



Physical Education Rolling Programme

Key Stage 1				
Term	Year A	Objectives	Skills	Vocabulary
1	FMS Baseline	<p>To assess the fundamental movement skills of hopping, jumping and underarm throwing.</p> <p>To assess the fundamental movement skills of running fast, skipping and overhead throwing.</p> <p>To assess the fundamental movement skills of catching and bouncing a ball.</p> <p>To assess the fundamental movement skills of rolling and kicking a ball.</p> <p>To develop fundamental movement skills.</p>	Baseline assessment of skills	Jump, hop, underarm throw, skip, catch, kick.
	Dance Activities - Three Little Pigs	<p>To explore, remember, repeat and link a range of actions with co-ordination and control.</p> <p>To compose a short dance independently.</p> <p>To show an awareness of the expressive qualities.</p> <p>To link travelling actions with a stillness to convey events within the story.</p> <p>To link different sequences in order to tell a story and complete a performance.</p> <p>To recognise how dance makes them feel.</p>	<p>Developing skills:</p> <p>Can exaggerate and make movements larger than normal.</p> <p>Can travel using different pathways.</p> <p>Can use different body shapes and body actions.</p> <p>Can use gestures to show an emotion.</p> <p>Application of skills:</p> <p>Can choose and link actions that express a feeling or event.</p> <p>Can choose and link actions to express and communicate the idea of a character.</p> <p>Can link actions to gestures with some fluency.</p> <p>Can remember and repeat their phrase.</p> <p>Character development:</p> <p>Can identify ways to improve their individual performance.</p> <p>Can work cooperatively to perform the story.</p>	Travel, quick, light, frantic, turn, stillness, levels, jump, low, high, tense, sudden, gesture, shocked, scared, worried, expression, dynamic, contrast, pathways, use of space, speed of movement.
	FMS - Rolling a ball	<p>To explore running technique.</p> <p>To explore rolling different equipment.</p>	<p>Developing skills:</p>	Roll, hand, body, step, opposite, bend, knees, release,



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	Year 2 - FMS End of KS1 Assessment	<p>To link basic gymnastic moves together into a sequence.</p> <p>To link three actions on the floor and apparatus and be able to remember and repeat the sequence.</p> <p>Year 2 - FMS End of KS1 Assessment</p>	<p>Can create a sequence to link three actions on the floor and apparatus and be able to remember and repeat the movement.</p> <p>Can record their sequence using symbols they can understand and explain.</p> <p>Repeat a simple movement phrase/keep repeating it showing control/accuracy.</p> <p>Year 2 - FMS End of KS1 Assessment</p>	Year 2 - FMS End of KS1 Assessment
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Term	Year B	Objectives	Skills	Vocabulary
1	<p>FMS Baseline</p> <p>Athletics - Colour Match</p>	<p>To assess the fundamental movement skills of hopping, jumping and underarm throwing.</p> <p>To assess the fundamental movement skills of running fast, skipping and overhead throwing.</p> <p>To assess the fundamental movement skills of catching and bouncing a ball.</p> <p>To assess the fundamental movement skills of rolling and kicking a ball.</p> <p>To develop fundamental movement skills.</p> <p>To throw underarm accurately into a target.</p> <p>To throw as far as possible.</p> <p>To throw overarm accurately.</p> <p>To throw overarm for distance.</p> <p>To throw using a push and two handed throw for distance.</p> <p>To jump for distance with control.</p> <p>To throw using an underarm and overarm throw for distance and accuracy.</p> <p>To throw underarm for accuracy.</p> <p>To throw overarm for distance.</p>	<p>Baseline assessment of skills</p> <p>Developing skills:</p> <p>Can jump for distance and land on two feet.</p> <p>Can perform running techniques.</p> <p>Can throw an object overarm for distance.</p> <p>Can throw an object underarm.</p> <p>Application of skills:</p> <p>Can complete an obstacle course with speed and agility.</p>	<p>Jump, hop, underarm throw, skip, catch, kick.</p> <p>Running, head facing forward, elbows bent, run on balls of feet, high knee lift, underhand, throw, face, direction, step forward, opposite foot, throwing hand, fingers pointing.</p>



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	<p>Games - Piggy in the Middle</p>	<p>To complete an obstacle course with speed and agility.</p> <p>To throw underarm with accuracy. To catch a ball with control. To throw underarm with accuracy then move into a space. To pass a ball with accuracy then move into a space. To be able to dodge with some agility. To use a simple tactic in a game.</p>	<p>Developing skills: Can catch a ball with some level of coordination and consistency. Can change direction with coordination and control. Can throw a ball underarm with accuracy.</p> <p>Application of skills: Can use a simple tactic, i.e. pretend to throw one way then throw another. Can use simple tactics, i.e. running into space, pretending to throw one way then throw another.</p>	<p>Change, direction, bend knees, plant, foot, change of direction, lower body, push off, quickly, throw, step forward, follow through, catch, eyes focus, move, path, hands move, meet, pull.</p>
2	<p>Dance Activities - Seaside</p>	<p>Explore a range of actions related to activities at the seaside. To compose and perform a dance phrase showing the movements of the ocean. To respond to stimulus. To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells. To explore body shapes and movements which communicate the different creatures they can find at the seaside. To explore movements to depict life in a seaside village. To remember, repeat and perform a short dance to represent life in a seaside village.</p>	<p>Developing skills: Can perform all simple dance phrases depicting the idea. Can perform different body shapes and actions of movement to express an idea. Can perform dynamic and expressive travelling actions. Can perform using body actions, a sequence which explores different levels, directions and actions to convey a job in the island.</p> <p>Application of skills: Can create simple sequences to show very different moods and ideas. Can create simple dance sequences using visual images related to the seaside, linking one movement to the other. Can create a sequence to convey the movements of a specific creature.</p>	<p>Music, calm, still, waves, lapping, large, waves, stormy, high, low, wide, narrow, small, spiky, body, shape.</p>
	<p>Games - Net/Wall</p>	<p>To throw a ball underarm to a partner with accuracy.</p>	<p>Developing skills: Can perform a side gallop.</p>	<p>Triangle, side, gallop, underhand, throw, face,</p>



