee, and can run round the outside of the posts/to the far wickets and back with determination.
- I can play competitively to try to win, fielding quickly and accurately to stop the opponents from scoring.
- I can contribute to my batting team by successfully scoring points during competitive games.
- I can follow basic striking and fielding rules when playing competitive games.

Communication

- I can evaluate my own performance, giving suggestions to improve my striking.
- I can work effectively and cooperatively with my fielding team mates to stop points.
- I can umpire small games with some confidence.

Knowledge

- I know how to hit the shuttle with enough force to get it to a partner and not out of the court.
- I know the ready position.
- I know what side a forehand and backhand shot is played on.
- I know the role of the wicket keeper.
- I know some tactics which can be implemented to help beat another team.
- I know when it is appropriate to use an overarm and underarm throw.

Skills

- I can tap the shuttle with a gentle shot so that it goes to a partner.
- I can hit the shuttle back and forth with a partner with some consistency.
- I can change from the ready position to hit the shuttle.
- I can hit a forehand shot with some consistency.
- I can play in various roles (long fielder, short/post fielder, bowler, wicket keeper).
- I can implement tactics when playing games to beat an opponent. Such as; running between the wickets watching the ball at all times, throw the ball to bowler to stop the batter, hitting to a gap in the field.
- I can run in a straight line between the wickets.

Communication

- I can coach a peer, giving suggestions to improve striking and bowling.
- I can work effectively and cooperatively with my fielding team mates to stop opposition points.
- I can umpire small games with confidence.

**Suggested enrichment ideas**  
 Inter-school competition.  
 Cricket festival at Settle C.C.  
 Utilise Settle C.C. coaches during lessons to enhance teaching.

Autumn 1 Fundamental skills- Health and Fitness	
Year 4	Year 5
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know and understand why it is important to cool down after exercise.</li> <li>• I know what plyometrics are and how they can benefit us in P.E.</li> <li>• I know why relaxation is important.</li> <li>• I know how to adapt exercises to make them easier/harder.</li> <li>• I know some of the different components of fitness and can understand the importance of being fit in sports (co-ordination, speed, power, stamina, flexibility etc..).</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can warm up and cool down on my own or leading another.</li> <li>• I can keep going, even when tiring and muscles are fatiguing.</li> <li>• I can improve on previous personal bests.</li> <li>• I can improve different components of fitness.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can warm up a peer prior to exercise.</li> <li>• I can reflect and recognise success in my own performances.</li> <li>• I can enjoy competing and challenging myself to improve.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know some of the physical and mental benefits of exercise.</li> <li>• I know some of the components of fitness and what they may be important for.</li> <li>• I know why relaxation and stretching is an important part of exercise and training.</li> <li>• I know why a warm up is a vital part of exercise.</li> <li>• I know how to measure elements of performance with accuracy within a circuit.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can name some physical and mental benefits of exercise..</li> <li>• I can carry out some of the tests for fitness with accuracy and record and analyse my results.</li> <li>• I can complete a fitness circuit and input into the design.</li> <li>• I can enjoy competing and challenging myself.</li> <li>• I can overcome fatigue and push myself during competition.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can communicate my own strengths and areas for improvement.</li> <li>• I can work co-operatively to set up a circuit.</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b></p> <p>Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.</p> <p>Fitness club at lunch time, led by Y6 sports leaders.</p>	

## Fundamental skills- Health and Fitness

Year 6

### Knowledge

- I know the physical and mental benefits of exercise and understand why exercise is important.
- I know why certain components of fitness are important.
- I know why core strength is important in daily life.
- I know why relaxation and stretching is an important part of exercise and training and understand why athletes must factor it into their training programmes.
- I know why a warm up and keeping hydrated are important for exercise.
- I know how to accurately measure elements of performance.

### Skills

- I can name the physical and mental benefits of exercise.
- I can carry out tests for flexibility, co-ordination, balance, stamina, speed, strength and power and can discuss the benefits of each in different sports.
- I can set up and complete a fitness circuit.
- I can enjoy competing and challenging myself.
- I can analyse which factors have contributed to any improvements in performance.

### Communication

- I can analyse my own strengths and areas for improvement..
- I can work co-operatively to set up a circuit and monitor/record results.
- I can communicate and negotiate with others to agree what each other will do as a group.

### **Suggested enrichment ideas**

Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.  
Fitness club at lunch time, led by Y6 sports leaders.

**Autumn 1 and 2** **Fundamental skills- Swimming**

Year 4/Y5/Y6

Swimming is compulsory in either KS1 or KS2.

Knowledge

- I know how to perform safe rescue in different water based situations. .
- I know the different strokes and how to improve them.
- I know and use swimming terminology; treading water, float, submerge, dive, front crawl, backstroke etc...
- I know how and when to breathe during longer swimming distances.
- I Know how to take part in a competitive swim.
- I know different ways of entering and exiting the pool.

