



Curriculum PE Rationale

From Pre- School to Year 4, we aim to deliver high quality Physical Education (P.E) learning opportunities which promote children's enjoyment and lifelong love of physical activity. We prioritise developing pupils' fundamental movement skills from the beginning of their time at Springfields First School, as well as ensuring that they have a healthy, active lifestyle which is supported by maintaining and improving their fitness levels. We believe that physical activity is integral for children's emotional and mental wellbeing so we ensure children have regular physical activity through two P.E sessions each week, offering a wide range of extra-curricular sporting activities and incorporating opportunities for exercise into the school day.

Intent:	Our aim within PE is that all pupils are provided the opportunity to engage in a healthy lifestyle by providing regular competitive sport, extra-curricular activities and a rich and motivating curriculum that challenges, engages and motivates pupils. Through competition we aim to reinforce the important values of sportsmanship, respect, equality and fairness which then in turn also develops team work, community, communication and leadership skills. We strive for all pupils to leave Springfields First School physically literate and have the knowledge, skills and motivation needed to prepare them for a healthy lifestyle and lifelong participation in physical activity and sport.
Implementation:	PE lessons are taught twice weekly throughout KS1 and KS2. Our curriculum is designed to be progressive and cohesive, ensuring that children continuously build upon their prior knowledge and bridge back to what they already know to help them to know more and remember more. The lessons at Springfields First School are taught through practical sessions which provide opportunities to bridge back and activate prior learning on all areas of physical education.
Impact:	As a result of our varied and engagement P.E curriculum, children at Springfields First School are enthusiastic about physical activity. Pupil participation and motivation in lessons is high; children are keen to develop their fundamental movement skills and fitness levels and they enjoy applying their skills to the wide range of sporting activities that we offer. The uptake for extra-curricular sessions is high and this leads to many children competing at interschool events. We enter teams for the majority of sporting competitions locally. There is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving their goals. We assess at the end of the each term where each child is currently at, whether below, at, or above national expectations.



Curriculum Map

PE- Whole School- Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Super me	Super me	Winter Wonderland & Spring Sunshine	Winter Wonderland & Spring Sunshine	Splish! Splash! Slosh!	Splish! Splash! Slosh!
KS1 Yr1/2	Gymnastics- individual movements and balances (Y1 Oak Academy) Dance- My moves, my brilliant body (Y1 Oak Academy)	Gymnastics- individual movements and balances (Y1 Oak Academy) Dance- my moves, my journeys (Y1 Oak Academy)	Locomotion- running and jumping (Y1 Oak Academy) Ball skills- sending, receiving and dribbling (Y1 Oak Academy)	Locomotion- running and jumping (Y1 Oak Academy) Ball skills- sending, receiving and dribbling (Y1 Oak Academy)	Ball skills- pushing & striking (Y1 Oak Academy) Outdoor adventurous activities: working with others (Y1 Oak Academy)	Health & Wellbeing- the effects of exercise (Y1 Oak Academy) Outdoor adventurous activities: working with others (Y1 Oak Academy)
LKS2 Yr3/4	Gymnastics- movements, balances and sequence composition (Y3 Oak Academy) Dance- my word links to language (Y3 Oak Academy)	Gymnastics- movements, balances and sequence composition (Y3 Oak Academy) Dance- my word links to language (Y3 Oak Academy)	Invasion games- principles of attack and defence through ball games (Y3 Oak Academy) Athletics- Athletic Challenges (Y3 Oak Academy)	Invasion games- hockey & tag rugby (own plans) Net & wall games- tactics & strategies to overcome an opponent (Y3 Oak Academy)	Striking & fielding games- fielding vs batting (Y3 Oak Academy) Outdoor Adventurous Activities- team challenges (Y3 Oak Academy)	Health & wellbeing- mindfulness and meditative balances (Y3 Oak Academy) Personal Challenges (own plans)



