

Sutton St James Community Primary School			PE		Upper Key Stage 2 (Year B)	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching theme:	Invaders		All About Me		Greece is the Word	
Year Group Events:	Sutton Hoo Jorvik Centre Usher Gallery		Kingswood Visit			
Suggested Books/Videos:	Horrible Histories Rotten Romans Smashing Saxons Vicious Vikings Voyage to Vallaha-Robert Swindell How to train a Viking-Cressida Cowell		There's a Boy in the Girls' Bathroom-		Horrible Histories Greeks Greek Myths Michelle Paver new novel Shakespeare	
Purpose	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	Knowledge (National Curriculum)	<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. 		
	Knowledge (School Scheme of Work)	<ul style="list-style-type: none"> • Know which techniques to use and how to combine them. • Understand how to work alone or as part of a team. • Understand the need for accuracy and power. • Understand the benefits of different striking and fielding as well as attacking and defending techniques. • Select appropriate tactics for a game and adapt where necessary. • Know how to be respectful to other teams as well as own, behaving as a role model. • Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end. • Knows how to hold a precise and strong body posture with dynamics, space and relationships. • Knows which muscles are involved in different movements. • Knows how to improve strength and suppleness for a desired outcome. • Knows how to combine strength and stamina gained through gymnastic activities. • Knows the terms and can perform with control: y balance and t balance and apply in sequences. • Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner. • Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances. • Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment. 	<ul style="list-style-type: none"> • Know which techniques to use and how to combine them. • Understand how to work alone or as part of a team. • Understand the need for accuracy and power. • Understand the benefits of different striking and fielding as well as attacking and defending techniques. • Select appropriate tactics for a game and adapt where necessary. • Know how to be respectful to other teams as well as own, behaving as a role model. • Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end. • Knows how to hold a precise and strong body posture with dynamics, space and relationships. • Knows which muscles are involved in different movements. • Knows how to improve strength and suppleness for a desired outcome. • Knows how to combine strength and stamina gained through gymnastic activities. • Knows the terms and can perform with control: y balance and t balance and apply in sequences. • Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner. • Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances. • Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment. 	<ul style="list-style-type: none"> • Know which techniques to use and how to combine them. • Understand how to work alone or as part of a team. • Understand the need for accuracy and power. • Understand the benefits of different striking and fielding as well as attacking and defending techniques. • Select appropriate tactics for a game and adapt where necessary. • Know how to be respectful to other teams as well as own, behaving as a role model. • Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end. • Knows how to hold a precise and strong body posture with dynamics, space and relationships. • Knows which muscles are involved in different movements. • Knows how to improve strength and suppleness for a desired outcome. • Knows how to combine strength and stamina gained through gymnastic activities. • Knows the terms and can perform with control: y balance and t balance and apply in sequences. • Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner. • Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances. • Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment. 		

		<ul style="list-style-type: none"> • Knows how to climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them. • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others. • Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body. • Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies. • Knows the importance of warming up and cooling down. • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements 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 the risks and how to manage them. • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others. • Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body. • Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies. • Knows the importance of warming up and cooling down. • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements 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 the risks and how to manage them. • Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others. • Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body. • Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies. • Knows the importance of warming up and cooling down. • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner.
