

Key Stage 2

LEARNING PROGRESSION

Games	G1 A- I can begin to travel in a variety of directions and for purpose (defending/attacking)	G1 B- I can apply basic skills of traveling for attacking and defending.
	G2 A- I can travel bouncing a ball with some control	G2 B- I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
	G3 A- I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	G3 B - I can show confidence in using ball skills in various ways and can link these together (bouncing and kicking)
	G4 A- I can receive a ball with control when under pressure in game state.	G4 B- I can use running, jumping, throwing and catching in isolation and combination.
	G5 A- I can use skills with coordination and control.	G5 B- I can use skills with coordination, control and fluency.
	G6 A- I can commutate, work as a team and begin to compete during game situations	G6- I can take part in a competitive game.
	G7 A- I can develop my knowledge of games	G7 B- I begin to create my own game using knowledge and skills taught.
	G8 A- I can understand the term possession and when it apply during game play.	G8 B- I begin to use skills to keep possession and control of the ball.
	G9 A- I can choose good places to stand when receiving, and give reasons for their choice	G9 B- I can effectively play a competitive net/wall game.
	G10 A - I can choose and use batting or throwing skills to make the game hard for opponents.	G10 B- I can experiment with different techniques to attack and defend.
	G11 A- I can explain what attacking and defending is.	G11 B- I can begin to show an awareness of when to attack and defend.

Key Stage 2

LEARNING PROGRESSION

Gym	Gy1 A- I can improve the quality of my rolls, jumps, travel, body shapes and balance.	Gy1 B- I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.
	Gy2 A- I can describe my own work using simple gym vocabulary	Gy2 B- I can begin to use gym vocabulary to describe how to improve and refine performances
	Gy3 A- I can copy, explore and remember a variety of movements and use them to create my own sequence	Gy3 B- I can create gymnastic sequences that meet a theme or set of objectives.
	Gy4 A- I can apply compositional ideas independently and with others to create a sequence.	Gy4 B- I can begin to develop strength, technique and flexibility throughout performances
	Gy5 A- I can begin to develop good technique of taught skills when using equipment.	Gy5 B- I can begin to apply sequences of taught skills to equipment
Dance	D1 A- I can begin to improvise independently to create a simple dance	D1 B- I can improvise with a partner or on my own.
	D2 A- I can begin to improvise with a partner to create a simple dance.	D2 B- I can demonstrate provision and some control in response to stimuli.
	D3 A- I can translate ideas from stimuli to movement with support	D3 B- I can begin to vary dynamics and develop actions and motifs.
	D4 A- I can begin to compare and adapt movements and motifs to create a larger sequence.	D4 B- I can modify a sequence using dance vocabulary as a result of self-evaluation.
	D5 A- I can use simple dance vocabulary to improve and compare work.	D5 B- I can perform dances with rhythm and use spatial awareness.
	D6 A- I can perform dances with an awareness of rhythm on their own or in a group.	D6 B- I understand the need to warm up.

PE - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

OAA	O1 A- I can begin to develop listening skills when listening to a partner or adult	O1 B- I can develop listening skills.
	O2 A- I can begin to use compass points	O2 B- I can begin to use a simple map.
	O3 A- I can begin to think activities through	O3 B- I can begin to think activities through and problem solve
	O4 A- I can begin to understand how to stay safe	O4 B- I can begin to choose and apply strategies
		O5 B- I can begin to demonstrate an understanding in how to stay safe
Athletics	A1 A- I can run at speeds appropriate for the distance.	A1 B- I can begin to build a variety of running techniques.
	A2 A- I can perform a running jump with some accuracy	A2 B- I can perform a running jump with more than one component
	A3 A- I can perform a variety of throws using a selection of equipment	A3 B- I can demonstrate accuracy in throwing activities
Evaluation Skills	E1 A- I can comment on own and other performance	E1 B- I can watch and describe a performance.
	E2 A- I can give comments on how to improve performance	E2 B- I can begin to think about how I can improve my work.
	E3 A- I can use appropriate vocabulary when giving feedback	E3 B - I can work with a partner or with a small group to improve my skills
	E4 B- I can make suggestions on how to improve my work	E4 B- I can make suggestions on how to improve my work

