

	Y3	Y4
<p>Gymnastics</p> <p>Yearly</p>	<ul style="list-style-type: none"> I can confidently perform most of the previous year's jumps with good technique. I can confidently perform most of the previous year's rolls with good technique. I can confidently perform most of the previous year's turns and balances with good technique. <ul style="list-style-type: none"> I can perform a number of basic partner balances. I can perform a number of more challenging partner balances. I can hold balances with increasing strength and flexibility. I can perform a backwards roll with increasing technique (with or without a wedge). <ul style="list-style-type: none"> I can create a partner/group sequences using previous and new learning showcasing unison, canon and fluent transitions. <p><u>Key Vocabulary:</u> Jumps - star, tuck, pencil (stretch), straddle, pike Rolls – tuck, pencil, teddy bear, forward roll , backwards roll Turns – Full, half Balances – (as well as previous balances) partner counter-tension and counter- balance Greater depth: forward roll to straddle stand, backwards roll to front support.</p> <p><u>Must continue using previous Key Vocabulary as well as:</u> Technique, tension, extension, experiment, counter, flexibility, strength, transition, posture, unison, canon, symmetrical, asymmetrical.</p>	<ul style="list-style-type: none"> I can support the teacher in a warm up/cool down. I can give examples of how to work safely in lessons. <ul style="list-style-type: none"> I can perform and hold a number of new balances and begin to understand the use of centre of gravity. I can show increasing technique and strength when performing a cartwheel. I can perform a range of leaps with increasing flexibility, power and height. I can safely perform a squat on (vault). I can safely perform a straddle on (vault). I can safely dismount the vault using basic jumps. <ul style="list-style-type: none"> I can create a (individual/partner/group) complex sequence (using previous and new learning) showing an improvement in expression, balance, flexibility, strength, coordination, transition and technique. <p><u>Key Vocabulary:</u> Jumps - star, tuck, pencil (stretch), straddle, pike Rolls – tuck, pencil, teddy bear, forward roll, backwards roll Turns – Full, half, Balances – (as well as previous balances) arabesque, frog, Travelling balance – cartwheel Leaps – cat, split, stag, scissor Vault – Squat and straddle on (without spring board) Greater depth: Dive forward roll.</p> <p><u>Must continue using previous Key Vocabulary as well as:</u> Mount, dismount, power, expression.</p>

<p>Dance</p> <p>Yearly</p> <p>Exception to 21/22</p>	<ul style="list-style-type: none"> • I can copy and explore more complex movements and rhythmic body patterns with growing control, coordination, fluency and flexibility. • I can remember and repeat a complex motif. • I can work with others to create a story linking a variety of actions/gestures and formations. • I can perform a short dance sequence showing a clear beginning, middle and end with improved timing. • I can create a range of short motifs inspired by a stimulus (or prop). • I can vary levels, speed and direction in a simple sequence. • I can use a range of dance devices: canon, union and mirroring. • I can suggest ways to improve my own and my peer's performance using key vocabulary. • I can use a variety of vocabulary to describe the tempo and how dance makes me feel. • <p><u>Must continue using previous Key Vocabulary as well as:</u> Tempo, formation, canon, unison, mirror, flexibility, fluency, repetition, action and reaction</p>	<ul style="list-style-type: none"> • I can copy and explore more complex movements and rhythmic body patterns with growing flexibility, stamina, endurance and muscular strength. • I can improvise with a partner to create a simple dance style. • I can begin to compare and adapt motifs to create a larger sequence. • I can explore and create characters and narratives in response to a range of stimuli. • I can perform with a good awareness of rhythm and expression. • I can identify and practise a chosen dance style. • I can suggest ways to improve my own and my peer's performance using key vocabulary. • I can change parts of a dance as a result of self-evaluation. <p><u>Must continue using previous Key Vocabulary as well as:</u> Improvise, dynamic, stamina, muscular strength, endurance, agility, expression, variation, motion,</p>
<p>Body Balance and Fitness</p> <p>Combination of yoga, Pilates, mindfulness, strength exercises and</p>	<p>Body Balance:</p> <ul style="list-style-type: none"> • I can begin to recognise how body balance makes me feel both physically and mentally. • I can remember, repeat link actions using clear shapes and fluidity. • I can show an awareness of space. • I can work with others to create poses. • I can focus on my breathing and begin to use breathing techniques in everyday life. 	