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	<p>Games - Striking and Fielding</p>	<p>To catch a ball. To perform a side gallop. To know the ready position. To know how to hold a bat. To catch a ball from the ready position. To strike a ball to a partner. To strike a ball with accuracy. To apply a simple tactic in a net/wall game to outwit an opponent.</p> <p>To strike a ball for distance. To play a simple striking and fielding game. To strike a ball with accuracy for distance. To play a simple striking and fielding game and use a simple tactic.</p>	<p>Can return a ball by striking it when thrown to them. Can strike a dropped ball with some consistency. Application of skills: Can explain where the best place to strike the ball is to score a point. Can use simple tactics, i.e. looking for space to strike the ball into.</p> <p>Developing skills: Can catch a ball. Can strike a ball off a tee. Can strike with a drop feed. Can throw a ball overarm when fielding. Application of skills: Can explain where the best place to strike the ball is so they can run as far round as possible. Can use simple tactics, i.e. looking for space to strike the ball into.</p>	<p>direction, step, forward, opposite, foot, throwing, hand, side gallop, feet, travel, rhythmical action.</p> <p>Running, head, body stable, knee lift, arms, driving forward, backwards, overarm throw, stand sideways, step forward, opposite foot, throwing arms, hold, opposite arms, balance, aim, releasing.</p>
	<p>Gymnastic Activities</p>	<p>To perform travelling actions. To perform jumping actions with different shapes in the air. To perform travelling actions using hands and feet. To balance on large body parts with stillness. To perform an egg roll, pencil and teddy bear roll. To create a sequence using rolling, jumping and traveling. To perform jumping and rolling actions. To create a sequence using travelling, balancing, rolling and jumping. To perform travelling, balancing, rolling and jumping on apparatus.</p>	<p>Developing skills: Can perform animal movements with coordination and control. Can perform balances on large body parts. Can perform jumps with different shapes in the air. Can perform rolls with control. Application of skills: Can adapt the sequence and perform it using apparatus. Can create, repeat and perform a short sequence of four unlike actions in which there is a clear beginning, middle and end.</p>	<p>Sequence, large, body, part, balances, rolling, travelling, jumping, landing, extension, move, smoothly, action.</p>



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<p>3</p>	<p>Dance activities - Once Upon a Giant</p>	<p>To explore actions related to work. To link two travelling actions to a gesture. To explore contrasting gestures and travelling actions. To explore and travel along different pathways. To explore fighting actions. To link movements through travel, jump, turn, gesture and stillness. To work as individuals, pairs, small groups and a class to convey the story through movement using travel, jump, turn, gesture and stillness.</p>	<p>Developing skills: Can choose and perform movements and gestures that express an idea. Can perform body actions with control and co-ordination. Can perform contrasting actions in a simple sequence. Application of skills: Can create a sequence of travelling and gesture. Can create and perform a dance sequence that includes travel, jump, turn and gesture fluently. Can perform short dances showing an understanding of expressive qualities. Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.</p>	<p>Scrape, pull, push, tug, tie, hit, plough, chop, tunnel, burrow, strike, hack, sever, isolated, left out, different, alone, angry, scared, circling, circles, travel, turn, gestures.</p>
	<p>OAA - The Great Outdoors</p>	<p>To be able to take responsibility for self and others. To be able to respect, trust and care for each other. To remember objects on a trail. To cooperate and work together as a team. To work with a partner to undertake an adventurous journey. To work with others to complete a journey within the school grounds. To work collaboratively to record answers. To work with others to complete a journey within the school grounds and mark a control card correctly. To make decisions about how to navigate safely, to a control site.</p>	<p>Developing skills: Can record answers on a control card. Can share ideas and agree on a plan. Can travel around safely when working on challenges. Application of skills: Can recall with accuracy what they observed on the trail. Can work with a partner to create a variety of shapes.</p>	<p>Time, stay together, record, accurately, control card, clear instructions, create, variety, shapes, team.</p>
	<p>Dance Activities - Moving Along</p>	<p>To be able to create travelling patterns.</p>	<p>Developing skills:</p>	<p>Travel, pathways, expression, confidence, patterns, spatial</p>



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	<p>Year 2 - FMS End of KS1 Assessment</p>	<p>To be able to select effective movements. To be able to create travelling patterns using a stimulus. To be able to develop and improve their work. To be able to create a pathway using a stimulus. To be able to remember work and recreate it repetitively. To be able to contribute to a whole class performance. To be able to use a stimulus effectively. To be able to work effectively on our own or within a group to create travelling phrases. To be able to participate in a whole class performance.. To be able to demonstrate spatial awareness, confidence and expression. To be able to respond to your own work using dance words.</p> <p>Year 2 - FMS End of KS1 Assessment</p>	<p>Can demonstrate a variety of different travels using the whole body and explore different levels. Can perform their work with control and some confidence. Can perform with expression and confidence and show elements of feeling/mood. Application of skills: Can create work which is clearly linked to the stimulus and contribute effectively to the whole class performance. Can design an effective pathway map and be able to apply it to their work. Can select their best ideas, combine them with others' ideas and develop these into a travelling phrase.</p> <p>Year 2 - FMS End of KS1 Assessment</p>	<p>awareness, respond, strengths, targets, movements, feelings.</p> <p>Year 2 - FMS End of KS1 Assessment</p>
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Lower Key Stage 2				
Term	Year A	Objectives	Skills	Vocabulary
1	Gymnastics Activities 1	<p>To demonstrate travelling with control on four points.</p> <p>To show balances on two and three points of the body.</p> <p>To show balances with stillness on 1,2,3 and 4 points of the body.</p> <p>To combine actions of travelling and balance.</p> <p>To demonstrate basic rolls with accuracy and control.</p> <p>To move from one action to another smoothly.</p> <p>To demonstrate jumping and landing safely.</p> <p>To create and demonstrate a sequence to a partner.</p> <p>To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.</p> <p>To show different travelling and balancing actions using the apparatus.</p>	<p>Developing skills:</p> <p>Can perform balances on one foot and 2,3 and 4 small body parts with stillness.</p> <p>Can perform some balancing on small body parts.</p> <p>Travel on hands and feet, jump and land two feet to two feet and perform rolling actions including forward roll showing good control, and accuracy of movement.</p> <p>Travel on hands and feet, jump and land two feet to two feet with control and perform some rolling actions.</p> <p>Application of skills:</p> <p>Can create a short sequences of movement that include travelling, balancing, jumping and rolling with help.</p> <p>Can create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end which includes a change of speed and direction.</p> <p>Character development:</p>	<p>Balance, leg, straight, chin up, look ahead, stillness, arms, balance, travelling, hands, feet, floor, flat palms, thumbs pointing forward, good extension.</p>