KS2 - PE

Cycle A– AUTUMN TERM—Romans Rule AND Vicious Volcanoes

		GAMES– INVASION FUNDAMENTALS (Rugby OR Netball)		DANCE– EXTREME EARTH	
Curriculum Progression Code		G 1,3,4,5,6,7,8,9,11A E 1-4A/B	G1, 3, 4, 5, 6, 7, 8, 10,11B	D 1– 6A D 1–6 B E 1-4A/B	
Significant Person		Rugby- Jonah Lomu, Owen Farrell, Jonny Wilkinson		Beyonce, Darcy Bussell, AJ Pritchard, Sergei Polunin	
Vocabulary Introduced /embedded		<p><u>Y3-</u> defending, attacking, travel, control, possession, co-ordination, co-operation, scoring, batting, space, pass, team, points, goals, rules, tactics, pitch</p> <p>Health and fitness – warm up/ cool down/ heart rate evaluate, improve</p>	<p><u>Y4-</u> possession, scoring, space, pass/ send/receive, travel, team, defending / attacking, co-ordination, fluency, co-operation, competition, technique, partner, points, goals, rules, tactics, target, stance, offside, pitch</p> <p>Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery evaluate, improve</p>	<p><u>Y3-</u> create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing, performance.</p> <p>Health and fitness – warm up/ cool down/ heart rate. evaluate, improve</p>	<p><u>Y4-</u> spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing.</p> <p>Health and fitness – warm up/ cool down/ heart rate. evaluate, improve</p>
I know....		<p><u>Games-</u> How to decide where to run and with purpose. How to confidently pass/throw a ball in a range of ways– underarm, chest, overarm, bounce pass. How to receive a ball with control and when under pressure. How to find space to receive a ball. How to use throwing skills to make it hard for an opponent. How to use relevant skills with co-ordination and control. How to work as part of a team. How to play different games. How to apply possession. How to give a reason for my choice. How to talk about/explain attack and defend. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Games-</u> How to apply travelling for basic attack and defending. How to show confidence in using ball skills , and link them together (eg– throw/ kick in Tag Rugby) (chest/bounce in netball). How to use run, jump, throw, catch in combination. How to use skills with control, co-ordination and fluency. How to work a sport of a team and take part in a game. How to begin to create my own game. How to begin to use skills to keep possession of the ball. How to begin to try different techniques to attack and defend and know when to use them. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Dance-</u> How to begin to improvise independently then in a group to create a simple dance. How to work with a partner to create a simple dance. How to design movements using a stimulus. How to adapt movements/motifs. How to create a larger sequence. How to use dance vocabulary to improve/ compare. How to show awareness of rhythm through performance of dance– individual/group. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Dance-</u> How to improvise a dance independently or with a partner. How to demonstrate provision and control in response to stimulus. How to begin to vary dance dynamics. How to develop actions and motifs. How to modify a sequence a result of self evaluation. How to perform with rhythm and spatial awareness. That a warm up is needed. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>