Skills

- I can swim confidently using strokes on my front and back.
- I can swim at least 25m competently, confidently and proficiently.
- I can develop different ways of entering the pool and link activities eg; dive in and collect an object from the pool bottom.
- I can travel further and carry out repeated whole stroke actions with success.
- I can show breathing control when swimming, with increasing consistency.
- I can tread water consistently for a prolonged period.

Communication

- I can perform water rescue.
- I can name and describe the teaching points for the strokes we use in swimming.
- I can evaluate my own, or the technique of another pupil and give advice how to improve.

**Suggested enrichment ideas**

To take part in the Craven schools swimming gala.

**Autumn 2** **Fundamental skills- Basketball**

Year 4 Year 5

Knowledge

- I know many of the rules of the game and can implement them honestly in a game.
- I know simple tactics to score or keep possession against the opponents.
- I know how throw safely.
- I know how to improve my dribbling and shooting technique.

Skills

- I can pass and receive the ball with increasing control.
- I can shoot and dribble with increasing consistency.
- I can help my team keep possession of the ball and move towards the attacking basket.
- I can delay and defend the opposition from getting to my basket.
- I can intercept a ball.

Communication

- I can umpire in an honest and fair way and implement the rules of the game.
- I can evaluate my own and others' strengths and suggest areas for improvement.
- I can explain what happens to my body when I warm up.

Knowledge

- I know and understand the rules of the games and can implement them honestly most of the time.
- I know and understand that there are different skills for different situations and I am beginning to use them in collaboration with others.
- I know how to protect the ball from an opponent.
- I know the skills needed to carry out a pull throw.
- I know how to use tactics to overcome my opponents.

Skills

- I can pass and receive a ball with some success under pressure.
- I can dribble and shoot a ball at the basket with increasing success under pressure.
- I can move into space to help my team.
- I can often make the correct decision of who to pass to and when.
- I can be competitive and show determination during the lessons.
- I can attempt a lay-up and free throw.

Communication

- I can recognise my own strengths and areas for development and can suggest ways to improve.
- I can lead a partner through a short warm up routine.
- I can coach others in order to improve their techniques.

**Suggested enrichment ideas**  
Inter house basketball

## Fundamental skills- Basketball

Year 6

### Knowledge

- I know how to mark and intercept when playing in defence.
- I know and can implement tactics and strategies during a game.
- I know to protect the ball and my own basket when dribbling and in defence.
- I know how to create space for my team mates.
- I know how to be an effective umpire and coach.
- I know when it is best to use a shoulder/overhead/bounce and chest pass during the game.

### Skills

- I can work collaboratively with my team to create and implement tactics and can evaluate these..
- I can pass and receive a ball with increased control and consistency under pressure.
- I can use the rules of the game honestly and consistently.
- I can create and use space to help my team.
- I can use a jump shot with some accuracy.
- I can work collaboratively with others so that the game runs smoothly.

### Communication

- I can lead a small group through a short warm up routine.
- I can umpire with honesty and accuracy.
- I can coach others in order to improve their techniques.

### **Suggested enrichment ideas**

Inter house basketball



**Spring 1 Fundamental skills- Health and Fitness**

Year 4

- Knowledge
- I know and understand why it is important to cool down after exercise.
  - I know what plyometrics are and how they can benefit us in P.E.
  - I know why relaxation is important.
  - I know how to adapt exercises to make them easier/harder.
  - I know some of the different components of fitness and can understand the importance of being fit in sports (co-ordination, speed, power, stamina, flexibility etc..).
- Skills
- I can warm up and cool down on my own or leading another.
  - I can keep going, even when tiring and muscles are fatiguing.
  - I can improve on previous personal bests.
  - I can improve different components of fitness.
- Communication
- I can warm up a peer prior to exercise.
  - I can reflect and recognise success in my own performances.
  - I can enjoy competing and challenging myself to improve.

Year 5

- Knowledge
- I know some of the physical and mental benefits of exercise.
  - I know some of the components of fitness and what they may be important for.
  - I know why relaxation and stretching is an important part of exercise and training.
  - I know why a warm up is a vital part of exercise.
  - I know how to measure elements of performance with accuracy within a circuit.
- Skills
- I can name some physical and mental benefits of exercise..
  - I can carry out some of the tests for fitness with accuracy and record and analyse my results.
  - I can complete a fitness circuit and input into the design.
  - I can enjoy competing and challenging myself.
  - I can overcome fatigue and push myself during competition.
- Communication
- I can communicate my own strengths and areas for improvement.
  - I can work co-operatively to set up a circuit.

**Suggested enrichment ideas**  
 Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.  
 Fitness club at lunch time, led by Y6 sports leaders.