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	<p style="text-align: center;">Invasion Games - Handball</p>	<p>To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p> <p>To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a one handed pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in a game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender.</p>	<p>Can accept feedback from their partner to help them improve. Can suggest how their performance and their partner's performance could be improved. Knows what they need to change or practise to improve their balance or jumping and landing. Will try new experiences through travelling and balancing on the apparatus.</p> <p>Developing skills: Can throw and catch a ball using a bounce pass with control and accuracy. Can throw and catch a ball using a bounce pass with limited control. Can throw and catch a ball using a bounce pass with some control and accuracy. Can throw and catch a ball using a chest pass with speed and precision.</p> <p>Application of skills: Can pass and move into a space with help. Can pass the ball using a chest or bounce pass to a teammate in space. Can use a simple tactic to outwit an opponent, i.e. pretend to throw one way then another. Communicates with teammates and signals where they want the ball. Uses a range of tactics when with the ball. Anticipates and reacts quickly.</p> <p>Character development: Can explain what to do with your hands as they prepare to catch.</p>	<p>Running, space, receive, pass, tactics, communicate, hand, signals, range of passes, one handed, bounce, feints, disguise, passing, space, intercept.</p>
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	<p>Dance - Myths and Legends</p>	<p>To select travelling actions to convey different characters, along varied pathways.</p> <p>To explore the movements of different creatures.</p> <p>To perform travelling actions along different pathways.</p> <p>To explore travelling actions linked to three different settings.</p> <p>To create a sequence conveying a challenge, using travel, turn and gesture.</p> <p>To create a sequence using control of body actions and shapes.</p> <p>To combine all elements of the unit in order to tell a story.</p>	<p>Can explain why it is important to find space when they haven't got the ball.</p> <p>Can work towards a shared goal by sharing ideas.</p> <p>Knows what the best parts of their performance were.</p> <p>Works well as a member of a team.</p>	<p>Travel, turn, gesture, stop, stillness, pause, gesture, fast forward, quicker, pathways, dynamics, fluency, control.</p>
	<p>Invasion Games - Netball</p>	<p>To demonstrate passing a ball using a chest pass.</p> <p>To move into space after using a chest pass in a game.</p> <p>To demonstrate passing a ball using a bounce pass.</p> <p>To move into space after passing in a game.</p> <p>To perform a chest pass and bounce pass in a game.</p> <p>To apply a feint when passing to outwit a defender.</p> <p>To apply a simple tactic to outwit a defender.</p>	<p>Developing skills:</p> <p>Can throw and catch a ball using a bounce pass with control and accuracy.</p> <p>Can throw and catch a ball using a bounce pass with some control and accuracy.</p> <p>Can throw and catch a ball using a chest pass with control and accuracy.</p> <p>Can throw and catch a ball using a chest pass with limited control.</p> <p>Can throw and catch a ball using a chest pass with speed and precision.</p> <p>Application of skills:</p> <p>Can pass and move into a space with help.</p>	<p>Running, space, receive, pass, communicate, hand signals, tactics, range of passes, chest, bounce, feints, disguise, space, intercept.</p>



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			<p>Can pass the ball using a chest or bounce pass to a teammate in space.</p> <p>Can use a simple tactic to outwit an opponent, i.e. pretend to throw one way then another.</p> <p>Communicates with teammates and signals where they want the ball.</p> <p>Move away from the defender into space to receive the ball.</p> <p>Character development:</p> <p>As a player - to agree to play by the rules and not to cheat.</p> <p>As an official - to recognise and enforce the rules.</p> <p>Evaluate my success as an attacker.</p> <p>Evaluate my success when throwing and catching.</p> <p>To give the actual number of passes made with a group.</p>	
2	Creative Games - Tag and Target	<p>To perform the fundamental skill of dodging.</p> <p>To perform the FMS of dodging in a tag game.</p> <p>To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game.</p> <p>To send an object in a target game with accuracy.</p> <p>To send an object in a target game with accuracy.</p>	<p>Developing skills:</p> <p>Can demonstrate rolling a ball at a target at a mature level with accuracy.</p> <p>Can perform a dodging skill, which is smooth and coordinated.</p> <p>Can perform an underarm throw at a mature level with accuracy.</p> <p>Can use non-dominant hand to perform an underhand throw and rolling a ball at a target.</p> <p>Application of skills:</p> <p>Aware of space around them when playing a tag game.</p> <p>Balanced at all times ready to move in any direction.</p> <p>Can create and evaluate a target game.</p> <p>Knows that control and accuracy is important when playing a target game.</p> <p>Character development:</p> <p>Can be cooperative by listening to other people in a team.</p>	<p>Underarm, throw, face, direction, throw, step forward, opposite foot, throwing hand, follow through, rolling a ball, hand, swings, behind, body, chest, face, forward, bend knees, release.</p>



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	<p>Dance - Rock and Roll</p>	<p>To name different forms of rock and where they may be found in real-life. To demonstrate shapes as a team using their bodies in interesting ways. To name the layers of the earth and describe their qualities through words and movements. To be able to demonstrate unique movement ideas. To sequence movement together into a structure. To create effective travelling movements. To create a travelling solo, following a defined pathway. To create a rhythmic circle dance performance in unison. To demonstrate increased movement ideas and perform with increased confidence and timing.</p>	<p>Can evaluate their work and suggest improvements. Can work cooperatively by sharing their ideas to create a game. Can work cooperatively to evaluate a game.</p> <p>Developing skills: Can create effective travelling movements based on action words. Can effectively use stillness in their performance. Can perform a dance in unison. Can perform travelling movements based on a stimulus.</p> <p>Application of skills: Can create a travelling solo, following a defined pathway. Can create their own dance movement phrase to move between 'scenes'. Can remember and repeat dance movements in unison as a class.</p> <p>Character development: Can share their ideas as part of a group. Takes feedback to improve their solo dance phrase. Works well as part of a group.</p>	<p>Movement, explore, travelling, focused, fixed point, recall, demonstrate, composition, performance, skills.</p>
	<p>Athletic Activities</p>	<p>To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using pull, push and sling throw.</p>	<p>Developing skills: Can demonstrate a pull throw with some accuracy and control. Can demonstrate a push throw with some accuracy and control. Can demonstrate a sling throw with some accuracy and control.</p>	<p>Pull throw, hold, object, hand, shoulder/head height, opposite, foot, forward, throwing, arm, push throw, close, neck, balance, transfer, rear, extend, weight, swing.</p>