KS₂ - PE

Cycle A– SPRING TERM— The Amazon AND Climate Change

GYMNASTICS– MOVEMENT

Curriculum	Gy 1-5A Gy 1-5B	
Progression Code	E 1-4A/B	
Significant Person	Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton	
Vocabulary Introduced /embedded	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve.</p> <p>Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge,.</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted,</p> <p>constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance, Shapes—tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve.</p>
I know....	<p><u>Gymnastics-</u></p> <p>How to improve the quality of rolls.</p> <p>How to improve the quality of jumps.</p> <p>How to improve the quality of travel.</p> <p>How to improve the quality of body shapes.</p> <p>How to improve the quality of balances.</p> <p>How to describe my gymnastics work using simple gym vocabulary.</p> <p>How to copy, explore, remember movements.</p> <p>How to create my own sequence.</p> <p>How to use composition ideas independently and in a group, to create a sequence.</p> <p>How to begin to develop good technique of skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>	<p><u>Gymnastics-</u></p> <p>How to develop a range of rolls, jumps, body shapes and balances and include them in a performance.</p> <p>How to develop a range of travelling and include in a performance.</p> <p>How to begin to use gym vocabulary to describe and improve performances.</p> <p>How to create a sequence that meets a theme or a set of objectives.</p> <p>How to begin to develop strength, technique, flexibility when performing.</p> <p>How to begin to apply sequences of taught skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>

KS2 - PE

Cycle A– SUMMER TERM— The Victorians

GAMES– Continuation of INVASION from Autumn 1

OAA (Begin end of Summer 1 if games skills covered) and ATHLETICS

Curriculum Progression Code	G 1,3,4,5,6,7,8,9,11A E 1-4A/B	G1, 3, 4, 5, 6, 7, 8, 10,11B	O 1-4A A 1-3A	O 1-5B A 1-3B
Significant Person	Rugby- Jonah Lomu, Owen Farrell, Jonny Wilkinson Netball- Geva Mentor, Serena Guthrie		Bear Grylls, Ray Mears, Steve Backshall Dame Kelly Holmes, Linford Christie, Sebastian Coe, Sally Gunnell	
Vocabulary Introduced /embedded	Y3- defending, attacking, travel, control, possession, co-ordination, co-operation, scoring, batting, space, pass, team, points, goals, rules, tactics, pitch Health and fitness – warm up/ cool down/ heart rate evaluate, improve	Y4- possession, scoring, space, pass/ send/receive, travel, team, defending / attacking, co-ordination, fluency, co-operation, competition, technique, partner, points, goals, rules, tactics, target, stance, offside, pitch Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	Y3– compass points, north, south, east, west, safety. Map, running, speed, throw, skip, aim, bounce, jump, leap, hop, target, overarm, underarm, walking, jogging, baton, relay, take off, landing. Health and fitness – warm up/ cool down	Y4– compass points, north, south, east, west, safety, problem solve, map, running, technique, pace, accuracy, power, throw, high, low, skip,, aim, fast, slow, bounce, jump, leap, hop, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing. Health and fitness – warm up/ cool down
I know....	<u>Games-</u> How to decide where to run and with purpose. How to confidently pass/throw a ball in a range of ways– underarm, chest, overarm, bounce pass. How to receive a ball with control and when under pressure. How to find space to receive a ball. How to use throwing skills to make it hard for an opponent. How to use relevant skills with co-ordination and control. How to work as part of a team. How to play different games. How to apply possession. How to give a reason for my choice. How to talk about/explain attack and defend. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve	<u>Games-</u> How to apply travelling for basic attack and defending. How to show confidence in using ball skills , and link them together (eg– throw/kick in Tag Rugby) (chest/bounce in netball). How to use run, jump, throw, catch in combination. How to use skills with control, co-ordination and fluency. How to work a sport of a team and take part in a game. How to begin to create my own game. How to begin to use skills to keep possession of the ball. How to begin to try different techniques to attack and defend and know when to use them. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve	<u>OAA</u> How to listen to my partner/adult and follow instructions . How to begin to use a compass. How to talk activities through by talking about them. How to begin to choose strategies. How to stay safe. <u>Athletics-</u> How to run at speeds at appropriate for the distance. How perform a running jump with some accuracy. How to perform a variety of throws using a selection of equipment. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.	<u>OAA-</u> How to listen to my partner/adult and follow instructions . How to use compass points. How to use a simple map. How to think activities through and begin to solve problems. How to begin to choose and apply strategies. How to demonstrate an understanding of how to stay safe . <u>Athletics-</u> How to begin to build a variety of running techniques. How to perform a running jump with more than one component (eg– triple jump) How to demonstrate accuracy when throwing. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.

