

P.E. Curriculum - Long Term Overview

	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Exploring moving in different ways	Walking 1	Wide Narrowed Curled - Linked to gymnastics  Ball skills- using our hands 1	Tag Rugby Using our Hands- skills 1 Linking movements  Handball	Symmetry Ans Asymmetry - Gym Tag Rugby  Handball	Swimming  Bridges- Gymnastic Tag Rugby Handball	Gymnastics Counter balance  Tag Rugby  Handball	Football  Tag Rugby  Handball
Autumn 2	Dance and moving rhythmically	Hands 1	Body Parts- Gym Feet 1 - links to games	Zig Zag- Gym Dodging Tag Rugby	Communication skills - OAA  Dodgeball  Tag Rugby	Swimming  Dodgeball Tag Rugby	Dodgeball Hockey  Tag Rugby	Dodgeball Mirror and matching Dance Tag Rugby
Spring1	exploring equipment such as bean bags and quoits (simple target games)	High, Low, over and under	Dance -Growing  Ball skills - hands 2 Basket ball	Dance- Water  Using our hands unit 2 Basket ball	Basketball/ - Dribbling with hands  Animal Dance Dodgeball	Basketball/ - Dribbling with hands Space Dance  Dodgeball	Greeks- Dance  Hand Games Netball/ Handball/mattball/ Basketball Dodgeball	Basketball Netball/ Mattball  Dodgeball
Spring2	Exploring balancing	Nursery rhyme Dance	Dance- The Zoo  Running- Links to athletics	Using our feet skills 1 Explorers Dance Sports hall athletics Netball	Athletics  Football  Basketball	Athletics  Football  Basketball	Athletics  Football  Basketball	Football  Athletics Gym Basketball
Summer1	Simple circle/moving games (grandma's footsteps, duck duck goose, whats the time etc)	Feet 1	Bat and racquet skills  Jumping skills	Bat and racquet skills  Jumping skills Athletics	Swimming  Cricket/ rounders  Football	Rounders Cricket  Football	Cricket  OAA Athletics	Cricket  OAA Athletics
Summer2	Exploring equipment such as hoops, balls, bats	Games for understanding	Health and well being  Understanding games - Handball	Health and well being  Handball- Understanding Games	Swimming  Rounders/ Handball	Rounders  Handball	Rounders  Handball  Cricket	Rounders  Handball  Cricket

<u>Area of the curriculum</u>	<u>EYFS</u>	<u>YEAR 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Vocabulary</u>	<u>See vocab sheet</u>						
<u>Physical Development</u>	Physical development is one of the three prime areas within the EYFS. By the end of EYFS we are aiming for these goals <b>Moving and handling</b> - Children should show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment effectively. ONGOING <b>Health and self care</b> Children know the importance of good health which includes	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to: <ul style="list-style-type: none"><li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>• participate in team games, developing simple tactics for attacking and defending</li><li>• perform dances using simple movement patterns.</li></ul>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to: <ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• play competitive games, modified where appropriate [for example, basketball, cricket, dodgeball, football, handball, hockey, matball, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>				

	physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.						
<b><u>Dance</u></b>	<p>Create movement in response to music.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Represent their own ideas, thoughts and feelings through dance.</p>	<p>Copy and explore basic movements and body patterns</p> <p>Remember simple movements and dance steps</p> <p>Respond to range of stimuli.</p> <p>Change direction during travelling moves.</p> <p>Link moves together.</p> <p>Link travelling moves that change direction and level.</p> <p>Use a variety of</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels, speed and direction in sequence.</p> <p>Can vary the size of their body shapes</p> <p>Use space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Respond imaginatively to</p>	<p>Independently explore dance movements to create a simple pattern of movement.</p> <p>Explore dance movements to create a simple pattern of movement with a partner.</p> <p>Perform a dance with rhythm and expression.</p> <p>Use knowledge of dance to create and tell a story in small groups.</p> <p>Develop precision of</p>	<p>Identify and practise the patterns and actions of a chosen dance style.</p> <p>Create an individual dance that reflects the chosen dancing style.</p> <p>Create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>Confidently improvise with a partner or on their own.</p>	<p>Create and perform an individual dance that reflects the chosen dancing style.</p> <p>Create group dances that reflect the dance style.</p> <p>Begin to exaggerate dance movements and motifs, using expression when moving.</p> <p>Demonstrate strong movements throughout a dance</p>	<p>Create movement in response to music.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Represent their own ideas, thoughts and feelings through dance.</p>