## Fundamental skills- Health and Fitness

Year 6

### Knowledge

- I know the physical and mental benefits of exercise and understand why exercise is important.
- I know why certain components of fitness are important.
- I know why core strength is important in daily life.
- I know why relaxation and stretching is an important part of exercise and training and understand why athletes must factor it into their training programmes.
- I know why a warm up and keeping hydrated are important for exercise.
- I know how to accurately measure elements of performance.

### Skills

- I can name the physical and mental benefits of exercise.
- I can carry out tests for flexibility, co-ordination, balance, stamina, speed, strength and power and can discuss the benefits of each in different sports.
- I can set up and complete a fitness circuit.
- I can enjoy competing and challenging myself.
- I can analyse which factors have contributed to any improvements in performance.

### Communication

- I can analyse my own strengths and areas for improvement..
- I can work co-operatively to set up a circuit and monitor/record results.
- I can communicate and negotiate with others to agree what each other will do as a group.

### **Suggested enrichment ideas**

Fitness afternoon, where the older children set up a circuit for the rest of the school to enjoy.  
Fitness club at lunch time, led by Y6 sports leaders.

Spring 1 Fundamental skills- Gymnastics	
Year 4	Year 5
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to create/make up a paired or group sequence and perform it.</li> <li>• I know how incorporate matching and mirroring into a sequence.</li> <li>• I know how to perform a range of different rolls with body tension and control.</li> <li>• I know how to link skills with travel and balance and good body control.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can make up a sequence working cooperatively with a partner/group and perform a well-rehearsed routine.</li> <li>• I can match and mirror my partner during a routine.</li> <li>• I can perform different rolls with tension and control.</li> <li>• I can perform a well-rehearsed sequence which links rolls, travel and balance on the floor and apparatus.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can share ideas and give positive criticism/advice to myself and others.</li> <li>• I can evaluate my own performance and suggest several ways to improve.</li> <li>• I can use the correct terminology to describe the skills I have used in my routine.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how combine my own work with the work of others.</li> <li>• I know how to include changes in speed, direction and shape in movements.</li> <li>• I know how to follow a set of rules/criteria (possibly made by my peers) to produce a sequence.</li> <li>• I know how to use mirroring/matching/cannon/synchronicity and can vary the speed/levels/direction.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can combine my own ideas cooperatively with others.</li> <li>• I can use a range of speed, direction and shapes when creating a sequence.</li> <li>• I can use a set criteria when creating a sequence and can include different actions and pace with success.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can identify my own strengths and weaknesses.</li> <li>• I can evaluate my own and others performance and suggest a way to improve.</li> <li>• I can use the correct terminology to describe the skills I have used in my routines.</li> </ul>
<p><b><u>Suggested enrichment ideas</u></b></p>	

## Fundamental skills- Gymnastics

Year 6

### Knowledge

- I know how to transfer sequences onto differing apparatus and floor space effectively.
- I know how to create, adapt and refine a 6-8part floor routine as an individual, pair and group.
- I know how to demonstrate 3 paired or group balances in sequences using a variety of skills.

### Skills

- I can carry out sequences on a variety of apparatus.
- I can perform a well-rehearsed routine with upwards of six components.
- I can perform group balances, which are challenging, with success.

### Communication

- I can identify my own strengths and weaknesses and explain what I can do to improve my sequences and routines.
- I can evaluate my own and others performance and suggest a way to improve.
- I can use the correct terminology to describe the skills and movement actions I have used in my routines.

### Suggested enrichment ideas

## Spring 2

## Fundamental skills- Handball

### Year 4

#### Knowledge

- I know how to perform a range of passes used in a competitive game.
- I know how to pass the ball accurately.
- I know how to find space and move to become free to receive the ball.
- I know how to engage in small competitive games.
- I know many of the handball rules and implement them in a competitive game.
- I know how to implement some of the rules through the role of a referee.
- I know how to record the score accurately when refereeing games.
- I know the consequences for breaking the rules.

#### Skills

- I can begin to use the most appropriate pass at the correct time in a competitive game.
- I can draw the defender away to create space.
- I can be competitive against others to win the ball.
- I can use the correct travelling rules throughout the game.
- I can begin to apply some tactics to outwit an opponent.
- I can identify ways to improve own performance.
- I can get into the correct place for a variety of positions and know where they are allowed to go on the pitch.

#### Communication

- I can referee and control the game, implementing some rules with confidence.
- I can use my own knowledge to coach others on their techniques when marking, passing and shooting.
- I can use verbal and non-verbal communication to receive a pass.

### Year 5

#### Knowledge

- I know how to perform a range of passes used in a competitive game and can begin to select the correct pass for the situation.
- I know how to pass the ball accurately.
- I know how to find space and move to become free to receive the ball using fake and feint dodges.
- I know how to engage in competitive games.
- I know many of the handball rules and implement them in a competitive game.
- I know how to implement the rules through the role of a referee.
- I know how to record the score and accurately time games when refereeing games.
- I know the consequences for breaking rules.
- I know the correct terminology.