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	<p>Gymnastics Activities 2</p>	<p>To pass a quoit/baaton to a teammate in a realy.</p> <p>To perform a hop,step and jump.</p> <p>To perform pull, push and sling throw.</p> <p>To perform a combination of five jumps.</p> <p>To adapt and demonstrate a gymnastics sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.</p> <p>To show different travelling and balancing actions using the apparatus.</p> <p>To use the apparatus to perform jumping actions.</p> <p>To evaluate successful transitions between actions.</p> <p>To use the apparatus to perform rolling actions.</p> <p>To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p>	<p>Can perform a hop, step and jump with some control.</p> <p>Can perform a standing long jump.</p> <p>Application of skills:</p> <p>Can choose the correct type of throw to different targets and different distances.</p> <p>Can devise a combination of five jumps performing the five basic jumps consecutively to reach the furthest distance possible.</p> <p>Can perform as part of a team in a relay and choose in advance the hand that will touch or give and the hand that will receive.</p> <p>Character development:</p> <p>Are able to improve their performance and not worry about other people.</p> <p>Can recognise what their strengths are and any areas for improvement in their performances.</p> <p>Confident to ask for feedback to help them improve.</p>	<p>Sequence, actions, travelling, rolling, jumping, balancing, strengths, improvement, apparatus, transitions, body parts.</p>
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		To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.		
3	<p>Striking and Fielding Games - Rounders</p> <p>Dance - Ironman</p>	<p>To demonstrate an underarm throw with accuracy.</p> <p>To demonstrate how to throw a ball underarm with some accuracy.</p> <p>To catch a ball in a striking and fielding game.</p> <p>To strike a ball from a tee or a drop feed.</p> <p>To catch a ball in a striking and fielding game.</p> <p>To apply a simple tactic in a striking and fielding game.</p> <p>To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game.</p> <p>To make a simple assessment of their own performance based on the success criteria.</p> <p>To copy movements accurately and can work as a team to create a still, connected shape with their bodies.</p> <p>To suggest verbs(actions) that can be performed in their own interpretation.</p>	<p>Developing skills:</p> <p>Can bowl a ball underarm with some control and accuracy.</p> <p>Can catch a small ball.</p> <p>Can return the ball quickly and accurately when fielding.</p> <p>Can strike a ball off a tee.</p> <p>Can throw and catch a ball using a bounce pass with control and accuracy.</p> <p>Application of skills:</p> <p>Can choose throwing skills to make the game har for their opponents.</p> <p>Can explain where the best place is to strike the ball to score more runs/points.</p> <p>Can judge when fielding where the ball is going to be hit and try and intercept it.</p> <p>Can set up small games; knows the rules and uses them fairly to keep games going.</p> <p>Character development:</p> <p>Can adapt their style of communication when umpiring and playing a striking and fielding game.</p> <p>Can explain a skill to others clearly with confidence.</p> <p>Can make a simple assessment of their performance based on simple success criteria given.</p> <p>Can pay attention to instructions given by other children.</p> <p>Developing skills:</p> <p>Can demonstrate good timing and unison skills when performing their dance.</p>	<p>Underarm, overarm, throw, accuracy, skill, confidence, target, catch, communicate, strike, tactic.</p> <p>Copy, timing, unison, still, connected, travel, counts, unusual, movements.</p>



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	<p>Invasion Games - Rugby</p>	<p>To demonstrate unusual movement and can keep in time with others and the music. To perform a well-structured duet which expresses character and explores patterning and timing. To perform all dances created in a scheme, in a well-organised structure using teamwork skills and character.</p> <p>To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. To perform a feint when passing to outwit a defender. To perform a swing pass and bounce pass in a game. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.</p>	<p>Can suggest verbs (actions) and perform their own interpretation of these. Can use at least two different methods of travelling in their eight counts. Application of skills: Can create a short dance sequence which reflects the dynamics and quality of their character. Can create a unison phrase as their transition between the dances which is performed identically by all dancers and to the same timing (eight count). Can work together with a partner to create, rehearse and perform a duet sequence. Character development: Can identify key criteria of performance and know what is expected of them. Can work together to improve their group dance.</p> <p>Developing skills: Can throw and catch a ball using a swing pass with control and accuracy. Can throw and catch a ball using a swing pass with limited control. Can throw and catch a ball using a swing pass with speed and precision. Application of skills: Can pass and move into a space with help. Can pass the ball using a swing pass to a teammate in space. Can use a simple tactic to outwit an opponent, i.e. pretend to throw one way then another. Communicates with teammates and signals where they want the ball. Moves away from the defender into space to receive the ball. Character development:</p>	<p>Passing, pass, bounce, swing, pass, feint, outwit, throw, speed, precise.</p>
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	OAA - Trust and Trails	<p>To demonstrate with a partner how to solve trust challenges.</p> <p>To work with others to complete a journey within the school grounds.</p> <p>To know how to use a control card.</p> <p>To navigate safely to each control site.</p> <p>To show how to keep a map 'set' or 'oriented'.</p> <p>To know some of the symbols on an orienteering map.</p>	<p>As a player - to agree to play by the rules and not to cheat.</p> <p>As an official - to recognise and enforce the rules.</p> <p>Evaluate my success as an attacker.</p> <p>Evaluate my success when throwing and catching.</p> <p>To give the actual number of passes made with a group.</p> <p>Developing skills:</p> <p>Can demonstrate a safe method for giving physical support.</p> <p>Can navigate safely around an area to each control site.</p> <p>Can orientate a map.</p> <p>Can use a control card.</p> <p>Knows some of the symbols on an orienteering map.</p> <p>Application of skills:</p> <p>Can collect and record the correct information from a control site.</p> <p>Can explain where they are on a map.</p> <p>Can show how to keep a map orientated.</p> <p>Knows that a map is a bird's eye view of a plan of the ground.</p> <p>Character development:</p> <p>Can manage their emotions when working as part of a team.</p> <p>Can trust their partner to keep them safe.</p> <p>Has self-discipline by respecting the agreed rules.</p>	<p>Set, orientate, symbols, rules, safe, partner, solve, complete, control card, card, bird's eye, view.</p>
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Lower Key Stage 2				
Term	Year B	Objectives	Skills	Vocabulary
1	Dance - Sparks Might Fly	To think creatively and create their own movement using words as inspiration. To name the key components of an electrical circuit.	Developing skills: Can create a freeze frame and use transitions to move from one freeze frame to another. Can create a group dance that shows contact, canon, unison, changes of direction, formations and dynamics.	Circle, demonstrate, body, waving, wiggling, pass, shoulder, contact, move, body parts, joints.