		<p>moves.</p> <p>Explore basic body patterns and movements to music.</p> <p>Use a variety of moves that change speed and direction.</p> <p>Link together dance moves with gestures and changing direction in time to music.</p> <p>Practise starting movements from different positions.</p> <p>Complete an obstacle course with control</p>	<p>stimuli.</p> <p>Explore different levels and speeds of movement.</p> <p>Compose and perform simple dance phrases.</p> <p>Show contrast in simple dances with body shape and position.</p> <p>Develop a range of dance movements and improve timing.</p> <p>Work to music creating movements that show rhythm and control.</p>	<p>movement.</p> <p>Work cooperatively with a group to create a dance piece.</p> <p>Translate ideas from stimuli into movement with support.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Begin to create longer dance sequences in a larger group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p> <p>Modify parts of a sequence as a result of self-evaluation.</p> <p>Use simple dance vocabulary to compare and improve work</p>	<p>sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Begin to show a change of pace and timing in their movements.</p> <p>Use the space provided to his maximum potential.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Demonstrate an awareness of the music's</p>	
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						<p>rhythm and phrasing when improvising.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	
<u>Games</u>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Shows control</p>	<p>Focus on Multi Skills and fundamental ABC's</p> <p>Know it is important to warm up before exercise.</p> <p>Be able to follow instructions/ rules to stay safe.</p> <p>Throw a ball underarm.</p> <p>Roll a ball.</p> <p>Hit a ball with a bat.</p> <p>Move and stop safely.</p> <p>Catch with both</p>	<p>Focus on Multi Skills and fundamental ABC's</p> <p>Suggest reasons why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Vary their warm up and explain why they vary it.</p> <p>Use hitting, kicking and/or rolling in a game.</p> <p>Make decisions on how, when and where they use which technique for which activity.</p>	<p>Begin to understand and explain the need for a warm up and its outcomes.</p> <p>Use hitting, kicking and/or rolling in a game with control/accuracy.</p> <p>Make decisions on how, when, where and which circumstances they use which technique for which activity. e.g. when an overarm/underarm throw is appropriate.</p> <p>Begin to use a wider range of equipment.</p>	<p>Explain why it is important to warm up and cool down using simple vocabulary.</p> <p>Use hitting, kicking and/or rolling in a game with increasing control/accuracy.</p> <p>Begin to communicate with peers/team mates more effectively to contribute to a common goal.</p> <p>Make better decisions on how, when, where and which circumstances they use which technique for which activity. e.g.</p>	<p>Explain why it is important to warm up and cool down using complex vocabulary.</p> <p>Consistently use hitting, kicking and/or rolling in a game with control and accuracy.</p> <p>Explain how the body reacts to different kinds of exercise.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Explain why we need regular and safe exercise.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Shows control</p>