#### Skills

- I can use the most appropriate pass at the correct time in a competitive game.
- I can draw the defender away to create space then get away from them to receive the ball.
- I can be competitive against others to win the ball and can intercept a moving ball.
- I can use the correct travelling rules throughout the game.
- I can apply some tactics to outwit an opponent.
- I can identify ways to improve own performance.
- I can recognise my strengths and where I am best placed on the pitch.

#### Communication

- I can referee and control the game, implementing rules with confidence and honesty.
- I can use my own knowledge to coach others on their techniques when marking, passing and shooting.
- I can use verbal and non-verbal communication to receive a pass.
- I can be a coach and introduce some tactics to outwit opponents.

**Suggested enrichment ideas**

Inter house Handball

**Fundamental skills- Handball**

Year 6

**Knowledge**

- I know how to perform all the passes used in handball and can select the correct pass for the situation.
- I know how to pass the ball accurately and with power.
- I know how to find space and move to become free to receive the ball using fake and feint dodges.
- I know how to engage in competitive games.
- I know many of the handball rules and implement them in a competitive game.
- I know how to implement the rules through the role of a referee and show confidence when doing so.
- I know how to record the score and accurately time games when refereeing.
- I know the consequences for breaking rules and can implement them.
- I know the correct terminology.

**Skills**

- I can use the most appropriate pass at the correct time in a competitive game with success.
- I can draw the defender away to create space then get away from them to receive the ball.
- I can be competitive against others to win the ball and can intercept a moving ball.
- I can use the correct travelling rules throughout the game and am confident when moving with the ball.
- I can apply tactics on my own and with my teammates to outwit a opponents.
- I can identify ways to improve own performance.
- I can recognise my strengths and where I am best placed on the pitch.

**Communication**

- I can referee and control the game, implementing rules with confidence, fairness and honesty.
- I can use my own knowledge to coach others on their techniques when marking, passing and shooting and suggest ways to improve.
- I can use verbal and non-verbal communication to receive a pass.
- I can be a coach and introduce tactics to outwit opponents, placing teammates in their strongest positions.

**Suggested enrichment ideas**

Inter house Handball

Refereeing class 2 inter-house

**Spring 2** **Fundamental skills- Dance**

Year 4	Year 5
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to create/make up a paired or group dance.</li> <li>• I know how to respond imaginatively to a stimuli (character, music, story.)</li> <li>• I know how to perform clear and fluent dances that show sensitivity to an idea/stimuli.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively in a pair or a group to make up a dance.</li> <li>• I can use a stimuli to create a performance.</li> <li>• I can perform a well-rehearsed dance individually or in a group which tells a story or represents and idea.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can evaluate a performance, giving positive feedback.</li> <li>• I can evaluate my own performance and suggest a way to improve.</li> <li>• I can communicate effectively with a group in the creation of a dance.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I know how to create/make up a paired or group dance showing fluency and control.</li> <li>• I know how to respond imaginatively to a stimuli (character, music, story.) and understand different styles of dance.</li> <li>• I know how to create, adapt and refine a clear and fluent dance with varying direction space and rhythm.</li> <li>• I know criteria and terminology to evaluate performances.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively in a pair or a group to choreograph a dance.</li> <li>• I can use a stimuli/ style of dance to create a performance.</li> <li>• I can perform a well-rehearsed dance individually or in a group which I will evaluate, adapt and refine.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• I can use appropriate criteria and terminology to evaluate performances critically.</li> <li>• I can evaluate my own and others performance and suggest a way to improve.</li> <li>• I can communicate effectively with a group in the creation of a dance.</li> </ul>

**Suggested enrichment ideas**  
 May Day Dance – traditional dances held on the first Saturday of May.  
 World Dance Day- dancing around the world both traditional and contemporary.

Year 6

Knowledge

- I know how to create/perform dances in a variety of styles consistently.
- I know how to use musical structure, rhythm and mood accordingly.
- I know how to create, adapt and refine a clear and fluent dance with varying direction space and rhythm.
- I know criteria and terminology to evaluate performances.

Skills

- I can work cooperatively in a pair or a group to choreograph dances of different styles.
- I can choose a stimuli/ style of dance to create a performance.
- I can perform a well-rehearsed dance individually or in a group which I will evaluate, adapt and refine.

Communication

- I can use appropriate criteria and terminology to evaluate performances critically.
- I can evaluate my own and others performance and suggest ways to improve.
- I can communicate effectively with a group in the creation of a dance.

**Suggested enrichment ideas**

May Day Dance – traditional dances held on the first Saturday of May.

World Dance Day- dancing around the world both traditional and contemporary.