Curriculum Map

PE- Whole School- Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My Bear & Me	My Bear & Me	Are we nearly there yet?	Are we nearly there yet?	Animal Magic	Animal Magic
KS1 Yr1/2	Gymnastics- linking movements and balances (Y2 Oak Academy) Dance- my world, weather (Y2 Oak Academy)	Gymnastics- linking movements and balances (Y2 Oak Academy) Dance- my world, how we dance (Y2 Oak Academy)	Locomotion- running, jumping & dodging (Y2 Oak Academy) Ball skills- passing, dribbling & scoring (Y2 Oak Academy)	Locomotion- running, jumping & dodging (Y2 Oak Academy) Ball skills- passing, dribbling & scoring (Y2 Oak Academy)	Ball skills- hitting & striking (Y2 Oak Academy) Outdoor Adventurous Activities- team building (Y2 Oak Academy)	Health & Wellbeing- agility, balance & co-ordination (Y2 Oak Academy) Outdoor Adventurous Activities- team building (Y2 Oak Academy)
LKS2 Yr3/4	Gymnastics- symmetry & asymmetry (Y4 Oak Academy) Dance- traditional dances of the British Isles (Y4 Oak Academy)	Gymnastics- symmetry & asymmetry (Y4 Oak Academy) Dance- traditional dances of the British Isles (Y4 Oak Academy)	Invasion games- maintaining possession and stopping an attack in ball games (Y4 Oak Academy) Athletics- Athletic challenges developed (Y4 Oak Academy)	Invasion Games- maintaining possession & stopping an attack through basketball (Y4 Oak Academy) Net & wall games- tactics to overcome an opponent through tennis (pickleball)- Y4 Oak Academy	Striking & fielding games- tactics & strategies through racing rounders (Y4 Oak Academy) Outdoor adventurous activities- solving problems (Y4 Oak Academy)	Health & wellbeing - mindfulness, meditative balances & relaxation techniques (Y4 Oak Academy) Tri- Golf (own plans)



EYFS Curriculum

- Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.



KS1 National Curriculum

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:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns



KS1 End Points Year 1 & 2 Cycle A

Gymnastics- individual movements and balances (Y1 OA)	Dance- my moves, my brilliant body (Y1 OA)	Dance- my moves, my journey (Y1 OA)	Locomotion- running & jumping (Y1 OA)
• I can move and balance in a variety of ways that are high • I can perform a range of high jumps with good control • I can and balance in a variety of low ways • I can move on, off and around the apparatus safely • I can move and balance in a variety of high and low ways on, over or under the apparatus • I can demonstrate a variety of movements and balances in wide, narrow and curled ways on the floor and on apparatus • I can transition between wide, narrow and curled movements on a variety of apparatus • I can link two movements together and apply quality gymnastics to the performance	• I can interpret and perform action words • I can use a range of actions to travel along different pathways throughout the space • I can apply different dynamics (speeds) to a range of actions • I can mirror my partner's actions using an object • I can combine or link actions, space, dynamics and relationships • I can perform a mirroring duet with a partner	• I can use my imagination to create actions that demonstrate the journeys of a bus or train • I can include turning and changes of direction into my actions • I can travel along linear and curving pathways and create linear and curved shapes with control • I can create and travel along irregular pathways • I can vary the speed of my travelling actions • I can work with a partner, combining actions, pathways and speeds to create, recall and perform a duet	• I can experiment using different running techniques to know how to run as fast as possible. • I can run fast in a game and can explain why running into space is important. • I can run at different speeds using the correct technique. • I can accelerate at the start of a race or activity, ensuring that I am using the correct technique for running fast • I can run as part of a team, whilst using an effective running technique. • I can apply my understanding of running as part of a team while playing in a competitive game. • I can jump in a variety of ways and understand how to jump using the correct technique. • I can jump using the correct technique in order to jump as far as possible • I can try different techniques in order to jump high. • I can try hopping and skipping and understand how to hop and skip effectively. • I can apply my hopping and skipping skills in a variety of games and challenges. • I can use and apply all my jumping skills in different games.