	<p>over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.</p> <p>Balance a bean bag on a bat.</p> <p>Hit a ball of a tee with a bat.</p> <p>Use a cup/birds nest technique to stop the ball when its rolling towards them</p>	<p>hands.</p> <p>Throw in different ways.</p> <p>Kick in different ways.</p> <p>Use basic equipment safely.</p> <p>Participate in small team games.</p> <p>Use a plastic bat to send a bean bag in a forward's direction, and over a net.</p> <p>Hit the ball with the cricket bat with 2 bounces most of the time.</p> <p>Catch the ball consistently when throwing and catching.</p>	<p>Know how to use basic equipment safely and effectively.</p> <p>Participate in team games.</p> <p>Have a basic understanding of attacking and defending</p> <p>Begin to discuss their performance relative to others (what was the same what was different?)</p> <p>Understand the technique required to send a bean bag over a net using a plastic bat, and can progress to hitting a tennis ball over the net.</p> <p>Bowl the ball most of the time accurately towards the wickets so that the batter can hit it.</p>	<p>Participate effectively in small team games.</p> <p>Begin to discuss their performance relative to others (what was the same what was different?) and suggest how they could improve. SOME</p> <p>Understand the technique required when receiving a tennis ball and volley to hit over the net.</p> <p>Understand that when bowling overarm to keep arm straight.</p> <p>Hold the bat properly and can use it to hit the ball confidently and accurately most of the time.</p> <p>Understand the importance of finding space in team invasion games</p>	<p>when an overarm/underarm throw is appropriate.</p> <p>Understand what is expected of them and team mates in a team game.</p> <p>Effectively lead others in a game situation.</p> <p>Perform a short tennis rally with a partner over the net</p> <p>Perform a short volleyball rally with a partner over the net.</p> <p>Use a range of volleyball shots, and techniques</p> <p>Use a variety of shots when batting to defend and attack.</p> <p>Bowl on target and show good attempts at bowling overarm showing good technique.</p>	<p>Show precision, control and fluency.</p> <p>Explain complicated rules.</p> <p>Make a team plan and communicate it to others.</p> <p>Lead others in a game situation.</p> <p>Apply their skills, techniques and ideas consistently.</p> <p>Analyse and explain why they have used specific skills or techniques.</p> <p>Modify use of skills or techniques to improve their work as a result of self-evaluation.</p> <p>Create their own success criteria for evaluating.</p> <p>Utilise and apply all previously learned skills in a</p>	<p>over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.</p> <p>Balance a bean bag on a bat.</p> <p>Hit a ball off a tee with a bat.</p> <p>Use a cup/birds nest technique to stop the ball when its rolling towards them</p>
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			<p>Hit the ball most of the time with one bounce using the cricket bat when it's bowled towards me.</p>	<p>Understand the principles of attacking and defending</p> <p>Understand how to perform a dig and spike action in volleyball</p> <p>Able to hit ball over the net most of the time in volleyball</p>	<p>Understands how to cover different areas when fielding</p> <p>Develop spacial awareness skills in team invasion games</p> <p>Use strategies when attacking and defending in team invasion games</p>	<p>competitive situation.</p> <p>Apply movement, positioning, and striking/hitting skills in a tennis/volleyball match and rally.</p> <p>Make good decisions on type of action/shot made in volleyball more times than not</p> <p>Able to set people up in volleyball some of the time</p> <p>Can perform a volley in volleyball</p> <p>Bowl the ball overarm towards the wickets consistently</p> <p>Hit the ball into spaces to avoid the fielding players.</p> <p>Understand and show good positioning and teamwork when fielding</p>	
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						<p>Develop spacial awareness skills in team invasion games i.e. wide, long, short.</p> <p>Develop strategies and understand tactics when attacking and defending in team invasion games</p> <p>Show officiating skills understanding the rules of the sport</p>	
<b><u>Gymnastics</u></b>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Perform at different levels.</p> <p>Can perform 2 footed jump.</p> <p>Can use equipment safely.</p> <p>Balances with</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p> <p>Remember and repeat simple gymnastic actions with control.</p>	<p>Apply compositional ideas independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Begin to notice similarities and differences between</p>	<p>Link skills with control, technique, co-ordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Develop strength, technique and flexibility</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and</p>