<b>Summer 1</b>	<b>Fundamental skills- Athletics</b>
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Year 4	Year 5
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Knowledge

- I know how to select the correct running pace and technique for the event I am taking part in.
- I know how to throw with power and accuracy.
- I know how throw safely.
- I know and can explore correct jumping technique when jumping for distance.
- I know how to use the techniques learned in the unit in a competitive situation with some success.

Skills

- I can use different paces when taking part in differing distances with some success.
- I can throw an object in a safe way and with some power and accuracy.
- I can be competitive during races and events against others in my class.

Communication

- I can officiate in an honest and fair way when taking part in mini-competitions.
- I can evaluate my own and others' performance, giving suggestions to improve.
- I can be a coach/official/leader during my lessons.

Knowledge

- I know how to select the correct running pace and technique for the event I am taking part in.
- I know how to run for distance.
- I know and understand the most effective jumping technique when jumping for distance.
- I know the skills needed to carry out a pull throw.
- I know how to use the techniques learned in the unit in a competitive situation with some success.

Skills

- I can appropriately select the running pace needed to complete different distances to the best of my ability. My technique will also change according to the distance/pace.
- I can use the correct pace when completing a longer run.
- I can perform a well-rehearsed jumping technique which is fluent and allows me to jump my furthest.
- I can try to use a pull technique when throwing with some success.
- I can be competitive during the lessons.

Communication

- I can use appropriate terminology to evaluate performances critically.
- I can officiate with honesty and accuracy and record the results.
- I can coach others in order to improve their techniques.

**Suggested enrichment ideas**  
 Sports Day in June  
 Indoor Athletics inter-Federation competition.

## Fundamental skills- Athletics

Year 6

### Knowledge

- I know how to investigate running styles and changes of speed.
- I know the technique needed to pull-throw with power and accuracy.
- I know how to throw safely and with understanding.
- I know about good running technique in competitive running.
- I know and understand the correct jumping technique for distance.
- I know how to utilise all the techniques learned in the unit in a competitive situation with success.

### Skills

- I can select the correct running style according to the speed I am going.
- I can use my hop and torso to create a pull during my throw to gain distance.
- I can incorporate strategies into my running to try to win a competitive race.
- I can use many of the correct techniques to enable me to jump my furthest.
- I can be competitive in mini-athletics events.

### Communication

- I can use appropriate terminology to evaluate performances critically.
- I can officiate with honesty and accuracy and record the results.
- I can coach others in order to improve their techniques.

### **Suggested enrichment ideas**

Sports Day in June

Indoor Athletics inter-Federation competition.

**Summer 1** **Fundamental skills- Cricket**

**Year 4** **Year 5**

Knowledge

- I know how to use the correct attacking batting technique to place the ball.
- I know and play in different fielding positions.
- I know how to develop skills that can be applied in a competitive game (accurate throwing/batting/bowling, how to stump the wickets, field long etc..)
- I know a range of tactics that can be used in isolation and during competitive games.
- I know many of the rules of cricket, (no ball, run-out, stump out etc...)

Skills

- I can use a drive hit to place the ball into a gap with some success.
- I can play competitively in different positions to help my team beat their opponent.
- I can show consistency in my cricket skills; throwing, catching, bowling, batting, wicket keeper.
- I can use tactics to beat my opponent, such as throwing to the correct stumps to get a batter out, move the fielding positions for R and L handed batters etc...

Communication

- I can officiate in an honest and fair way when taking part in small sided, adapted games.
- I can evaluate my own and others' performance, giving suggestions to improve.
- I can be a coach/official/leader during my lessons.

Knowledge

- I know how to link skills together to stop an opponent (field the ball and throw it to the correct end, catch the ball and throw it back to someone at the wickets, field short to put pressure on the batter etc..)
- I know that some aspects of fitness are needed in cricket eg; flexibility, co-ordination, agility, power.
- I know how to use fielding skills to stop the ball effectively.
- I know how to control the bat.
- I know the role of the wicket keeper.
- I know how to implement tactics to overcome an opponent.

Skills

- I can throw and catch consistently under pressure.
- I can bat using a forehand drive and defensive shot to outwit my opponents.
- I can field the ball effectively and throw it to the correct in-fielder to stop runs being scored.
- I can be an effective wicket keeper by catching out and stopping the batters from running by fielding to a base.
- I can use tactics in a game successfully by working as a team eg, fielding back to the bowler to stop runners.
- I can try to implement an overarm bowling technique during closed practices.

Communication

- I can officiate in an honest and fair way when taking part in small sided, adapted games.
- I can evaluate my own and others' performance, giving suggestions to improve.
- I can be a coach/official/leader during my lessons.

**Suggested enrichment ideas**  
 Inter-school competition.  
 Cricket festival at Settle C.C.  
 Utilise Settle C.C. coaches during lessons to enhance teaching.