KS1 End Points Year 1 & 2 Cycle A

Ball skills- sending, receiving and dribbling (Y1 OA)	Ball skills- pushing & striking (Y1 OA)	Outdoor adventurous activities: working with others (Y1 OA)	Health & Wellbeing- the effects of exercise (Y1 OA)
• I can dribble the ball using my hands whilst moving into space • I can dribble the ball and pass to my partner with control. • I can use my feet to move with the ball into space. • I can use my feet to dribble a ball, at different speeds and in different directions, to move into space away from defenders. • I can dribble the ball using my feet with control in a game. • I can pass a ball accurately towards a target • I can roll the ball in different directions with accuracy towards a target. • I can roll the ball accurately and also stop a ball that's been rolled towards me to prevent it travelling past me in a game • I can throw underarm accurately towards a target • I can throw and catch with a partner • I can send the ball to try and score and I can stop the ball to prevent a goal from being scored • I can throw accurately when under pressure in a game situation	• I can push the ball with control using a racket • I can push the ball with control using a racket to avoid defenders • I can dribble the ball into space using my racket to avoid defenders • I can push and strike the ball accurately with a racket towards a target • I can strike a ball with power towards various targets using my racket • I can strike a ball accurately with power towards various targets using my racket	• I can send and receive equipment and be fair when taking turns with a partner • I can communicate successfully with a partner so that we can move together • I can complete challenges and solve problems with a partner • I can play against a partner, following the rules, ensuring we both succeed and have fun • I can cooperate effectively with a partner to practice and score points • I can cooperate with a partner and compete against others in a game with rules • I can successfully send and receive equipment as part of a team • I can communicate successfully with a team to complete tasks • I can work with a team and solve problems • I can complete tasks through teamwork by being cooperative • I can cooperate in a team and follow the rules of a game, helping my team to succeed.	• I can move my body and exercise, understanding why this is important • I can identify changes in my heartbeat when I exercise • I can identify changes to my breathing when I exercise • I can warm up before exercising and know why this is important • I can move in a variety of ways when exercising and understand that exercise helps me to feel happier • I can challenge myself to keep moving and can work with others to have fun when exercising



KS1 End Points Year 1 & 2 Cycle B

Gymnastics- linking movements and balances (Y2 OA)	Dance- my world, weather (Y2 OA)	Dance- my world, how we dance (Y2 OA)	Locomotion- running, jumping & dodging (Y2 OA)
- I can link two movements and balances together safely with flow on and off the apparatus - I can create a sequence that flows in the pattern, jump, roll and balance on and off the apparatus - I can create a sequence on the apparatus with flow, including a jump, a roll, and a balance, and make my own decisions about the order of the actions in the sequence pattern - I can perform, evaluate and improve my sequence on the apparatus - I can create a sequence of movements and balances that flow while travelling along a zigzag pathway - I can create a sequence of movements and balances that flow while travelling along a curved pathway - I can create a sequence of actions using twists and turns that flow while travelling along a curved pathway using the apparatus - I can select my own pathway and create a sequence of quality movements and balances incorporating flow on the apparatus - I can practise, evaluate, improve and perform my pathways sequence on the apparatus	- I can use a range of actions to communicate different types of weather - I can use contrast to create actions that demonstrate sunshine and rain - I can create a winter weather duet using contrast and mirroring - I can apply a variety of dynamics (speed and force) to my actions - I can change the size of my actions whilst travelling - I can choreograph and perform a dance that communicates a range of weather conditions	- I can create a simple Line Dancing motif and apply changes in direction - I can create a simple traditional Greek dancing motif and use size and formations in my work - I can compose and perform rhythm patterns using my body - I can perform a basic salsa step and work with a partner, performing the steps together - I can use gestures and facial expressions to effectively communicate the meaning of a story - I can use facial expressions when I perform actions to communicate the meaning of a story in dance	- I can dodge effectively and move into space to avoid defenders - I can dodge effectively at the right time to avoid defenders in games - I can dodge effectively when attacking and defending in a game - I can work within a team to dodge effectively and score points in a game situation - I know where and why to dodge when I am playing a game - I can decide when and where to dodge and understand why dodging is important when playing competitive games - I can jump in a variety of ways using the correct technique - I can apply the correct technique for skipping and other jumps when playing in a competitive game - I can link and perform jumps in combination and under control whilst moving around a space - I can explore jumping using different combinations to jump over a greater distance - I can link the hop, step and jump together to try and jump as far as possible - I can use my knowledge of jumping to take part in competitions as part of a team