	space.	<p>some control <i>e.g. on a bench.</i></p> <p>Can link 2-3 simple movements.</p> <p>Create and perform simple sequences.</p> <p>Link combinations of movements and shapes with control.</p>	<p>Balance on isolated parts of the body using the floor.</p> <p>Begin to develop a range of gymnastic movements (focus on balance).</p> <p>Link gymnastic actions into a sequence.</p> <p>Explore different ways of moving on large apparatus.</p>	<p>sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p> <p>Explore jumping techniques and link them with other gymnastic actions.</p> <p>Describe their own work using simple gym vocabulary.</p> <p>Select and adapt appropriate actions to suit a task.</p>	<p>various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>Identify and practise symmetrical and asymmetrical body shapes.</p> <p>(Synchronized)</p> <p>Use counterbalances and incorporate them into a sequence of movements.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances.</p> <p>Perform and evaluate own and others' work.</p>	<p>throughout performances.</p> <p>Use and refine: flexibility, strength, balance, power, mental focus.</p> <p>Develop skills for movement including rolling, bridging and dynamic movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and</p>	<p>changes in direction.</p> <p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Identify and practise gymnastic shapes and balances.</p> <p>Perform movements in canon and in unison.</p>
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						refine performances.	
<u><b>Athletics</b></u>	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	<p>Use varying speeds when running.</p> <p>Explore footwork patterns.</p> <p>Explore arm mobility.</p> <p>Explore different methods of throwing.</p> <p>Practise short distance running.</p> <p>Can jump from a standing position.</p>	<p>Change speed and direction whilst running.</p> <p>Can run with agility and confidence.</p> <p>Can jump from a standing position with accuracy.</p> <p>Explore different jumping techniques and the effects e.g. for distance or height.</p> <p>Perform a variety of throws with control and co-ordination.</p> <p>Can use equipment safely.</p> <p>Hurdle an obstacle and maintain effective running style.</p> <p>Run for a longer</p>	<p>Begin to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i></p> <p>Perform a running jump with some accuracy.</p> <p>Perform a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p> <p>Understand a relay and passing a baton.</p> <p>Run in different directions and at different speeds, using good technique.</p> <p>Compete in a competition, recording scores.</p>	<p>To select and maintain a speed appropriate for the distance.</p> <p>Continue to build a variety of running techniques and use with confidence.</p> <p>Perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrate accuracy in throwing and catching activities.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely with understanding.</p> <p>Demonstrate good running technique in a competitive</p>	<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Consistently throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns.</p> <p>Demonstrate good techniques in a competitive situation.</p> <p>Beginning to record peers' performances, and evaluate these.</p> <p>Describe good athletic performance using complex</p>	<p>Investigate running styles and changes of speeds.</p> <p>Record peers' performances, and evaluate these.</p> <p>Develop the ability to run for longer distances.</p> <p>Effectively identify and apply techniques of relay running.</p> <p>Consistently demonstrate selection of most effective techniques in a competitive situation.</p> <p>Accurately describe good athletic performance in detail, using complex vocabulary.</p>

			<p>distance.</p> <p>Complete and obstacle course with control and agility.</p>		<p>situation.</p> <p>Can use a wider range of equipment safely and with good control.</p> <p>To utilise all previously learned skills in a competitive situation.</p> <p>Describe good athletic performance using correct vocabulary.</p>	vocabulary.	
<p><u>Outdoor Adventurous Activity (OAA)</u></p>	<p>Outdoor play – continuous provision</p> <p>Mount stairs, steps or climbing equipment using alternate feet.</p> <p>Walk downstairs, two feet to each step while carrying a small object.</p>			<p>Beginning to think activities through and problem solve.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>Discuss and work with others in a group.</p> <p>Respond to</p>	<p>Choose and apply strategies to solve problems with support.</p> <p>Begin to develop a range of strategies in order to stay safe.</p> <p>Work with others to suggest ideas to solve</p>	<p>Choose and apply strategies to solve problems independently.</p> <p>Have a secure bank of strategies in order to stay safe.</p> <p>Contribute to a team to solve</p>	<p>Choose and apply the most effective strategies to solve problems independently.</p> <p>Explain reasons for their choice of strategy used to solve a problem.</p> <p>Explain how different strategies</p>