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	<p style="text-align: center;">Swimming</p> <p style="text-align: center;">Invasion Games - Basketball</p>	<p>To create and perform their own dance movement from the inspiration given, being as imaginative as possible.</p> <p>To demonstrate canon and unison.</p> <p>To demonstrate developing performance skills.</p> <p>To create a duet using increased choreographic skills.</p> <p>Swimming</p> <p>To demonstrate passing a ball using a chest pass and bounce pass accurately.</p> <p>To move into space after using a chest pass and/or bounce pass in a game.</p> <p>To demonstrate dribbling a basketball with some control.</p> <p>To pass a ball accurately to a teammate using a chest and bounce pass.</p> <p>To demonstrate dribbling a basketball with some control.</p> <p>To find space to receive a chest or bounce pass.</p> <p>To use tactics to outwit an opponent.</p> <p>To evaluate what worked well in a game.</p>	<p>Can create their own movement using words as inspiration.</p> <p>Application of skills:</p> <p>Can perform a dance phrase in canon.</p> <p>Can perform a dance phrase in unison.</p> <p>Can perform different ways of travelling and moving.</p> <p>Can perform the dance with a 'performance quality'.</p> <p>Character development:</p> <p>Can motivate all group members to share ideas.</p> <p>Supports others to create a sequence and give constructive feedback.</p> <p>Works with and supports a partner to create a duet.</p> <p>Developing skills:</p> <p>Can dribble a ball with some control.</p> <p>Can throw and catch a bounce pass with consistency and accuracy.</p> <p>Can throw and catch a chest pass with consistency and accuracy.</p> <p>Application of skills:</p> <p>Can use simple tactics with a ball (i.e. range of passes, chest or bounce. Feints to disguise the pass. Dribbling with the ball to beat a defender).</p> <p>Can use simple tactics without the ball (i.e. moving into a space to receive a pass. Communicate showing where they want the ball).</p> <p>Character development:</p> <p>Can use the success criteria to identify strengths of the attacking team.</p> <p>To show determination by simple not giving up.</p> <p>To show willpower when dribbling a basketball.</p>	<p>Chest pass, hands, thumbs, fingers behind, elbows in, close, body, step forward, push, receiver, extend, arms, fully, bounce, transfer weight, rear, front, running, space, pretend.</p>
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Physical Education Rolling Programme

	Swimming			
2	<p>Gymnastic Activities 1</p> <p style="text-align: center;">Swimming</p> <p>Target Games - Dodgeball</p>	<p style="text-align: center;">Swimming</p> <p>To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions. To plan and perform a simple sequence to include travel, rolling and jumping. To demonstrate balance on one foot and arabesque. To create and demonstrate a gymnastics sequence of six actions. To teach a sequence to a partner and make simple assessments of quality of their performance.</p> <p style="text-align: center;">Swimming</p> <p>To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at target using a one handed throw with accuracy in a game situation.</p>	<p style="text-align: center;">Swimming</p> <p>Developing skills: Can catch a ball thrown to them. Can perform a one handed throw. Can perform dodging skills in a game.</p> <p>Application of skills: Can aim in front of a runner to hit them. Can communicate with teammates to throw more than one ball at an opponent. Can use simple tactics in a dodgeball-type game (i.e. keeping a ball back to defend with).</p> <p>Character development: Can accept the rules of the officials even if you disagree.</p>	<p>Roll, balance, stand, jump, sequence, skills, ability, travelling, landing, change of level, change in direction, change of speed, extension, smooth, actions.</p> <p>Throw, grip, one hand, stand, shoulder, apart, throwing arm, high, behind, head, point, non-throwing arm, target, elbow.</p>



Physical Education Rolling Programme

			Can manage their emotions and think about the consequences before acting.	
	Swimming	Swimming		
3	OAA - Team Work & Problem Solving	<p>To demonstrate working as part of a team to solve challenges.</p> <p>To demonstrate cooperating and working together as a team to complete challenges.</p> <p>To cooperate and work together as a team to complete challenges.</p> <p>To show encouragement and support to team members.</p> <p>To demonstrate concise instructions.</p> <p>To explain how they worked as a team to solve challenges.</p> <p>To demonstrate how to work as a team using individual strengths.</p> <p>To explain how they chose their team roles.</p>	<p>Developing skills:</p> <p>Can lift equipment and travel safely during crossing the swamp.</p> <p>Can travel and balance during 'line up'.</p> <p>Can travel and carry equipment during millipede challenges.</p> <p>Application of skills:</p> <p>Can build a hula hut as part of a team.</p> <p>Can demonstrate team work through - Agreeing on a plan taking everybody's view into account.</p> <p>To demonstrate concise instructions during a challenge.</p> <p>Character development:</p> <p>Can cooperate with teammates to solve a problem.</p> <p>Shows encouragement and support to team members.</p> <p>Try different solutions without fear of failure.</p>	<p>Plan, share, demonstrate, listen, role, instruct, encouragement, support, safely.</p>
	Swimming	Swimming		
	Striking and Fielding - Cricket	<p>To demonstrate an underarm throw with accuracy.</p> <p>To catch a ball.</p> <p>To demonstrate how to throw a ball underarm with some accuracy.</p> <p>To catch a ball in a striking and fielding game.</p> <p>To demonstrate how to strike a ball from a batting tee or drop feed.</p> <p>To catch a ball in a striking and fielding game.</p> <p>To demonstrate bowling a ball underarm.</p> <p>To apply simple tactics in a modified competitive game.</p>	<p>Developing skills:</p> <p>Can bowl a ball underarm with some control and accuracy.</p> <p>Can catch a small ball.</p> <p>Can return the ball quickly and accurately when fielding.</p> <p>Can show a straight drive.</p> <p>Can throw a ball underarm with some control and accuracy.</p> <p>Application of skills:</p>	<p>Bowling, underarm, one foot, arm, straight, back, swing, forward, release, fingers point, target, bat, straight drive, sideways position, eyes, lift, elbows, bent, straight.</p>