<p>Tai Chi to improve balance, flexibility, core strength and coordination in all areas of life.</p> <p>Alternate years</p>	<p>Example poses:</p> <ul style="list-style-type: none"> • Warrior 1 • Chair pose • Table pose • Mountain pose • Childs pose • Upward dog • Downward dog • Rag doll • Roll to standing • Warrior 2 • Warrior 3 • Reverse Warrior • Forward bend • Tree pose • Forearm plank • Side plank • Lunge pose <p>Fitness:</p> <ul style="list-style-type: none"> • I can name simple exercises for a specific muscles. • I can understand the benefits of HIIT training. • I can understand the need for exercise and why we need to maintain our personal fitness levels. • I can develop and understand goal setting in health and fitness. <p><u>Must continue using previous Key Vocabulary as well as:</u> Goals, health. Fitness, maintain, increase, levels, circuit, strength, muscles, cardiovascular, heartbeat, heart rate, resilience, mental health, relaxation, mind-set.</p>
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<p>Throwing and catching (recap and assessment ready for manipulative skills and invasion games).</p> <p>Alternate year assessment.</p>	<ul style="list-style-type: none"> • I can throw a ball at a target using a variety of throwing techniques. • I can intercept and catch a large moving ball. • I can intercept and catch a small moving ball. • I can show a growing awareness of opponents and team mates during a competitive game. • I can throw and catch with control to keep possession and score goals. • I can develop and use simple tactics in team games. • I can showcase sportsmanship within a team game. <ul style="list-style-type: none"> • I can intercept, catch and pass a ball during a team game. • I can use a range of power and techniques to score goals into a target area. • I can use a range of sending, receiving and travelling techniques in a game. • I can use a range of throwing and catching techniques to beat an opponent. • I can change direction track a moving ball and catch it with accuracy and control. <p><u>Key Vocabulary:</u> Technique, intercept, opponents, possession, goal, sportsmanship, pass, send, receive, marking, defence, attack.</p>
<p>Manipulative Skills and Invasion Games</p> <p>Specific sports change in alternate years.</p>	<p>Hockey</p> <ul style="list-style-type: none"> • I can stop and control a received ball correctly using the flat side of the stick. • I can confidently use the two-handed grip and manipulate the stick well when dribbling in different directions. • I can pass the ball with accuracy and speed. • I can shoot from a stationary position successfully. <p>Netball/Basketball</p> <ul style="list-style-type: none"> • I can use chest pass, shoulder pass and bounce pass accurately (N) • I can intercept a ball confidently (N/B) • I can call and receive the ball when using space (N/B) • I can use tactics to release myself from a defender (N/B) • I can confidently understand the foot work rule and pivoting (N) • I can shoot mostly on target (N/B)

- I can dribble the ball with some control (B)
- I can begin to use a range of basketball passes (B)

Lacrosse

- I can safely and correctly grip the stick when stationary.
- I can receive and control a bounced ball into the pocket.
- I can control a cradled ball when walking.
- I can receive a rolled ball using the scoop action.
- I can throw a ball over arm at a target with increasing accuracy and technique (flat pass).

Volleyball

- I can return a partners feed with a volley.
- I can move towards the ball and prepare to play a basic volley.
- I can accurately replicate and perform a set shot using the correct hand position.
- I can complete a serve with growing accuracy to reach the opponent's court.
- I can use a dig shot as a pass.

Football

- I can send and receive a ball using my feet.
- I can dribble the ball with control and pass to a partner.
- I can implement the basic rules of football.
- I can dribble in different directions using different parts of my feet.
- I can pass the ball with increasing distance.
- I can shoot mostly on target.

Tag Rugby

- I can hold a rugby ball with the correct grip.
- I can pass a ball with some accuracy and technique while stationary/walking pace.
- I can catch the ball arriving at different heights and angles.
- I can begin to understand passing rules.
- I can use the side-step to get around a defender.
- I can demonstrate the tagging rules well.
- I can intercept a pass.

Cricket

- I can attempt to move and position myself into the ball's pathway when attempting a catch.
- I can understand the importance of keeping sight of the ball at all times.
- I can throw a ball underarm and overarm with some technique.
- I can stop a rolling ball.
- I can stand correctly as a batsman demonstrating the correct grip.
- I can begin to use the forward defensive stoke to protect the stumps.
- I can strike a ball with some accuracy.
- I can begin to understand the scoring system in a Kwik Cricket game.

Tennis/Badminton

- I can hit a shuttlecock/ball into play.
- I can serve underarm with some accuracy.
- I can build up a rally with an opponent using the forearm.
- I can develop the accuracy of strokes/techniques.
- I can develop the use of the backhand.
- I can use the correct grip of the racket.
- I can begin to understand the scoring system.