KS2 - PE

Cycle B– AUTUMN TERM— The Croods AND The Potteries

Cycle B– AUTUMN TERM— The Croods AND The Potteries				
GAMES–INVASION FUNDAMENTALS- CRICKET (OR TENNIS)			GYMNASTICS– SHAPE AND BALANCE	
Curriculum	G 1,3,4,5,6,7,8,9,10A G1,2, 3, 4, 5, 6, 7, 10, 11B		Gy 1-5A Gy 1-5B	
Progression Code	E 1-4A/B		E 1-4A/B	
Significant Person	Ben Stokes, Freddie Flintoff, Alastair Cook		Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton	
Vocabulary Introduced /embedded	<p><u>Y3-</u> travel, control, team co-ordination, co-operation, scoring, space, points/runs rules, tactics, pitch ,fielding, bowler, wicket, innings, backstop, batting, Health and fitness – warm up/ cool down/ heart rate Evaluate, improve</p>	<p><u>Y4-</u> travel, team, co-ordination, fluency, scoring, space, co-operation, competition, technique, rules, tactics, stance, pitch, batting, fielding, bowler, wicket, backstop, boundary, innings, runs Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery Evaluate, improve</p>	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve. Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge,. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance. Shapes—tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>
I know....	<p><u>Games-</u> How to decide where to run and with purpose. How to confidently pass/throw a ball in a range of ways– underarm, overarm, How to receive a ball with control and when under pressure in a game situation. How to choose a good place to stand when receiving a ball and give a reason for my choice. How to use batting/throwing (bowling) skills to make it hard for an opponent. How to use relevant skills with co-ordination and control. How to work as part of a team. How to play different games. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Games-</u> How to apply travelling for basic attack (runs) and defending (fielding) How to strike ball with intent. How to throw a ball accurately when bowling/fielding. How to use run, jump, throw, catch in combination. How to use skills with control, co-ordination and fluency. How to work a sport of a team and take part in a game. How to begin to create my own game. How to begin to try different techniques of attack and defend in game play. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Gymnastics-</u> How to improve the quality of rolls. How to improve the quality of jumps. How to improve the quality of travel. How to improve the quality of body shapes. How to improve the quality of balances. How to describe my gymnastics work using simple gym vocabulary. How to copy, explore, remember movements. How to create my own sequence. How to use composition ideas independently and in a group, to create a sequence. How to begin to develop good technique of skills when using equipment. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Gymnastics-</u> How to develop a range of rolls, jumps, body shapes and balances and include them in a performance. How to develop a range of travelling and include in a performance. How to begin to use gym vocabulary to describe and improve performances. How to create a sequence that meets a theme or a set of objectives. How to begin to develop strength, technique, flexibility when performing. How to begin to apply sequences of taught skills when using equipment. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>

KS₂ - PE

Cycle A– SPRING TERM— Ratatouille AND Countries of the World

GYMNASTICS– SHAPE AND BALANCE

DANCE– CARNIVAL OF THE ANIMALS

Curriculum	Gy 1-5A Gy 1-5B		D 1— 6A D 1—6B	
Progression Code	E 1-4A/B		E 1-4A/B	
Significant Person	Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton		Beyonce, Darcy Bussell, AJ Pritchard, Sergei Polunin	
Vocabulary Introduced /embedded	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve. Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance. Shapes— tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y3-</u> create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing, performance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve</p>	<p><u>Y4-</u> spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve</p>
I know....	<p><u>Gymnastics-</u> How to improve the quality of rolls. How to improve the quality of jumps. How to improve the quality of travel. How to improve the quality of body shapes. How to improve the quality of balances. How to describe my gymnastics work using simple gym vocabulary. How to copy, explore, remember movements. How to create my own sequence. How to use composition ideas independently and in a group, to create a sequence. How to begin to develop good technique of skills when using equipment. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Gymnastics-</u> How to develop a range of rolls, jumps, body shapes and balances and include them in a performance. How to develop a range of travelling and include in a performance. How to begin to use gym vocabulary to describe and improve performances. How to create a sequence that meets a theme or a set of objectives. How to begin to develop strength, technique, flexibility when performing. How to begin to apply sequences of taught skills when using equipment. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Dance-</u> How to begin to improvise independently then in a group to create a simple dance. How to work with a partner to create a simple dance. How to design movements using a stimulus. How to adapt movements/motifs. How to create a larger sequence. How to use dance vocabulary to improve/compare. How to show awareness of rhythm through performance of dance– individual/group. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Dance-</u> How to improvise a dance independently or with a partner. How to demonstrate provision and control in response to stimulus. How to begin to vary dance dynamics. How to develop actions and motifs. How to modify a sequence a result of self evaluation. How to perform with rhythm and spatial awareness. That a warm up is needed. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>