Physical Education Rolling Programme

	Swimming	Swimming	<p>Can choose throwing skills to make the game hard for their opponents.</p> <p>Can explain where the best is to strike the ball to score more runs/points.</p> <p>Can judge when fielding where the ball is going to be hit and try and intercept it.</p> <p>Can set up small games; knows the rules and uses them fairly to keep games going.</p> <p>Character development:</p> <p>Can adapt their style of communication when umpiring and playing a striking and fielding game.</p> <p>Can explain a skill to others clearly with confidence.</p> <p>Can make a simple assessment of their performance based on simple success criteria given.</p> <p>Can pay attention to instructions given by other children.</p>	
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***All Year 4 pupils will be swimming**

Upper Key Stage 2				
Term	Year A	Objectives	Skills	Vocabulary



Physical Education Rolling Programme

	<p>Gymnastic Activities 2</p>	<p>To adapt a gymnastic sequence using apparatus and perform it with a partner.</p> <p>To create a gymnastic sequence with counter balances and counter tension with a partner using canon.</p> <p>To create a gymnastic sequence with counter balances and counter tension with a partner using canon using apparatus.</p> <p>To demonstrate passing and catching a netball with consistency, accuracy and control.</p>	<p>Create a simple sequence of travel, jump, roll and partner counter balances with fluency and control.</p> <p>Character development: Identify which sequences were performed with fluency, accuracy and consistency. Willingness to try out different partner balances with a partner.</p> <p>Developing skills: Can perform a counter balance with a partner using apparatus. Can perform a counter-tension balance with a partner using apparatus. Can perform a sequence with a partner in unison and canon. Can perform counter balances with a partner in a sequence with travelling, jumping and rolling.</p> <p>Application of skills: Can create and perform a sequence with a partner of eight elements including counter balance and counter tension balances using apparatus. Can create and perform a simple sequence of travel, jump, roll and partner counter balances with fluency and control using apparatus. Can include change of direction/speed/level in their partner sequence.</p> <p>Character development: Can recognise ways to improve or develop a sequence with a partner. Can seek and provide constructive feedback to help improve a sequence. Can use success criteria to help evaluate and provide constructive feedback on a performance.</p> <p>Developing skills:</p>	<p>Sequence, actions, counter balance, counter tension balance, rolling, travelling, jumping, landing, quality, movement, extension, fluency, canon, unison, change, level, direction, speed.</p>
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Physical Education Rolling Programme

	<p>Invasion Games - Netball</p>	<p>To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To apply simple attacking and defending tactics when playing a netball-type game.</p>	<p>Can perform chest and bounce pass with consistency, accuracy, confidence and control. Can perform shoulder pass with consistency, accuracy, confidence and control. Can shoot a netball into a hoop with some accuracy. Application of skills: Can use attacking skills with a ball appropriately in games (i.e. range of passes, feints, passing to a player in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass). Character development: To make a definite conclusion of when to pass the ball. To make decisions on when to pass the ball in an invasion game situation.</p>	<p>Tactics, defending, intercepting, closing down space, supporting, getting away, signal, communicate, range of passes, feints, passing ahead, sending the ball wide and/or deep.</p>
<p>2</p>	<p>Striking and Fielding - Cricket</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To apply a tactic in a cricket type game. To demonstrate bowling overarm with accuracy in a game.</p>	<p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a ball from a cricket tee. Can strike a bowled ball. Application of skills: Can intercept a ball that has been struck. Can make a decision as to when to run safely between wickets. Can strike a ball away from fielders.</p>	<p>Bowling, sideways position, chin, hip, arm, release at highest point, crosses in front, eyes, batting, lift bat, step forward, swing, straight, intercepting, retrieving, quickly.</p>



Physical Education Rolling Programme

	<p style="text-align: center;">Athletics</p>	<p>To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.</p> <p>To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using hop, step and jump. To perform a heave throw. To develop running techniques. To take off part in an athletics event and recording times and distances.</p>	<p>Character development: Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practice to improve.</p> <p>Developing skills: Can perform a pull and push throw. Can perform a sling and heave throw. Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds.</p> <p>Application of skills: Can perform a combination of jumps. Understand the difference between different throws and when to use which throw. Understands which running technique to use for short distances and long distances.</p> <p>Character development: Can set a goal and be committed to practise to improve their performance in running, jumping and throwing. Shows willpower when performing skills they find difficult and keep trying.</p>	<p>Jumping, touch the ground lightly, minimum contact time, arms to drive, forwards, land softly, bent knees, heave throw, back, direction, feet apart, between legs, drive, arms, long, straight, running, straight line, push, opposite hip, arms higher, drive elbows back.</p>
	<p style="text-align: center;">Invasion Games - Hockey</p>	<p>To show passing a ball to a teammate using a hockey stick. To demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game.</p>	<p>Developing skills: Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control. Can perform a push pass and receive a pass with consistency, accuracy, confidence and control. Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control.</p> <p>Application of skills:</p>	<p>Tactics, passing, space, supporting, travelling, ball, communicate, hand signals, possession.</p>



Physical Education Rolling Programme

	<p style="text-align: center;">OAA - Orienteering</p>	<p>To apply simple attacking and defending tactics when playing a hockey type game. To play a role in a competitive modified game. To select attacking tactics when playing a game.</p> <p>To demonstrate how to keep a map set when moving. To demonstrate how to 'set' or 'orientate' a map when moving around a simple course. To plan an efficient route around a simple course. To demonstrate how to get around a simple course using the eight points of a compass. To plan a route to a control. To find the correct control marker using a map. To find the correct control marker using a map during a score event.</p>	<p>Can use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball).</p> <p>Character development: Can organise themselves and the equipment and complete tasks to the best of their ability, and safely. To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game. To set and complete a goal safely and to the best of their ability.</p> <p>Developing skills: Can orientate a map. Can record a control card accurately. Knows the eight points of a compass.</p> <p>Application of skills: Can keep a map orientated as they travel around a course. Can use the eight points of a compass to follow a route. Children plan a route and make appropriate decisions about which marker to visit.</p> <p>Character development: Can share their ideas when working with others. Can work to the best of my ability to ensure that the control is placed accurately.</p>	<p>Start, finish, place, controls, any order, set time, score, competition, boundaries, signal, skill, fitness, orientate, map, route, choices, instructions, planning.</p>
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Physical Education Rolling Programme