Vocabulary		<p>Athletics – technique, upsweep, rhythm, down sweep, flight, stride, rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight Dance – posture, canon, formation, performance, relationships, phrase, structure, choreograph, contrast, fluency, connect Fitness – technique, momentum, rhythm, agility, drive, power, generate force, continuous, measure, flexibility, analyse, record Gymnastics – symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression, momentum, fluently, stability, formation, counter- balance, counter tension Invasion Games – tactics, control, foul, pressure, onside, offside, support, obstruction, consecutive, consistently, dictate, contest, formation, conceding, turnover, shut down Net and Wall Games – volley, footwork, set, tactics, co-operatively, continuously, dig, deep, forecourt, defensive, consecutive, consistently, back court, attacking Outdoor Adventurous Activity – collaborate, collective, navigation, tactical, control card, orienteering, location, symbol, strategy, boundaries, critical thinking, cooperatively Striking and Fielding Games – pressure, backing up, support, overtake, tracking, outwit, tactics, obstruction, continuous, drive hit, consecutive, consistently, co-operatively, defensive hit Swimming – exhale, flutter kick, surface, somersault, personal best, inhale, endurance, propel, continuous, streamline, synchronised, retrieve Target Games – tactics, officiate, fair play, par, hole, pressure, power, support, co-operatively, tournament, hazard, consistently, sportsmanship, outwit, bunker Yoga – quality, develop, notice, high lunge, calm, fluidity, salutation, collaboratively, transition, practice, aware, connected</p>		
Skills	<u>Dance</u>	<ul style="list-style-type: none"> • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. • Improvise and combine dynamics demonstrating an awareness of the impact on performance. • Use counts when choreographing and performing to improve the quality of work. 		
	<u>Fundamental Movement Skills</u>	<ul style="list-style-type: none"> • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. • Link running, jumping and hopping actions with greater control and co-ordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Show fluency and control when travelling, landing, stopping and changing direction. • Change direction with a fluent action and can transition smoothly between varying speeds. • Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. 		
	<u>Games</u>	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with control under pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a variety of throwing techniques including fake passes to outwit an opponent. • Select and apply the appropriate kicking technique with control. • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Confidently change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these. 		
	<u>Body Management</u>	<ul style="list-style-type: none"> • Combine and perform more complex balances with control, technique and fluency. • Demonstrate more complex actions with a good level of strength and technique. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. 		
	<u>Outdoor Adventurous Activity</u>	<ul style="list-style-type: none"> • Communicate with others clearly and effectively when under pressure. • Confident to lead others and show consideration of including all within a group. • Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. 		

	Swimming	<ul style="list-style-type: none"> • Confidently combine skills to retrieve an object from greater depth. • Swim at least 25m. • Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. • Confidently demonstrate good technique in a wider range of strokes over increased distances. • Combine gliding and transitioning into an appropriate stroke with good control. • Confidently link a variety of floating actions together demonstrating good technique and control. • Select and apply the appropriate survival technique to the situation. 		
	Social Skills	<ul style="list-style-type: none"> • Share ideas with others and work together to decide on the best approach to a task. • Lead others and show consideration of including all within a group. • Communicate with others clearly and effectively. 		
	Emotional skills	<ul style="list-style-type: none"> • Understand what maximum effort looks and feels like and show determination to achieve it. • Use different strategies to persevere to achieve personal best. • Compete within the rules showing fair play and honesty when playing independently. • Confident to attempt tasks and challenges outside of their comfort zone. 		
	Thinking Skills	<ul style="list-style-type: none"> • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Select and apply appropriate skills for the situation when under pressure. 		