	Travel with confidence and skill around, under, over and through balancing and climbing equipment.			simple challenges and problems solving tasks in a familiar environment.	problems.  Respond to more varied challenges in different environments.	problems.  Devise appropriate responses to challenges and tasks and adapt to changing circumstances.	enable them to keep themselves safe in different environments.  Effectively make significant contributions to a team to solve problems.  Account for, and act upon, other people's suggestions in a team.  Plan and respond to more complex challenges in different environments and in unfamiliar circumstances.
<u>Swimming</u>				Enter the water safely and develop water confidence and competence.  Swim competently, confidently and proficiently over	Enter the water safely and develop water confidence and competence.  Swim competently, confidently and proficiently over		If children do not achieve the statutory requirements in Year 3/4, they will be allowed to return and be expected to complete these

				<p>a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> <p>15 sessions</p>	<p>a distance of at least 25 metres.</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> <p>15 session</p>		objectives in Year 6.
<b><u>Evaluation</u></b>	<p><b>Creating and thinking critically</b></p> <p>Choose own ways to do things</p> <p>Check how well their activities are going, changing strategy as needed</p> <p>Review how well their approach worked</p>	<p>Comment on own and others performance.</p> <p>Begin to discuss their performance relative to others (what was the same what was different?)</p>	<p>Give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p> <p>Discuss their performance relative to others (what was the same what was different?) and suggest how they could improve.</p>	<p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Use simple but specific vocabulary to compare, improve and refine own or others' performances.</p> <p>Select appropriate actions to suit a</p>	<p>Work with a partner or small group to improve their skills.</p> <p>Modify part of a performance as a result of self-evaluation.</p> <p>Select and adapt appropriate actions to suit a task.</p> <p>Use specific vocabulary to compare, improve and refine own or others' performances.</p>	<p>Be able to explain reasons for certain aspects of their own performance.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work,</p>	<p>Watch and describe performances accurately using technical vocabulary.</p> <p>Able to suggest reasons for different aspects of peers' performances.</p> <p>Respond to feedback from peers and adapt/refine their performance accordingly.</p>

				task.	<p>Describe good athletic performance using correct vocabulary.</p> <p>Make decisions on how, when, where and which circumstances they use which technique for which activity. e.g. when an overarm/underarm throw is appropriate.</p>	<p>commenting on similarities and differences using technical and specific vocabulary.</p> <p>Record peers' performances, and evaluate these.</p> <p>Modify work as a result of self and peer evaluation.</p> <p>Use complex vocabulary to compare and improve own and others' performance.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Analyse and explain why they have used specific skills or techniques.</p> <p>Modify use of skills or techniques to improve their work as a result</p>	<p>Effectively evaluate tactics and techniques to help improve performances.</p> <p>Use complex, technical vocabulary when evaluating own or others' performances.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Choose appropriate warm ups and cool downs for a range of activities.</p> <p>Create their own</p>
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						of self or peer evaluation.	success criteria for evaluating.
<p><u>Healthy Lifestyles</u></p>	<p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practice some appropriate safety measures without direct supervision.</p>	<p>Know it is important to warm up before exercise.</p> <p>Be able to follow instructions/ rules to stay safe. Use basic equipment safely.</p>	<p>Suggest reasons why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Know how to use basic equipment safely and effectively.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Begin to understand and explain the need for a warm up and its outcomes.</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Explain why it is important to warm up and cool down using simple vocabulary.</p>	<p>Explain why it is important to warm up and cool down using complex vocabulary. Explain how the body reacts to different kinds of exercise.</p> <p>Choose appropriate warm ups and cool downs.</p> <p>Explain why we need regular and safe exercise.</p> <p>Describe the changes as humans develop to old age.</p>	<p>Eat a healthy range of foodstuffs and understands need for variety in food.</p> <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practice some appropriate safety measures without direct supervision.</p>

	<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>						<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
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