	<p>Striking and Fielding Games - Rounders</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat off a tee. To throw a ball overarm when fielding. To explain where to strike a ball in a game. To use tactics in a rounders type game.</p>	<p>finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass). Character development: To make a definite conclusion of when to pass the ball. To make decisions on when to pass the ball in an invasion game situation.</p> <p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a bowled ball or from a drop feed.</p> <p>Application of skills: Can intercept a ball that has been struck. Can make a decision as to where to run safely round bases. Can strike a ball away from fielders.</p> <p>Character development: Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practise to improve.</p> <p>Developing skills: Can kick a rugby ball with confidence and accuracy. Can run with the ball in two hands and score a try.</p>	<p>Bowling, underarm, one foot in front of the other, arm, straight back, swing arm forward, release, fingers point, target, striking, sideways position, bat behind the shoulder, swing bat, bat crosses the body.</p> <p>Run, tag, pass, 3 steps, direction, touch, playing area, floor, contact.</p>
	<p>Invasion Games - Rugby 2</p>	<p>To pass a ball backwards with accuracy to a teammate. To apply simple tactics when playing a rugby-type game.</p>		



Physical Education Rolling Programme

		<p>To kick a rugby ball with some accuracy and confidence.</p> <p>To apply simple attacking and defending tactics when playing a rugby-type game.</p>	<p>Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.</p> <p>Application of skills:</p> <p>Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent).</p> <p>Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball).</p> <p>Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development:</p> <p>Has a positive attitude and offers positive feedback to their teammates.</p> <p>Supports and praise others when practising a new skill and playing in a game.</p> <p>To keep trying to kick a rugby ball and don't give up if they find it hard.</p>	
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Physical Education Rolling Programme

Upper Key Stage 2				
Term	Year B	Objectives	Skills	Vocabulary
1	Dance - Heroes and Villains	<p>To understand how to construct a dance and share their own creations to the class.</p> <p>To create a group dance using a range of dynamics, accurately timed.</p> <p>To identify real-life heroes and why they are heroes.</p> <p>To develop a well-rehearsed duet that demonstrates a range of choreographic techniques.</p> <p>To create and perform two different dances from different stimulus (a duet and a group dance).</p> <p>To make creative decisions on the performance structure and implement these practically in their performance, working as a full team.</p> <p>To have performed all their creations in a sequence decided by them.</p> <p>To have new performance skills and increased confidence.</p>	<p>Developing skills:</p> <p>Can implement at least two performance skills into their duet and demonstrate these repeatedly.</p> <p>Can interpret action words in interesting ways with their bodies.</p> <p>Can perform all dances in the agreed sequence confidently, using some of the performance skills.</p> <p>Application of skills:</p> <p>Can create a duet with a partner following the correct structure.</p> <p>Can work with a group to portray qualities of a hero using freeze frame.</p> <p>Character development:</p> <p>Can work with a partner ensuring both are confident and happy to create and improve their duet.</p> <p>Understand how heroic characters might feel.</p>	<p>Creative, movement, demonstration, sequencing, solo, unison, movements, support, counts, structure.</p>



Physical Education Rolling Programme

	<p>Invasion Games - Rugby 1</p>	<p>To demonstrate passing and catching a rugby ball with consistency, accuracy and control. To pass and catch a rugby ball with consistency, accuracy and control. To apply simple tactics when playing a rugby type game. To apply simple attacking and defending tactics when playing a rugby-type game.</p>	<p>Developing skills: Can close down an opponent and tag a player. Can run with the ball in two hands and score a try. Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control. Application of skills: Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass). Character development: To make a definite conclusion of when to pass the ball. To make decisions on when to pass the ball in an invasion game situation.</p>	<p>Run, tag, pass, 3 steps, direction, touch, playing area, floor, contact.</p>
	<p>Gymnastic Activities 1</p>	<p>To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner.</p>	<p>Developing skills: Perform a counter balance with a partner. Perform a counter-tension balance with a partner. Perform a group balance. Perform a group counter balance using apparatus. Application of skills: Can include change of direction/speed/level in their partner sequence.</p>	<p>Sequence, paired balance, group balance, part weight bearing, match, mirror, travel, roll, jump, movement, extension, fluency, paired, flow, variety.</p>



Physical Education Rolling Programme

	<p>Invasion Games - Netball</p>	<p>To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances.</p> <p>To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To apply simple attacking and defending tactics when playing a netball-type game.</p>	<p>Create a sequence with a partner of eight elements, including counter balance and counter-tension balances. Create a simple sequence of gymnastic actions which includes a part weight-bearing balance with fluency and control.</p> <p>Character development: Makes positive suggestions to their group when experimenting with a group balance. Plans and organises themselves to keep themselves and others safe. Recognise strengths and areas for improvements in a group balance.</p> <p>Developing skills: Can perform chest and bounce pass with consistency, accuracy, confidence and control. Can perform shoulder pass with consistency, accuracy, confidence and control. Can shoot a netball into a hoop with some accuracy.</p> <p>Application of skills: Can use attacking skills with a ball appropriately in games (i.e. range of passes, feints, passing to a player in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development:</p>	<p>Tactics, defending, intercepting, closing down space, supporting, getting away, signal, communicate, range of passes, feints, passing ahead, sending the ball wide and/or deep.</p>
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Physical Education Rolling Programme