KS1 End Points

Year 1 & 2

Cycle B

Ball skills- passing, dribbling & scoring (Y2 OA)	Ball skills- hitting & striking (Y2 OA)	Outdoor Adventurous Activities- team building (Y2 OA)	Health & Wellbeing- agility, balance & co-ordination (Y2 OA)
- I can dribble the ball with my hands whilst moving and maintain control - I can dribble and pass the ball accurately to help my team score points - I can pass and receive the ball using the correct technique - I can make good decisions about when to dribble and when to pass the ball to help my team score points - I can dribble with the ball at my feet and under control - I can pass and receive the ball with control using my feet - I can dribble with the ball at my feet under control and keep possession in order to score points in a game - I can decide when to pass and when to dribble the ball in a game situation with my hands - I can accurately throw the ball underarm towards a target, knowing why this is important - I can perform an underarm throw accurately when trying to beat an opponent - I can perform an overarm throw to send an object over a greater distance - I can throw overarm with control to help me win the game	- I can hit the ball with a racket accurately towards a target - I can hit the ball accurately with my racket towards a target and can apply power to my shot - I can hit the ball accurately with my racket and can apply power to my shot in order to beat my opponent - I can hit the ball accurately into space in order to score points - I can hit the ball accurately with power, aiming for space away from fielders in order to score points - I can strike the ball accurately with power away from fielders to increase my chance of winning	- I can work as part of a team and understand why it is important to include everyone - I can work effectively as part of a team by including everyone in order to successfully complete challenges - I can communicate well with others and show trust in order to become a successful team member - I can carry out different roles and responsibilities within a team - I can cooperate and communicate well to successfully complete challenges as a team - I can listen to others and be respectful of their ideas - I can show respect to others and support and encourage their best efforts - I can reflect and try new ideas to solve a problem and help my teammates - I can explore and apply strategies to improve our team's performance when completing challenges - I can collaborate with others in my team to successfully compete in simple games - I can work together with my team to create and apply strategies to solve a problem - I can collaborate effectively and take responsibility within a team to help increase our success in competitive games	- I can understand the importance of being agile and can move around, at speed, in different ways - I can understand the importance of balance when playing sport and can move with balance and control - I can understand the importance of good hand/eye and foot/eye coordination when playing a variety of sports - I can perform a range of activities showing good agility and remain motivated to try my hardest - I can perform a range of activities that demonstrate effective balance and my ability to remain motivated to succeed - I can perform a range of activities that require excellent coordination and remain motivated to try my hardest