Must continue using previous **Key Vocabulary** as well as:

	Send, receive, serve, rally, stroke, underarm, court, forehand, footwork, manipulate, return, scoop,	
<p>Athletics</p> <p>Yearly</p>	<ul style="list-style-type: none"> • I can identify and demonstrate how different running techniques can affect my performance. • I can focus on my arm and leg action to improve my sprinting technique. • I can begin to combine running with jumping over hurdles. • I can identify my trail leg and lead leg actions when running over hurdles and suggest improvements. • I can develop an effective take-off for the standing long jump. • I can develop an effective flight phase for the standing long jump. • I can land a jump safely with control. • I can perform a push throw (shot put). • I can show increasing control and technique when using an overarm throw. • I can continue to develop techniques to throw for increased distance. <p>Must continue using previous Key Vocabulary as well as: Technique, push throw,</p>	<ul style="list-style-type: none"> • I can confidently demonstrate an improved technique for sprinting. • I can carry out an effective sprint finish. • I can perform a relay, focusing on the baton changeover technique. • I can speed up and slow down smoothly. • I can combine a hop, step and jump to perform the standing triple jump. • I can land a triple jump safely and with control. • I can measure the distance jumped. • I can perform a pull throw (javelin). • I can continue to develop techniques to throw for increased distance. <p>Must continue using previous Key Vocabulary as well as: Relay, pull throw, change over,</p>
<p>Outdoor Adventurous Activities</p> <p>Yearly</p>	<p>Orienteering</p> <ul style="list-style-type: none"> • I can orientate myself around a short trail with increasing confidence and accuracy. • I can use effective communication to begin to work as a team. • I can identify symbols used on a key. • I can begin to choose equipment that is appropriate for an activity. 	<p>Orienteering</p> <ul style="list-style-type: none"> • I can orientate myself around a short trail with accuracy. • I can start to recognise features of an orienteering course. • I can associate the meaning of a key in the context of the environment. • I can begin to use a map to complete an orienteering course.

	<ul style="list-style-type: none"> • I can complete activities in a set period of time. • I can describe how my performance has improved over time. <p>Forest School</p> <ul style="list-style-type: none"> • I can complete all previous learning objectives. • I can learn basic knots. • I can build a bridge. • I can climb a tree safely. • I can make something out of wood. • I can safely use peelers for whittling. • I can contribute to fire lighting. • I can explain fire safety and the fire triangle. • I can build a waterproof shelter in woodland. • I can build a worm farm. <p><u>Must continue using previous Key Vocabulary as well as:</u></p>	<ul style="list-style-type: none"> • I can communicate clearly with other people in my team and with other teams. • I can experience a range of roles within a team and begin to identify the key skills required to succeed at each. • I can plan and organise a short trail with a range of equipment that others can follow with a physical challenge. • I can identify ways of improving a completion time on an orienteering course. • I can modify skills and techniques to achieve a better result. <p>Forest School</p> <ul style="list-style-type: none"> • I can complete all previous learning objectives. • I can cook outdoors. • I can use more sophisticated knots. • I can experience using fire strikers to spark a flame. • I can build varying sized shelters using waterproof materials. • I can plan and build a sculpture using outdoor materials. • I can sensibly and safely use a knife for whittling. • I am proactive in looking after our forest. <p><u>Must continue using previous Key Vocabulary as well as:</u></p>
<p>Swimming and Water Safety Yearly</p>	<p>See separate progression plan.</p>	
<p>Evaluation of Performances Yearly</p>	<ul style="list-style-type: none"> • I can watch & comment on my own and my peer's performances using a range of key vocabulary and compare performances with growing sportsmanship. • I can make improvement suggestions to my peers. 	<ul style="list-style-type: none"> • I can watch & comment on my own and my peer's performances using a range of key vocabulary and compare performances with growing sportsmanship. • I can make improvement suggestions to my peers.
<p>Healthy Lifestyles</p>	<ul style="list-style-type: none"> • I can explain the importance of strength and flexibility for physical activity. 	<ul style="list-style-type: none"> • I can describe how the body reacts and changes at different times and how this affects performance.

Yearly	<ul style="list-style-type: none">• I can explain the importance of a warm up and cool down using my scientific knowledge and vocabulary.• I can explain the function of the skeleton and muscles (Science link)	<ul style="list-style-type: none">• I can support a warm up/cool down.
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