Suggested Activities		<p>Basketball (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To be able to dribble the ball abiding by the double dribble and travelling rules. (C3) • To develop protective dribbling against an opponent. (C3) • To use a variety of passes in a game situation. • To be able to move into a space to support a teammate. (C3) • To be able to choose when to pass and when to dribble. (R2) • To be able to track an opponent and use defensive techniques to win the ball. (H5) • To be able to perform a set shot and a jump shot. • To be able to apply the rules and tactics you have learnt to play in a basketball tournament. (H5) (E4) <p>Outdoor Adventurous Activities (H1) (A2) (R1) (E1) (E3)</p> <ul style="list-style-type: none"> • To build communication and trust whilst showing an awareness of safety. (C3) • To work as a team to solve problems. (C3) (H5) (E4) (R2) • To suggest ideas and listen to others. (C3) • To develop cooperation and teamwork skills. (C3) (H5) (E4) • To develop tactical planning and problem solving. (R2) • To share ideas and work as a team to solve problems. (H5) (E4) • To develop trust in others. (C3) (H5) (E4) • To be able to listen to others and follow instructions. (C3) (H5) (E4) • To develop navigational skills and map reading. (R2) • To be able to use a key to identify objects and locations <p>Dodgeball (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To recap on the rules of dodgeball and apply them to a game. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching to get an opponent out. • To learn to block using a dodgeball. • To select and apply tactics in the game. (R2) • To develop officiating skills and referee a dodgeball game. (C3) (H5) • To apply skills, rules and tactics to a dodgeball tournament. (C3) (H5) (R2) <p>Dance 1 (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To create a dance using a random structure and perform the actions showing quality and control. • To understand how changing the dynamics of an action changes the appearance of the performance. 	<p>Dance 2 (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To copy and repeat a set dance phrase showing confidence in movements. (C3) (E4) • To work collaboratively with a partner to explore and develop the dance idea. (C3) (H5) (E4) • To use changes in level and speed when choreographing. • To copy and create actions using a prop as a dance stimulus. • To use choreographing devices to improve how the performance looks. • To select actions and dynamics to convey different characters. • To choreograph a dance that shows contrasting characters. (C3) • To communicate a story through dance. (C3) <p>Fitness (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To test and record baseline fitness scores. • To develop sprinting technique and speed. • To develop strength using my own body weight. • To develop co-ordination through skipping. • To perform actions that develop agility. • To complete actions to develop stamina. • To develop control whilst balancing. • To re-test fitness and identify areas of improvement. (R3) <p>Tag Rugby (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To develop attacking principles, understanding when to run and when to pass. (R2) • To develop throwing and catching with control. • To be able to use the 'forward pass' and 'offside' rules. • To be able to play games using tagging rules. • To develop dodging skills to lose a defender. (R2) • To develop drawing defence and understanding when to pass. (R2) • To be able to work as a defending unit to prevent attackers from scoring. (R2) • To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. (C3) (H5) (E4) <p>Hockey (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To develop dribbling with control. • To develop dribbling to beat a defender. • To develop sending the ball using a push pass. • To develop receiving the ball with control. • To be able to move into space to support a teammate. (C3) 	<p>Tennis 1 (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To develop the forehand groundstroke. • To develop returning the ball using a forehand groundstroke. • To develop returning the ball using a backhand groundstroke. • To work cooperatively with a partner to keep a continuous rally. (C3) (H5) (E4) • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To use a variety of strokes to outwit an opponent. • To work collaboratively with a partner to compete against others. (C3) (H5) (E4) (R2) <p>Tennis 2 (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To develop the forehand groundstroke. • To be able to return the ball using a backhand groundstroke. • To use a split step to react quickly to the ball and keep a continuous rally going. (C3) • To develop the volley and understand when to use it. (R2) • To develop the volley and use it in a game situation. • To develop accuracy of the underarm serve. • To learn to use the official scoring system. • To work cooperatively with a partner and employ tactics to outwit an opponent. (C3) (H5) (E4) (R2) • To show respect, honesty and fair play when competing against an opponent. (C3) (H5) (E4) <p>Swimming (H1) (A2) (R1) (E1) (E3)</p> <ul style="list-style-type: none"> • To develop gliding, front crawl and backstroke. • To develop rotation, sculling and treading water. • To develop the front crawl stroke and breathing technique. • To develop the technique for backstroke arms and legs. • To develop breaststroke technique. • To develop breaststroke technique. • To develop breaststroke and breathing technique. • To develop basic skills of water safety and floating. • To develop the dolphin kick. • To learn techniques for personal survival. (C3) • To develop water safety skills and an understanding of personal survival. (C3) (R2) • To increase endurance in swim challenges. • To identify fastest strokes and personal bests. <p>Rounders (H1) (A2) (R1)</p> <ul style="list-style-type: none"> • To throw and catch with accuracy under pressure.