KS2 National Curriculum

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



KS2 End Points Year 3 & 4 Cycle A

Gymnastics- movements, balances & sequence composition (Y3 OA)	Dance- my word links to language (Y3 OA)	Invasion games- principles of attack and defence through ball games (Y3 OA)	Athletics- Athletic Challenges (Y3 OA)
• I can create a variety of quality balances on my own and with a partner, with and without apparatus • I can create quality movements to travel over and under apparatus • I can create a sequence, using apparatus, that flows and includes a combination of movements, plus individual and pair balances • I can create a sequence, with flow, that includes movements and balances and incorporates a change in level between actions with and without apparatus • I can create a sequence that flows and includes a range of movements and balances, incorporating a change in direction between the actions with and without apparatus • I can perform a sequence that flows and includes a range of movements and balances, incorporating a change in level and direction on a range of apparatus • I can work as part of a group to create a sequence that links a variety of quality movements, balances, changes of level, and changes of direction on a range of apparatus • I can evaluate and improve another group's sequence to ensure a quality performance • I can rehearse and perform a final group sequence, as well as making any further developments and improvements to enhance my performance	• I can create and develop motifs based on letter shapes • I can apply control effectively when I pause or I am still • I can independently choreograph a simple sequence • I can travel along precise pathways using the shapes of letters of the alphabet • I can combine travelling sideways and using different levels • I can use a precise location as a place to start my dance • I can apply different dynamics to my performance • I can apply different dynamics to clearly communicate the meaning of my actions • I can use dynamics to add meaning, excitement or tension to my choreography • I can use prepositions to arrange my position when working with others • I can use question and answer to communicate a conversation between performers • I can combine formations, contrast and question and answer in a choreography	• I can pass and receive the ball accurately to help my team keep possession • I can pass and move the ball accurately, creating space in order to help my team keep possession • I can work with my team to maintain possession and score points by making effective decisions • I can use my skills of sending a ball accurately in order to shoot and score points • I can follow the movements of the attacker and stay close in order to mark them and force an error when defending • I can use and apply my understanding of attacking and defending as part of a team in order to outwit the opposition in games	• I can explore how to use my body to run as fast as possible so I have a good sprinting technique • I can explain how and why we need to accelerate at the start of a race • I can run as fast as possible as part of a team • I can run as fast as possible as part of a team and apply changeover tactics on a curved track • I can explore the differences between throwing for accuracy and throwing for distance • I can explore how to use my body to jump as far as possible



KS2 End Points Year 3 & 4 Cycle A

Invasion games- hockey & tag rugby (own plans)	Net & wall games- tactics & strategies to overcome an opponent (Y3 OA)	Striking & fielding games- fielding vs batting (Y3 OA)	Outdoor Adventurous Activities- team challenges (Y3 OA)
• I can pass and receive the ball accurately to keep possession of the ball, passing sideways or backwards only in tag rugby • I can pass and move in a game situation to create space and help my team keep possession • I can pass and move with the ball into an attacking position and attempt to score • I can mark an opponent effectively and explain why we need to defend as a team when we do not have possession of the ball • I can attack and defend to help my team when playing in a game of hockey or tag rugby	• I can throw a ball accurately and receive the ball by providing a target for my partner to aim at • I can throw the ball accurately into space in order to score points and win a game • I can throw the ball into space on the court to score points and outwit my opponent • I can make my opponent move around the court in order to create space to help me win a point • I can accurately throw over the net into space and move my opponent around the court in order to win a point • I can hold a racket safely and understand why it is important to control the ball when playing a shot	• I can understand and explain the concept of batting and fielding in games • I can throw the ball accurately using the correct underarm throwing technique • I can understand how, when and why to throw a ball overarm with power and distance • I can use both underarm and overarm throws in a game to keep the batters score as low as possible • I can strike the ball with intent away from the fielders to score runs (points) • I can understand the difference between my role when batting and fielding in a game situation	• I can create simple tactics and work well as part of an effective team to complete challenges • I can develop and demonstrate leadership qualities when working as part of a team • I can communicate effectively with my teammates and develop different ways of communicating • I can solve problems by working and communicating within my team in order to be successful • I can apply simple tactics to complete challenges by collaborating and communicating effectively within a team • I can collaborate and communicate effectively in a team to create simple attacking and defending tactics