## Fundamental skills- Cricket

Year 6

### Knowledge

- I know how to implement and follow the cricketing rules with consistency in a conditioned game.
- I know the correct layout for a cricket pitch and how to run between the wickets.
- I know a range of tactics for attacking and defending in the roles of the batter, bowler and fielder.

### Skills

- I can follow the cricket rules during competitive games.
- I can umpire effectively, score keeping and implement the correct rules and decisions.
- I can apply the correct cricketing rules in a variety of small sided adapted games.
- I can play in small sided games and can set up my own pitch accurately.
- I can use tactics to outwit my opponents in various positions, such as, bowling using a faster, slow bowl or spin, can field deep for a long hitter, come in for a short hitter and field to second when back stop to stump a batter out.
- I can use tactics when batting in order to score runs for my team such as a forehand drive, hitting to a gap in the field.

### Communication

- I can use appropriate terminology to evaluate performances critically.
- I can umpire with honesty, consistency and accuracy and record the results.
- I can coach others in order to improve their techniques.

### **Suggested enrichment ideas**

Inter-school competition.

Cricket festival at Settle C.C.

Utilise Settle C.C. coaches during lessons to enhance teaching.

**Summer 2 Fundamental skills- Rounders**

**Year 4** **Year 5**

Knowledge

- I know how to use a forehand batting technique to place the ball.
- I know and play in different rounders positions with some success in all positions.
- I know how to develop skills that can be applied in a competitive game (accurate throwing/batting/bowling, how to stump a post, field long etc..)
- I know a range of tactics that can be used in isolation and during competitive games.
- I know many of the rules of rounders; backwards hit, no ball, run-out, stump out.

Skills

- I can use a forehand hit to place the ball into a gap with some success.
- I can play competitively in different positions to help my team beat their opponent.
- I can show consistency in my rounders skills; throwing, catching, bowling, batting, post play and backstop.
- I can use tactics to beat my opponent, such as throwing to a post to stump out, move the fielding positions for R and L handed batters.
- I can begin to lead my team and suggest when to run and stay at a post when batting.

Communication

- I can officiate in an honest and fair way when taking part in small sided games and can implement no-balls in a loud voice with some help.
- I can evaluate my own and others' performance, giving suggestions to improve when batting and throwing/catching.
- I can be a coach/official/leader during my lessons.

Knowledge

- I know how to link skills together to stop an opponent (field the ball and throw it to 4<sup>th</sup> base, catch the ball and stump at 2<sup>nd</sup> then throw quickly to the bowler to raise etc..)
- I know that some aspects of fitness are needed in rounders eg; flexibility, co-ordination, agility, power.
- I know how to use fielding skills to stop the ball effectively.
- I know how to control the bat and begin to implement the backhand hit.
- I know the role of the backstop.
- I know how to implement tactics to overcome an opponent.

Skills

- I can throw and catch consistently under pressure.
- I can bat using a forehand and occasionally a backhand to outwit my opponents.
- I can field the ball effectively and throw it to the correct in-fielder to stop points being scored.
- I can be an effective backstop by catching out and stopping the batters from running by fielding to a base. By being alert and always in the ready position behind the bat.
- I can use tactics in a game successfully by working as a team eg, fielding back to the bowler to stop runners.

Communication

- I can officiate in an honest and fair way when taking part in small sided, adapted games.
- I can evaluate my own and others' performance, giving suggestions to improve.
- I can be a coach/official/leader during my lessons.

**Suggested enrichment ideas**  
 Inter-Federation competition.  
 Rounders and BBQ night to raise school funds at LP.

## Fundamental skills- Rounders

Year 6

### Knowledge

- I know how to implement and follow the rounders rules with consistency in a game.
- I know the correct layout for a rounders pitch and how to run round the posts.
- I know a range of tactics for attacking and defending in the roles of the batter, bowler and fielder.
- I know the rules of the game and can remind others of these rules.

### Skills

- I can follow and implement the rounders rules during competitive games.
- I can umpire effectively and implement the correct rules and decisions in an honest and fair way.
- I can play in games and can set up my own pitch accurately.
- I can use tactics to outwit my opponents in various positions, such as, bowling using a donkey drop, slow bowl or spin, can field deep for a long hitter, come in for a short hitter and field to second when back stop to stump a batter out.
- I can use tactics when batting in order to score rounders for my team such as a backhand, hitting to a gap in the field.

### Communication

- I can use appropriate terminology to evaluate performances critically.
- I can umpire with honesty, consistency and accuracy and record the results.
- I can coach others in order to improve their techniques.

### Suggested enrichment ideas

Inter-Federation competition.

Rounders and BBQ night to raise school funds at LP.

