

Autumn 1	Content Focus	Assessment Foci
Sporting Influence	<p>Multi-ability: Health and Fitness</p> <p>Fundamental Movement Skill Funs Station 11 – Agility – ball chasing Funs Station 3 – Static balance – floor work</p> <p>Focus on invasion games - play confidently in small sided invasion games using various formations Use a range of techniques to pass and travel with the ball (eg travel by carrying, bouncing, dribbling etc - use a range of tactics to keep possession of the ball and get into position to shoot or score - understand how to dodge, mark, signal for the ball and intercept - play within the rules Recognise aspect that need improving</p> <p>Focus on problem solving and inventing games Negotiate, plan and make collective decisions on the nature, shape and construction of the game - select and use skills and tactics appropriate for the type of game - understand and transfer principles of play from known games to use in their own game - make up rules and be prepared to modify them to make the games more challenging - adapt rules in agreement with others - work cooperatively in groups of varying sizes (eg 6 and 8) to organise and keep their games going</p>	<p>Health and Fitness</p> <ul style="list-style-type: none"> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy I can record and monitor how hard I am working <p>Agility – ball chasing</p> <ul style="list-style-type: none"> I can roll a tennis ball, chase after it and stop it with my knee sideways (long barrier position) I can do the above with a bouncing deliver <p>Static balance – small base</p> <ul style="list-style-type: none"> I can stand on a line and keep my balance whilst lifting alternative knees and touching knee to opposite elbow five times I can stand on a line and keep my balance whilst catching a ball at knee, chest and head height
Spring 1	Content Focus	Assessment Foci
Dance	<p>Focus on performance, composition and appreciation</p> <ul style="list-style-type: none"> perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination demonstrate combinations of movement using whole body and body parts display a clarity within the movement with attention to clear body shape, extension, balance and footwork respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement discuss ideas initiated by stimuli and suggest appropriate movement for exploration display confidence in improving and exploring the original ideas perform with expression showing a sense of phrasing and rhythm develop phrase by using action, dynamics and space with a partner or a small group 	<p>Cognitive</p> <ul style="list-style-type: none"> I can understand ways (criteria) to judge performance and can identify specific parts to continue to work upon I can use my awareness of space and others to make good decisions <p>Coordination – floor movement pattern</p> <ul style="list-style-type: none"> I can do a 3 step zig zag pattern with a cross over I can do a 3 step zig zag pattern with a knee raise I can do a 3 step zig zag pattern with a heel lift

	<ul style="list-style-type: none"> - copy and perform movement/rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end - show ways of performing movement patterns in different group formations and use simple compositional devices such as unison, canon, repetition, variation - observe each other and themselves dancing in order to understand how dance communicates moods, ideas and feelings - describe and interpret what they see, do and feel in dance using appropriate dance language - respond to feedback and give effective and constructive feedback to others - have a basic understanding of styles of dance 	
Spring 1/ Summer 1	Content Focus	Assessment Foci
Developing skills and knowledge in relation to Gymnastics	<p>Focus on travel, shape, balance, flight and rotation</p> <p>Through skill exploration, provide opportunities to learn, practise and link specific movements</p> <p>Through sequence development provide opportunities to explore different choreographic techniques, as well as creating criteria against which to judge</p> <p>Through performance, provide opportunities for children to share ideas and judge performance</p> <ul style="list-style-type: none"> - identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts - demonstrate various sliding, rolling and turning movements, which lead smoothly into balance positions - identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases - move into a balance, then move out of it in a different direction - identify and use skills which transfer weight from feet to hands and back to feet again - identify and show us at least two different types of rolls in different directions, sideways, forwards and backwards - demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls - with a partner, link together a series of movements and balances which demonstrate change of direction, speed and levels - transfer and extend all these ideas and skills onto low and high apparatus 	<p>Personal</p> <ul style="list-style-type: none"> • I cope well and react positively when things become difficult • I can persevere with tasks and I can improve my performance through regular practice <p>Static balance – one leg standing</p> <ul style="list-style-type: none"> • I can hold the squat position and balance on the balls of my feet • I can complete the above more than once with control <p>Static balance – floor work</p> <ul style="list-style-type: none"> • I can hold the reverse press up position for a short period of time and place and object on my stomach and retrieve it with my other hand • I can repeat the above task using a range of objects

Spring 2	Content Focus	Assessment Foci
	<p>Multi – ability: Creative Fundamental Movement Skill Funs Station 9 - Coordination – ball skills Funs Station 7 - Counter balance in pairs</p>	<p>Creative</p> <ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas I can change tactics rules or tasks to make activities more fun or challenging <p>Coordination with equipment</p> <ul style="list-style-type: none"> I can send two balls against a wall and receive them in opposite hands Using two balls, I can send one ball against the wall, feeding the second ball into my throwing hand, then receive the first ball, continuing the juggling rhythm <p>Counter balance in pairs</p> <ul style="list-style-type: none"> I can create a counter balance with a partner using large and small body parts
Summer 1	<p>Multi – ability: Social Fundamental Movement Skill Funs Station 6 - Dynamic balance to agility Funs Station 2 - Static balance – seated</p>	<p>Social</p> <ul style="list-style-type: none"> I cooperate well with others and give helpful feedback I help organise roles and responsibilities and I can guide a small group through a task <p>Dynamic balance to agility</p> <ul style="list-style-type: none"> I can jump two footed form a point around the eight points of a compass I can hop on one foot forwards and backwards holding each landing for two seconds each time I can repeat the above whilst raising my knees(s) <p>Static balance – seated</p> <ul style="list-style-type: none"> I can hold a dish balance for 30 seconds

Summer 2	Content Focus	Assessment Foci
<p>Developing skills and knowledge in relation to Athletics</p>	<p>Focus on running, throwing and jumping</p> <p>Throwing</p> <ul style="list-style-type: none"> - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed <p>Jumping</p> <ul style="list-style-type: none"> - demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from their strongest foot - describe which three basic jumps are used in athletics <p>Running</p> <ul style="list-style-type: none"> - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - find their leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - know that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners <ul style="list-style-type: none"> - observe a partner's work and explain how it might be improved 	<p>Physical</p> <ul style="list-style-type: none"> • I can perform a variety of movements and skills with good body tension • I can link actions together so that they flow in running, jumping and throwing activities <p>Dynamic Balance</p> <ul style="list-style-type: none"> • I can remain balanced whilst lunge walking • I can lunge walk bringing opposite elbow to 90 degrees • I can do the above with my eyes closed • I can remain balanced whilst side stepping a long a line