		<ul style="list-style-type: none"> To provide and use feedback to improve on performance. (R3) To understand and use relationships and space to change how a performance looks. (C3) To work with a group to create poses and link them together using transitions. (C3) (H5) (E4) To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll. To work with a partner to copy and repeat actions and keeping in time with the music. (C3) To work collaboratively with a group to create a dance in the style of Rock 'n' Roll (C3) (H5) (E4) 	<p>(H5)</p> <ul style="list-style-type: none"> To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To use space effectively in game situations. (R2) To apply the rules and skills you have learnt to play in a hockey tournament. (C3) (H5) (E4) 	<ul style="list-style-type: none"> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. (R2) To develop a variety of fielding techniques and when to use them in a game. (R2) To develop long and short barriers in fielding and understand when to use them. (R2) To develop decision making and tactical awareness when playing competitively. (C3) (H5) (E4) (R2) To apply the rules and skills you have learnt to play in a rounders tournament. (H5) (E4) (R2)
<p><u>Knowledge Outcomes</u></p>		<p><u>Basketball</u></p> <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can create and use space to help my team. I understand when to use different styles of defence in game situations. I understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. <p><u>Outdoor Adventurous Activities</u></p> <ul style="list-style-type: none"> I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. I am inclusive of others, can share job roles and lead when necessary I can work effectively with a partner and a group to solve challenges. I can orientate a map efficiently to navigate around a course <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I understand that there are different areas of fitness and how this helps me in different activities. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can use a wider range of skills with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. 	<p><u>Dance 2</u></p> <ul style="list-style-type: none"> I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can choreograph a dance and work safely using a prop. I can perform dances confidently and fluently with accuracy and good timing. I understand that there are different areas of fitness and how this helps me in different activities. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can lead a small group through a short warm-up routine. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. I can use counts when choreographing to improve the quality of my work. <p><u>Fitness</u></p> <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I understand the different components of fitness and ways to test and develop them. I understand that there are different areas of fitness and how this helps me in different activities. I can collect, record and analyse data to identify areas where I have made the most improvement. I encourage and motivate others to work to their best. I can work with others to organise, manage and record information at a station. I work to my maximum consistently when presented with challenges. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can create and use space to help my team. I can tag opponents individually and when working within a unit. I understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly 	<p><u>Tennis 1</u></p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I understand the rules of the game and I can apply them honestly most of the time. I understand the need for tactics and can identify when to use them in different situations. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work co-operatively with others to manage our game. I understand there are different skills for different situations and I am beginning to apply this. <p><u>Tennis 2</u></p> <ul style="list-style-type: none"> I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I understand that there are different areas of fitness and how this helps me in different activities. I recognise my own and others strengths and areas for development and can suggest ways to improve. I can use feedback provided to improve the quality of my work. I can work in collaboration with others so that games run smoothly. I can select the appropriate action for the situation and make this decision quickly. <p><u>Swimming</u></p> <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres 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 I can swim competently, confidently and proficiently over a distance of at least 25 metres 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 <p><u>Rounders</u></p> <ul style="list-style-type: none"> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under

		<ul style="list-style-type: none"> • I can work in collaboration with others so that games run smoothly. • I can officiate and help to manage a game by refereeing. <p><u>Dance 1</u></p> <ul style="list-style-type: none"> • I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can choreograph phrases individually and with others considering actions and dynamics. • I can accurately copy and repeat set choreography. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can identify how different activities can benefit my physical health. • I can suggest ways to improve my own and other people's work using key terminology. • I can use feedback provided to improve my work. • I can lead a group through short warm-up routines. • I can use counts when choreographing to stay in time with others and the music. 	<p>and fairly.</p> <ul style="list-style-type: none"> • I can work collaboratively to create tactics with my team and evaluate the effectiveness of <p>• These</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> • I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I can use marking, tackling and/or interception to improve my defence. • I understand that there are different areas of fitness and how this helps me in different activities. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. 	<p>pressure.</p> <ul style="list-style-type: none"> • I can use the rules of the game consistently to play fairly. • I understand and can apply some tactics in the game as a batter, bowler and fielder. • I understand that there are different areas of fitness and how this helps me in different activities. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can work in collaboration with others so that games run smoothly. • I can work collaboratively with others to get batters out.
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