Summer 2

Fundamental skills- OAA

Year 4

Knowledge

- I know how to follow and give clear and accurate instructions either visually or verbally.
- I know how to start to recognise risks to myself and others.
- I know how to orientate myself with confidence and increasing accuracy in order to find key objects and places on a route, identify key symbols and recognise some features of an orienteering course.
- I know that there are different roles within a team each with key skills required to succeed at each.

Skills

- I can give clear and increasingly accurate instructions either visually or verbally.
- I can recognise more ways of keeping safe and avoiding dangers whilst starting to recognise own risks.
- I can use a simple plan/map to find/hide things, follow a simple route, identify key symbols and recognise some features of an orienteering course.
- I can create a short trail for others to follow with a physical challenge.
- I can understand the different roles within a team and practice the key skills required to succeed in each.

Communication

- I can use my understanding of different roles within a group/team to help be more successful.

Year 5

Knowledge

- I know how to follow and give clear and accurate instructions either visually, verbally or in written form.
- I know how to recognise risks to myself and others and start to suggest ways to keep myself safe.
- I know how to orientate myself with confidence and increasing accuracy around an orienteering course, using a Key to support. Use knowledge to design a course that can be followed by others and offers some challenge.
- I know that there are different roles within a team each with key skills required to succeed at each.

Skills

- I can give clear and increasingly accurate instructions either visually, verbally or in written form.
- I can recognise risks to myself and others and start to suggest ways to keep myself safe.
- I can orientate myself with confidence and increasing accuracy around an orienteering course, using a Key and begin to use navigational equipment to support.
- I can use knowledge to design a course that can be followed by others and offers some challenge.
- I can practise the different roles within a team and the key skills required to succeed in each.

Communication

- I can say when I feel safe/unsafe and how to change something to make it safer.

**Suggested enrichment ideas**

OAA based residential Y5/6

Intra Federation Orienteering event

Walking a Peak a year- Pen-y-ghent / Ingleborough / Whernside (Y5)

**Fundamental skills- OAA**

Year 6

Knowledge

- I know how to follow and give clear and accurate instructions either visually, verbally or in written form.
- I know how to recognise risks to myself and others and can suggest ways to keep myself safe.
- I know how to orientate myself with confidence and accuracy around an orienteering course when under pressure.
- I know how to design an orienteering course that is clear to follow and offers challenge to others using navigational equipment to improve the trail.
- I know how to use key skills to effectively complete a role in a team.

Skills

- I can give clear and increasingly accurate instructions either visually, verbally or in written form.
- I can recognise risks to myself and others and can suggest ways to keep myself safe.
- I can orientate myself with confidence and accuracy around an orienteering course when under pressure individually or as a team.
- I can design an orienteering course that is clear to follow and offers challenge to others using navigational equipment to improve the trail.
- I can use key skills to effectively complete a role in a



<p>group/team  <u>Communication</u>  I can evaluate and improve an orienteering course to ensure that it is safe and offers the appropriate challenge.</p>	
<p><b><u>Suggested enrichment ideas</u></b>  Intra Federation Orienteering Event</p>	

# Agreed End Points

PE	Year One	Year Two
Games	<ul style="list-style-type: none"> <li>• I show control when rolling a ball</li> <li>• I can hit a ball with control, using appropriate equipment</li> <li>I can run with control <ul style="list-style-type: none"> <li>• I can jump with control</li> </ul> </li> <li>• I can catch a ball / moving object <ul style="list-style-type: none"> <li>• I can kick with control</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the terms 'opponent' and 'team mate'</li> <li>• I can develop basic tactics for small team games <ul style="list-style-type: none"> <li>• I can lead others in small game situations</li> </ul> </li> <li>• I can set myself targets to improve my performance.</li> <li>•</li> </ul>

Dance	<ul style="list-style-type: none"> <li>• I can move with control and co-ordination</li> <li>• I can link two or more actions in a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• I can copy and remember moves and positions</li> <li>• I can choose appropriate movements to communicate mood / feelings / ideas</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• I can move with some control and awareness of space</li> <li>• I can link two or more actions to make a sequence</li> <li>• I can show contrasts (e.g.: small / tall, straight / curved, wide / narrow) <ul style="list-style-type: none"> <li>• I can climb safely on low level equipment</li> <li>• I can stretch and curl to develop flexibility</li> </ul> </li> <li>• I can jump in a variety of ways and land with some control and balance</li> </ul>	<ul style="list-style-type: none"> <li>• I can copy and remember actions</li> <li>• I can travel by rolling forwards, backwards and sideways</li> <li>• I can hold a position whilst balancing on different points of my body <ul style="list-style-type: none"> <li>• I can climb safely on large equipment</li> <li>• I can stretch and curl to develop increasing flexibility</li> </ul> </li> <li>• I can jump in a variety of ways and land with increasing control and balance</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• I can run at different speeds.</li> <li>• I can jump from a standing position</li> <li>• I can perform a variety of throws with basic control.</li> </ul>	<ul style="list-style-type: none"> <li>• I can change speed and direction whilst running.</li> <li>• I can jump from a standing position with accuracy.</li> <li>• I can perform a variety of throws with control and co-ordination.</li> </ul>

