

Sutton St James Community Primary School		PE		Lower Key Stage 2 (Year A)		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching theme:	Sticks and Stones		Veni, Vidi, Vici		Fur, Feathers and Fangs	
Year Group Events:	Flag Fen Usher Gallery		Iceni Village		Freiston	
Suggested Books/Videos:	Horrible Histories- Savage Stone Age Beowulf Flintstones The Time Travelling Cat-Julia Jarman Travelling time Spy-Saxby Smart Private Detective The 39 Clues –time travel Horrible Geography Ice Age (Stig of the Dump / Wolf Brother YR 4 G&T)		Horrible Histories –Rotten Romans The Orchard Book Of Roman Myths - Geraldine Mcaughrean The Time Travelling Cat Travelling time Spy-Saxby Smart Private Detective The 39 Clues –time travel Asterix Julius Caesar-Shakespeare The Roman Beanfeast		Over the Hedge Jeanie Baker—Where the Forest Andy Goldsworthy - Albrecht Durer The Angel of Nitshill Road-Anne Fine	
<u>Purpose</u>	We aim to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our scheme of work provides opportunities for pupils to become physically confident in a way which supports their health and fitness. All pupils, regardless of ability will be given opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. We offer a broad range of physical activities to help children find ways to move that they enjoy and may want to pursue in later life.					
PE	<u>Knowledge (National Curriculum)</u>	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Perform dances using a range of movement patterns. • Develop flexibility, strength, technique, control and balance. • Swim competently, confidently and proficiently over a distance of at least 25m. • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Perform dances using a range of movement patterns. • Develop flexibility, strength, technique, control and balance. • Swim competently, confidently and proficiently over a distance of at least 25m. • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Perform dances using a range of movement patterns. • Develop flexibility, strength, technique, control and balance. • Swim competently, confidently and proficiently over a distance of at least 25m. • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
	<u>Knowledge (School Scheme of Work)</u>	<ul style="list-style-type: none"> • Understand the need for control when throwing and catching and using equipment. • Understanding which tactics and movements are appropriate for different games. • Understand the term hand eye co-ordination. • Understand the rules for a variety of games. • Knowing that games need to be played fairly and for enjoyment. • Know how to lead others and be respectful within a team. • Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end. • Understands that movements can be combined. • Knows how to convey an idea through dance through dynamics, relationships and space. • Knows that changing the speed and levels of a performance will impact on the outcome. • Understands the need for physical strength and suppleness. • Knows the terms and can attempt: y balance and t balance and apply in sequences. • Knows the terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner. • Knows how to perform different balances, movements and shapes on a variety of equipment and on the floor. 	<ul style="list-style-type: none"> • Understand the need for control when throwing and catching and using equipment. • Understanding which tactics and movements are appropriate for different games. • Understand the term hand eye co-ordination. • Understand the rules for a variety of games. • Knowing that games need to be played fairly and for enjoyment. • Know how to lead others and be respectful within a team. • Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end. • Understands that movements can be combined. • Knows how to convey an idea through dance through dynamics, relationships and space. • Knows that changing the speed and levels of a performance will impact on the outcome. • Understands the need for physical strength and suppleness. • Knows the terms and can attempt: y balance and t balance and apply in sequences. • Knows the terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner. • Knows how to perform different balances, movements and shapes on a variety of equipment and on the floor. 	<ul style="list-style-type: none"> • Understand the need for control when throwing and catching and using equipment. • Understanding which tactics and movements are appropriate for different games. • Understand the term hand eye co-ordination. • Understand the rules for a variety of games. • Knowing that games need to be played fairly and for enjoyment. • Know how to lead others and be respectful within a team. • Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end. • Understands that movements can be combined. • Knows how to convey an idea through dance through dynamics, relationships and space. • Knows that changing the speed and levels of a performance will impact on the outcome. • Understands the need for physical strength and suppleness. • Knows the terms and can attempt: y balance and t balance and apply in sequences. • Knows the terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner. • Knows how to perform different balances, movements and shapes on a variety of equipment and on the floor. • Knows how to climb, traverse and perform 3 points hold on 		