KS2 - PE

Cycle A– SUMMER TERM— The Wild Wild West

GAMES– Continuation of INVASION from Autumn 1

OAA (Begin end of Summer 1 if games skills covered) and ATHLETICS

Curriculum Progression Code	G 1,3,4,5,6,7,8,9,10A E 1-4A/B	G1,2, 3, 4, 5, 6, 7, 10, 11B	O 1-4A A 1-3A	O 1-5B A 1-3B
Significant Person	Ben Stokes, Freddie Flintoff, Alastair Cook		Bear Grylls, Ray Mears, Steve Backshall	
Vocabulary Introduced /embedded	<p><u>Y3-</u> travel, control, team co-ordination, co-operation, scoring, space, points/runs rules, tactics, pitch ,fielding, bowler, wicket, innings, backstop, batting, Health and fitness – warm up/ cool down/ heart rate Evaluate, improve</p>	<p><u>Y4-</u> travel, team, co-ordination, fluency, scoring, space, co-operation, competition, technique, rules, tactics, stance, pitch, batting, fielding, bowler, wicket, backstop, boundary, innings, runs Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery Evaluate, improve</p>	<p>Y3– compass points, north, south, east, west, safety. Map, running, speed, throw, skip, aim, bounce, jump, leap, hop, target, overarm, underarm, walking, jogging, baton, relay, take off, landing. Health and fitness – warm up/ cool down. Evaluate, improve</p>	<p>Y4– compass points, north, south, east, west, safety, problem solve, map, running, technique, pace, accuracy, power, throw, high, low, skip,, aim, fast, slow, bounce, jump, leap, hop, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing. Health and fitness – warm up/ cool down. Evaluate, improve</p>
I know....	<p><u>Games-</u> How to decide where to run and with purpose. How to confidently pass/throw a ball in a range of ways– underarm, overarm, How to receive a ball with control and when under pressure in a game situation. How to choose a good place to stand when receiving a ball and give a reason for my choice. How to use batting/throwing (bowling) skills to make it hard for an opponent. How to use relevant skills with co-ordination and control. How to work as part of a team. How to play different games. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Games-</u> How to apply travelling for basic attack (runs) and defending (fielding) How to strike ball with intent. How to throw a ball accurately when bowling/fielding. How to use run, jump, throw, catch in combination. How to use skills with control, co-ordination and fluency. How to work a sport of a team and take part in a game. How to begin to create my own game. How to begin to try different techniques of attack and defend in game play. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>OAA</u> How to listen to my partner/adult and follow instructions . How to begin to use a compass. How to talk activities through by talking about them. How to begin to choose strategies. How to stay safe. <u>Athletics-</u> How to run at speeds at appropriate for the distance. How perform a running jump with some accuracy. How to perform a variety of throws using a selection of equipment. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>OAA-</u> How to listen to my partner/adult and follow instructions . How to use compass points. How to use a simple map. How to think activities through and begin to solve problems. How to begin to choose and apply strategies. How to demonstrate an understanding of how to stay safe . <u>Athletics-</u> How to begin to build a variety of running techniques. How to perform a running jump with more than one component (eg– triple jump) How to demonstrate accuracy when throwing. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>