PE	Year Three	Year Four
Games	<ul style="list-style-type: none"> <li>• I can throw and catch various objects / balls with control and accuracy. <ul style="list-style-type: none"> <li>• I follow rules of games and play fairly</li> <li>• I can maintain possession of a ball</li> </ul> </li> <li>• I can pass to teammates when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• I can strike a ball and field with control</li> <li>• I can choose appropriate tactics to cause problems for the opposition <ul style="list-style-type: none"> <li>• I am an effective team member</li> <li>• I can lead a team effectively</li> </ul> </li> </ul>
Dance	<ul style="list-style-type: none"> <li>• I can refine movements into sequences</li> <li>• I can change speed and level within a performance</li> <li>• I can develop suppleness through stretching</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan, perform and repeat sequences</li> <li>• I can move in a clear, fluent and expressive manner</li> <li>• I can create dances and movements that convey a clear idea</li> </ul>

		<ul style="list-style-type: none"> <li>•I can develop physical strength by practicing moves</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>•I can refine movements into sequences</li> <li>•I can show changes of direction, speed and level during a performance</li> <li>•I can swing and hang from equipment safely using my hands</li> </ul>	<ul style="list-style-type: none"> <li>•I can plan, perform and repeat sequences</li> <li>•I can move in a clear, fluent and expressive manner</li> <li>•I can travel in a variety of ways (e.g.: flight by transferring weight to generate power in movement)</li> <li>•I understand centre and gravity and can use this to create interesting body shapes</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>•I can sprint over a short distance up to 60m</li> <li>•I can use a range of throwing techniques (underarm / overarm) <ul style="list-style-type: none"> <li>•I can compete with others</li> </ul> </li> <li>•I can improve personal best performances</li> </ul>	<ul style="list-style-type: none"> <li>•I can run over a longer distance, conserving energy to sustain performance</li> <li>•I can throw with accuracy to hit a target or cover a distance</li> <li>•I can jump in a number of ways, using a run up if appropriate</li> <li>I can compete with others and aim to improve personal best performances</li> </ul>

PE	Year Five	Year Six
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Games	<ul style="list-style-type: none"> <li>• I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking)</li> <li>• I can work alone or with team mates in order to gain points or possession <ul style="list-style-type: none"> <li>• I can strike a bowled or volleyed ball with some accuracy</li> <li>• I can choose appropriate tactics for a game</li> <li>• I uphold the spirit of fair play and respect in all competitive situations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can strike a bowled or volleyed ball with increasing accuracy</li> <li>• I can use forehand and backhand strokes in racket games</li> <li>• I can field, defend and attack tactically by anticipating the direction of play. <ul style="list-style-type: none"> <li>• I can lead others when called upon.</li> <li>• I am a good role model to other <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul> </li> </ul>
Dance	<ul style="list-style-type: none"> <li>• I can compose creative and imaginative dance sequences</li> <li>• I can express an idea in original and imaginative ways <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can perform expressively and hold a precise and strong body posture <ul style="list-style-type: none"> <li>• I can create and perform complex sequences</li> </ul> </li> <li>• I can perform with high energy, slow grace or other themes and maintain this throughout a performance</li> <li>• I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• I can create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> <li>- travelling</li> <li>- balances</li> <li>- swinging</li> <li>- bending</li> <li>- stretching</li> <li>- twisting</li> <li>- gestures</li> <li>- linking shapes</li> </ul> </li> <li>• I can link sequences of movements effectively</li> <li>• I can practice and refine gymnastic techniques</li> </ul>	<ul style="list-style-type: none"> <li>• I can create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> <li>- springing</li> <li>- flight</li> <li>- vaults</li> <li>- inversions</li> <li>- rotations</li> <li>- shapes that are strong, fluent and expressive.</li> </ul> </li> <li>• I can vary speed, direction, level and body rotation during floor performances</li> <li>• I can practice and refine the gymnastic techniques listed above</li> <li>• I can use equipment to vault and to swing, remaining upright</li> </ul>

Athletics	<ul style="list-style-type: none"><li>•I can combine sprinting with low hurdles over 60m</li><li>•I can throw accurately and refine performance by analysing technique and body shape</li><li>•I can compete with others and keep track of personal best performances, setting targets for improvement</li></ul>	<ul style="list-style-type: none"><li>•I can choose the best place for running over a variety of distances<ul style="list-style-type: none"><li>•I show control in take-off and landing when jumping</li><li>•I compete with others and keep track of personal best performances, setting challenging targets for improvement</li></ul></li></ul>
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