		<ul style="list-style-type: none"> • Knows how to climb, traverse and perform 3 points hold on equipment and can explain how to be safe. • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running) • Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups • Can set personal challenges to improve through a positive attitude. • Can give feedback to others in reference to a set of success criteria. • Can listen to feedback from to others and respond by making changes in a positive manner 	<ul style="list-style-type: none"> • Knows how to climb, traverse and perform 3 points hold on equipment and can explain how to be safe. • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running) • Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups • Can set personal challenges to improve through a positive attitude. • Can give feedback to others in reference to a set of success criteria. • Can listen to feedback from to others and respond by making changes in a positive manner 	<ul style="list-style-type: none"> • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running) • Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups • Can set personal challenges to improve through a positive attitude. • Can give feedback to others in reference to a set of success criteria. • Can listen to feedback from to others and respond by making changes in a positive manner
Vocabulary		<p>Athletics – speed, power, strength, accuracy, higher, pace, control, faster, further, power, stamina, officiate, perseverance, determination, accuracy, personal best</p> <p>Ball Skills – track, receive, chest, shoulder, overhead, accurate, release, select, control, consistently, technique, perseverance</p> <p>Dance – flow, explore, create, perform, match, feedback, expression, reaction, unison, represent, dynamics, control</p> <p>Fitness – strength, accurately, distance, balance, control, technique, co-ordination, healthy, progress, muscle, stamina</p> <p>Fundamentals – distance, technique, control, tension, co-ordination, rhythm, momentum, decelerate, transfer, accelerate, pace, stability</p> <p>Gymnastics – flow, explore, create, matching, interesting, control, contrasting, quality, perform, inverted, technique, apparatus, extension</p> <p>Invasion Games – receiver, footwork, rebound, tracking, interception, mark, travelling, playing area, outwit, opposition, opponent, contact, pivot, court, field, pitch</p> <p>Net and Wall Games – serve, accurately, track, racket, control, rally, opponent, receiver, backhand, outwit, court, forehand</p> <p>Outdoor Adventurous Activity – rules, route, trust, navigate, grid, discuss, plan, leader, effectively, symbol, inclusive, orientate</p> <p>Striking and Fielding Games – strike, grip, rounder, backstop, bowl, post, wicket, batting, wicket keeper, fielding, stance, retrieve, opposition, stumped, twohanded pickup, technique, short barrier</p> <p>Swimming – sculling, crawl, breaststroke, submersion, rotation, backstroke, stroke, huddle, alternate, survival, treading water, buoyancy</p> <p>Target Games – rules, dodge, drive, receiver, putt, court/course, block, chipping, opponent, swing, communicate, protect, align</p> <p>Yoga – strength, try, link, perform, flexibility, perform, technique, relax, stable, control, grounded, mindful, down dog</p>		
Skills	<u>Dance</u>	<ul style="list-style-type: none"> • Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. 		
	<u>Fundamental Movement Skills</u>	<ul style="list-style-type: none"> • Demonstrate how and when to speed up and slow down when running. • Link hopping and jumping actions with some control. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Demonstrate good balance when performing other fundamental skills. • Show balance when changing direction at speed in combination with other skills. • Begin to co-ordinate their body at speed in response to a task. 		
	<u>Games</u>	<ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in game situations. • Use a variety of throwing techniques with increasing success in game situations. • Kick with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent with some success. • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession. 		
	<u>Body Management</u>	<ul style="list-style-type: none"> • Use body tension to perform balances both individually and with a partner. • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions. • Plan and perform sequences showing control and technique with and without a partner. 		
	<u>Outdoor Adventurous Activity</u>	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 		
	<u>Swimming</u>	<ul style="list-style-type: none"> • Confidently and consistently retrieve an object from the floor with the same breath. • Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. 		

		<ul style="list-style-type: none"> • Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. • Combine gliding and floating on front and back over an increased distance. • Float on front and back using different shapes with increased control. • Comfortably demonstrate sculling head first, feet first and treading water. 		
<p><u>Suggested Activities</u></p>	<p><u>Social Skills</u></p>	<ul style="list-style-type: none"> • Encourage and motivate others to work to their personal best. • Work with others to achieve a shared goal. • Work with others to self-manage games. 		