			<p>To make a definite conclusion of when to pass the ball.</p> <p>To make decisions on when to pass the ball in an invasion game situation.</p>	
2	<p>Gymnastic Activities 2</p> <p>Creative Games</p>	<p>To demonstrate a part weight bearing balance.</p> <p>To create a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p>To create and perform a group sequence using apparatus.</p> <p>To dribble a ball.</p>	<p>Developing skills:</p> <p>Perform a balance with a group using apparatus.</p> <p>Perform a part weight-bearing balance with a partner using apparatus.</p> <p>Perform a part weight-bearing balance with a partner.</p> <p>Perform in unison as part of a sequence with a partner or group.</p> <p>Application of skills:</p> <p>Can include change of direction/speed/level in their partner sequence.</p> <p>Can move fluently into and out of different paired and group balances from other actions.</p> <p>Create a sequence of gymnastic actions which include paired and group balances using apparatus.</p> <p>Create a simple sequence of gymnastic actions which includes a part weight-bearing balance with fluency and control.</p> <p>Character development:</p> <p>Can generate ideas and explore different balances with a partner.</p> <p>Can identify strengths and areas for improvement in a group sequence and provide constructive feedback.</p> <p>Can make positive suggestions to their partner/group and experiment with adapting the sequence by using different apparatus.</p> <p>Developing skills:</p>	<p>Sequence, paired balance, group balance, part weight bearing, travel, roll, jump, apparatus, movement, extension, flow, variety.</p> <p>Tactics, supporting, possession, getting away, defenders, space,</p>



Physical Education Rolling Programme

	<p>Athletics</p>	<p>To pass and receive a pass using a variety of skills. To select and apply appropriate tactics when playing different invasion games. To create rugby type game and select and apply tactics to outwit an opponent. To work as a team to solve a tactical problem through designing a unique invasion game. To adapt an invasion game to include positions and attacking/defending options. To apply simple attacking and defending tactics when playing an invasion type game.</p> <p>To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds.</p>	<p>Can use different techniques of sending and receiving a ball with consistency, accuracy, confidence and control. Can use different techniques of travelling with a ball and shooting with consistency, accuracy, confidence and control.</p> <p>Application of skills: Can use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to a player in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball).</p> <p>Character development: Can evaluate own work and that of others, and suggest ways to improve. Can share their ideas when working towards a shared goal.</p> <p>Developing skills: Can perform a pull and push throw. Can perform a sling and heave throw. Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds.</p> <p>Application of skills: Can perform a combination of jumps. Understand the difference between different throws and when to use which throw. Understands which running technique to use for short distances and long distances.</p> <p>Character development:</p>	<p>signal, communicate, hand signals, intercepting, closing down space.</p> <p>Jumping, touch the ground lightly, minimum contact time, arms to drive, forwards, land softly, bent knees, heave throw, back, direction, feet apart, between legs, drive, arms, long, straight, running, straight line, push, opposite hip, arms higher, drive elbows back.</p>
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Physical Education Rolling Programme

	<p>Dance - Seaside</p>	<p>To take off and land using hop, step and jump. To perform a heave throw. To develop running techniques. To take off part in an athletics event and recording times and distances.</p> <p>To be aware of their own timing and can accurately copy and replicate one/series of dance movements. To make decisions about their dances to make them interesting and unique. To add character to their actions to poetry the story. To learn and perform a range of counter balances and/or lifts within their existing group dance. To suggest their own lifts and teach others how to execute them. To create and perform a travelling sequence on their own pathway, exploring the space, remaining in unison with their group. To perform the entire dance with strong characterisation and timing without any teacher guidance.</p>	<p>Can set a goal and be committed to practise to improve their performance in running, jumping and throwing. Shows willpower when performing skills they find difficult and keep trying.</p> <p>Developing skills: Can suggest actions and demonstrate a movement idea to represent this. Perform partner balance or shapes in a group dance. Performs one or more of the following; exaggerated movement, whole body actions, facial expressions, to demonstrate character.</p> <p>Application of skills: Can create and perform a unison travelling phrase on their own pathway, staying in time with each other. Can create, rehearse and perform a group sequence.</p> <p>Character development: Can work together to improve and rehearse the dance. Performs the dance to the best of their ability.</p>	<p>Copy, precisely, safely, performance skills, focus, projection, exaggerate, energy, musicality.</p>
<p>3</p>	<p>Striking and Fielding Games - Rounders</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat off a tee. To throw a ball overarm when fielding. To explain where to strike a ball in a game. To use tactics in a rounders type game.</p>	<p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a bowled ball or from a drop feed.</p> <p>Application of skills: Can intercept a ball that has been struck. Can make a decision as to where to run safely round bases. Can strike a ball away from fielders.</p> <p>Character development:</p>	<p>Bowling, underarm, one foot in front of the other, arm, straight back, swing arm forward, release, fingers point, target, striking, sideways position, bat behind the shoulder, swing bat, bat crosses the body.</p>



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	<p>Invasion Games - Rugby 2</p>	<p>To pass a ball backwards with accuracy to a teammate. To apply simple tactics when playing a rugby-type game. To kick a rugby ball with some accuracy and confidence. To apply simple attacking and defending tactics when playing a rugby-type game.</p>	<p>Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practise to improve.</p> <p>Developing skills: Can kick a rugby ball with confidence and accuracy. Can run with the ball in two hands and score a try. Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.</p> <p>Application of skills: Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development: Has a positive attitude and offers positive feedback to their teammates. Supports and praise others when practising a new skill and playing in a game. To keep trying to kick a rugby ball and don't give up if they find it hard.</p>	<p>Run, tag, pass, 3 steps, direction, touch, playing area, floor, contact.</p>
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	<p>Striking and Fielding Games - Cricket</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To apply a tactic in a cricket type game. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.</p>	<p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a ball from a cricket tee. Can strike a bowled ball. Application of skills: Can intercept a ball that has been struck. Can make a decision as to when to run safely between wickets. Can strike a ball away from fielders. Character development: Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practice to improve.</p>	<p>Bowling, sideways position, chin, hip, arm, release at highest point, crosses in front, eyes, batting, lift bat, step forward, swing, straight, intercepting, retrieving, quickly.</p>
	<p>Invasion Games - Hockey</p>	<p>To show passing a ball to a teammate using a hockey stick. To demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. To apply simple attacking and defending tactics when playing a hockey type game. To play a role in a competitive modified game. To select attacking tactics when playing a game.</p>	<p>Developing skills: Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control. Can perform a push pass and receive a pass with consistency, accuracy, confidence and control. Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control. Application of skills: Can use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders,</p>	<p>Tactics, passing, space, supporting, travelling, ball, communicate, hand signals, possession.</p>



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			<p>finding space and signaling where they want the ball).</p> <p>Character development: Can organise themselves and the equipment and complete tasks to the best of their ability, and safely. To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game. To set and complete a goal safely and to the best of their ability.</p>	
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