	<p><u>Emotional skills</u></p>	<ul style="list-style-type: none"> • Persevere when finding a challenge difficult. • Understand what their best looks like and they work hard to achieve it. • Begin to use rules showing awareness of fairness and honesty. • Show an awareness of how other people feel. 		
	<p><u>Thinking Skills</u></p>	<ul style="list-style-type: none"> • Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. • Select and apply from a wider range of skills and actions in response to a task. • Provide feedback using key terminology. 		
		<table border="1"> <tr> <td data-bbox="564 858 1102 1495"> <p><u>Fundamentals H1</u></p> <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. R1 R3 R4 A3 A2 • To move and stop with control and balance. R4 A2 A3 • To understand how to change speed and be able to demonstrate good technique when running at different speeds. A2 A3 • To demonstrate a change of direction. A2 • To demonstrate a change of speed and direction to outwit others. A2 R1 R2 • To develop technique and control when jumping, hopping and landing. R1 A2 A3 • To develop skipping in a rope. R1 R3 A2 A3 • To apply fundamental skills to a variety of challenges. R1 R4 A2 E1 <p><u>Netball H1</u></p> <ul style="list-style-type: none"> • To develop ball handling skills. R1 A2 A3 • To practise throwing and catching. E4 C1 C3 R3 H5 • To develop passing and moving. E4 C1 C3 H5 • To be able to play within the footwork rule. A3 A2 R1 R3 • To develop passing and moving towards a goal. E4 C1 C3 H5 • To develop movement skills to lose a defender. R2 R1 R3 • To be able to defend an opponent and try to win the ball. E4 C1 C3 E1 • To develop the shooting action. R3 R4 • To develop playing using netball rules. E4 C1 C3 H5 • To learn the positions of 5-a-side netball and where each is allowed to go. E4 C1 C3 H5 <p><u>Gymnastics 1 H1</u></p> <ul style="list-style-type: none"> • To be able to create interesting point and patch balances. A2 A3 R1 R3 • To be able to match a partner in a sequence. C1 C3 E4 H5 A2 • To develop stepping into shape jumps with control. A2 R1 R3 • To develop the straight, barrel, and forward roll. R3 A2 A3 R1 • To be able to transition smoothly into and out of balances. R3 A2 A3 R1 • To create a sequence with matching and contrasting actions and shapes. E1 A2 A3 R1 R2 R3 • To explore gymnastics skills using hoops. E1 R1 R2 R3 A2 A3 • To create a partner sequence incorporating equipment. C1 C3 E4 H5 E1 E3 <p><u>Swimming H1</u></p> <ul style="list-style-type: none"> • To develop an understanding of buoyancy and balance in the water. E1 E3 R1 R3 R4 C3 A2 A3 </td> <td data-bbox="1102 858 1639 1495"> <p><u>Ball Skills H1</u></p> <ul style="list-style-type: none"> • To develop confidence and accuracy when tracking a ball. R1 R3 A2 A3 • To explore and develop a variety of throwing techniques. R1 R3 A2 A3 • To develop throwing under pressure. C1 H3 A2 A3 R1 R2 R3 • To develop catching skills using one and two hands. E4 C1 C3 R3 R4 H5 • To develop dribbling a ball with hands. R1 R3 • To use tracking, sending and dribbling skills with feet. A2 A3 R1 R3 • To work with others to create a game using the skills learnt. E1 E3 E4 C1 C3 H5 R2 <p><u>Football</u></p> <ul style="list-style-type: none"> • To develop control whilst dribbling the ball. R1 R3 • To develop controlling the ball and dribbling under pressure. C1 H3 A2 A3 R1 R2 R3 • To develop passing to a teammate. 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R3 E4 C1 <p><u>Gymnastics 2</u></p> <ul style="list-style-type: none"> • To develop individual and partner balances. C1 C3 E4 H5 E1 E3 • To develop control in performing and landing rotation jumps. R3 A2 A3 R1 • To develop the straight, barrel, forward and straddle roll. R3 A2 A3 R1 • To develop strength in inverted movements. R1 R3 • To be able to explore pathways and travelling movements. </td> <td data-bbox="1639 858 2197 1495"> <p><u>Athletics 1 H1 A2 A3 R1 R3</u></p> <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. E4 C1 C3 • To develop fluency and rhythm when running over obstacles. • To develop jumping technique in a range of approaches and take off positions. • To develop jumping for height and safety on landing. • To develop throwing for distance and accuracy. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. C3 C4 E4 <p><u>Athletics 2 H1 A2 A3 R1 R3</u></p> <ul style="list-style-type: none"> • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop communication skills and technique in relays. • To develop technique when jumping for distance. • To develop fluency and technique in the vertical jump. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. C3 C4 E4 <p><u>Golf H1 A2 A3 R1 R3</u></p> <ul style="list-style-type: none"> • To be able to understand the safety aspects for golf and to develop spatial awareness. • To explore hitting technique and aiming towards a target. • To explore shot accuracy. • To explore the technique for putting. • To explore the technique for chipping. • To explore the techniques used for a short game. • To explore the technique for a long game. • To design, play and teach others to use your own golf course. C1 C3 E4 <p><u>Cricket H1 A2 A3 R1 R3 E4 C1 C3</u></p> <ul style="list-style-type: none"> • To develop overarm throwing and catching. • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To develop the batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To be able to play the role of bowler, batter, wicket keeper and fielder in a game. • To play apply skills learnt to mini cricket. </td> </tr> </table>	<p><u>Fundamentals H1</u></p> <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. R1 R3 R4 A3 A2 • To move and stop with control and balance. R4 A2 A3 • To understand how to change speed and be able to demonstrate good technique when running at different speeds. A2 A3 • To demonstrate a change of direction. A2 • To demonstrate a change of speed and direction to outwit others. 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C1 C3 E4 H5 E1 E3 • To develop control in performing and landing rotation jumps. R3 A2 A3 R1 • To develop the straight, barrel, forward and straddle roll. R3 A2 A3 R1 • To develop strength in inverted movements. R1 R3 • To be able to explore pathways and travelling movements. 	<p><u>Athletics 1 H1 A2 A3 R1 R3</u></p> <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. E4 C1 C3 • To develop fluency and rhythm when running over obstacles. • To develop jumping technique in a range of approaches and take off positions. • To develop jumping for height and safety on landing. • To develop throwing for distance and accuracy. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. C3 C4 E4 <p><u>Athletics 2 H1 A2 A3 R1 R3</u></p> <ul style="list-style-type: none"> • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop communication skills and technique in relays. • To develop technique when jumping for distance. • To develop fluency and technique in the vertical jump. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. C3 C4 E4 <p><u>Golf H1 A2 A3 R1 R3</u></p> <ul style="list-style-type: none"> • To be able to understand the safety aspects for golf and to develop spatial awareness. • To explore hitting technique and aiming towards a target. • To explore shot accuracy. • To explore the technique for putting. • To explore the technique for chipping. • To explore the techniques used for a short game. • To explore the technique for a long game. • To design, play and teach others to use your own golf course. C1 C3 E4 <p><u>Cricket H1 A2 A3 R1 R3 E4 C1 C3</u></p> <ul style="list-style-type: none"> • To develop overarm throwing and catching. • To develop underarm bowling. • To learn how to grip the bat and develop batting technique. • To develop the batting technique. • To be able to field a ball using a two handed pick up and a short barrier. • To develop overarm bowling technique. • To be able to play the role of bowler, batter, wicket keeper and fielder in a game. • To play apply skills learnt to mini cricket. 		

		<ul style="list-style-type: none"> To develop independent movement and submersion. E1 E3 R1 R3 R4 C3 A2 A3 To develop gliding and crawl legs. E1 E3 R1 R3 R4 C3 A2 A3 To develop front crawl breathing. E1 E3 R1 R3 R4 C3 A2 A3 To develop gliding and backstroke. E1 E3 R1 R3 R4 C3 A2 A3 To develop rotation, sculling and treading water. E1 E3 R1 R3 R4 C3 A2 A3 To develop surface dives, submersion and handstands. E1 E3 R1 R3 R4 C3 A2 A3 To develop head above water breaststroke technique. E1 E3 R1 R3 R4 C3 A2 A3 To develop head above water breaststroke technique. E1 E3 R1 R3 R4 C3 A2 A3 To develop basic skills in water safety and floating. E1 E3 R1 R2 R3 R4 C3 A2 A3 To learn techniques for personal survival. E1 E3 R1 R2 R3 R4 C3 A2 A3 	<p>E1 R1 R2 R3 A2 A3</p> <ul style="list-style-type: none"> To be able to create a sequence to include apparatus and inverted movements. E1 A2 A3 R1 R2 R3 To be able to create a partner sequence to include apparatus. C1 C3 E4 H5 E1 E3 	
<p><u>Knowledge Outcome</u></p>		<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> I can change direction quickly under pressure. I can explain what happens when I exercise. I can identify when I was successful and what I need to do to improve. I can link hopping and jumping actions with other fundamental skills. I can work with others to complete skipping challenges. I understand and can demonstrate how and when to speed up and slow down when running. I demonstrate good balance and control when performing other fundamental skills. <p><u>Netball</u></p> <ul style="list-style-type: none"> I can pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession. <p><u>Gymnastics 1</u></p> <ul style="list-style-type: none"> I can choose actions that flow well into one another. I can adapt sequences to suit different types of apparatus. I use a greater number of my own ideas for movements in response to a task. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I understand the benefits of exercise. I can provide feedback using key words. With help, I can recognise how performances could be improved. I can move in unison with a partner. <p><u>Swimming</u></p> <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a 	<p><u>Gymnastics 2</u></p> <ul style="list-style-type: none"> I can plan and perform sequences with a partner that include a change of level and shape. I understand how body tension can improve the control and quality of my movements. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can watch, describe and suggest possible improvements to others' performances and my own. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> I can consistently track the path of a ball that is not sent directly to me. I can accurately use a range of throwing techniques to throw to a target. I can catch different sized objects with increasing consistency with one and two hands. I can dribble a ball with increasing control and co-ordination. I can share ideas and work with others to create a game to develop a certain skill. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve <p><u>Football</u></p> <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and 	<p><u>Athletics 1</u></p> <ul style="list-style-type: none"> I can use key points to help me to improve my sprinting technique. I can take part in a relay activity, remembering when to run and what to do. I am developing jumping for distance and height. I can use different take off and landings when jumping. I can throw a variety of objects, changing my action for accuracy and distance. I can work with a partner and in a small group, sharing ideas. I can identify when I was successful. I understand why it is important to warm up. <p><u>Athletics 2</u></p> <ul style="list-style-type: none"> I can demonstrate the difference in sprinting and jogging techniques. I can jump for distance and height with balance and control. I can throw with some accuracy and power towards a target area. I support and encourage others to work to their best. I can identify when I was successful and what I need to do to improve. I can explain what happens in my body when I warm up. I show determination to improve my personal best. I can demonstrate the difference in sprinting and jogging techniques. <p><u>Golf</u></p> <ul style="list-style-type: none"> I can hold all equipment correctly. I can provide feedback using key terminology and understand what I need to do to improve. I can show how to aim using a putting club. I can strike a ball with increasing consistency. I can use different actions for different shots. I share ideas and work with others to manage our game. <p><u>Cricket</u></p> <ul style="list-style-type: none"> I am able to bowl a ball with some accuracy, and consistency. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics.

		<p>distance of at least 25 metres</p> <ul style="list-style-type: none"> • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • I can perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> • fairly. • I can use simple tactics to help my team score or gain possession. <p>Yoga</p> <ul style="list-style-type: none"> • I can work collaboratively and effectively with others. • I can provide feedback using key terminology and understand what I need to do to improve. • I can describe how yoga makes me feel and can talk about the benefits of yoga. • I can link poses together to create a yoga flow. • I demonstrate yoga poses which show clear shapes. • I show increasing control and balance when moving from one pose to another. • I can transition from pose to pose in time with my breath. 	<ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I share ideas and work with others to manage our game. • I can persevere when learning a new skill.
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