KS2 End Points Year 3 & 4 Cycle A

Health & wellbeing- mindfulness and meditative balances (Y3 OA)	Personal Challenges (own plans)
• I can use relaxation techniques to overcome feelings of anxiousness and use these in movement sequences to show changes in emotion • I can use relaxation techniques effectively to help me feel calm and content in every-day life • I can hold and perform various meditative balances to help my mind and body to feel more relaxed • I can execute meditative balances correctly to help me feel more relaxed and I can work with my partner to help improve their breathing technique • I can use a beanbag to help me focus when I perform each meditative balance and start to sequence my balances together, combining relaxation techniques • I can communicate non-verbally with my partner, using an imaginary prop to improve my focus and balancing skills	• Demonstrate measurable improvement in personal physical targets through sustained practice • Show perseverance by continuing to try after failing to meet a target • Embrace mistakes as opportunities to learn and adjust physical techniques • Identify personal strengths and areas that need improvement after an activity • Create a simple plan to improve performance in a chosen challenge



KS2 End Points Year 3 & 4 Cycle B

Gymnastics- symmetry & asymmetry (Y4 OA)	Dance- traditional dances of the British Isles (Y4 OA)	Invasion games- maintaining possession and stopping an attack in ball games (Y4 OA)	Athletics- Athletic challenges developed (Y4 OA)
- I can create a range of quality symmetrical and asymmetrical balances with a partner on and off apparatus - I can create a sequence that flows, on apparatus and incorporating a combination of movements, pair asymmetrical balances and pair symmetrical balances - I can create a sequence in unison or canon using a range of movements and balances that flow - I can create a sequence on apparatus that includes symmetrical and asymmetrical balances, with linking movements performed in canon or unison - I can develop my sequence as part of a group and evaluate and improve another group's sequence to ensure a quality performance - I can finalise and perform a group sequence with fluidity and accurate timing, incorporating movements and balances with asymmetry, symmetry, canon and unison.	- I can travel in different directions in time with the music - I can create and adapt rhythm patterns - I can choreograph dance actions using a traditional style of dance - I can coordinate a range of actions whilst travelling in different directions - I can learn and accurately recall a sequence of actions performed with a partner - I can create an original dance using a precise set of actions - I can choreograph using the style of a traditional Irish Jig - I can apply pulse, rhythm and musical structure to my work - I can add emphasis to actions by changing their size or speed - I can use a variety of formations when performing a dance - I can incorporate props into my work - I can identify different types of contrast used in choreography	- I can apply passing and moving skills to keep possession and create opportunities to score points - I can pass and move the ball accurately and create simple tactics for creating space and keeping possession - I can combine passing, moving and shooting to create an attack which results in a shot on target - I can combine passing, moving and shooting skills to score points against another team - I can defend in a game, as part of a team, by applying pressure to prevent attacking opportunities and stop the opposition from scoring - I can compete in a game using the required skills for attacking and defending as possession in the game changes	- I can develop my sprinting technique and analyse my performance to try and run faster - I can increase my stride pattern to maintain my speed in the middle of the race - I can explore how to pace myself when running over a longer distance - I can improve my ability to pace myself to improve my long distance running performance - I can throw a javelin using the correct technique to achieve greater distance - I can explore ways to jump as far as possible using a combination of hops, steps and jumps



KS2 End Points Year 3 & 4 Cycle B

Invasion Games- maintaining possession & stopping an attack through basketball (Y4 OA)	Net & wall games- tactics to overcome an opponent through tennis (pickleball)- (Y4 OA)	Striking & fielding games- tactics & strategies through racing rounders (Y4 OA)	Outdoor adventurous activities- solving problems (Y4 OA)
• I can dribble in order to keep control and possession of the ball • I can pass the ball using a bounce and a chest pass, and move into space to help my team keep possession • I can pass and dribble in a game to create space to help my team keep possession of the ball • I can shoot using the correct technique and use my passing and dribbling skills to create an attack that results in a shooting opportunity • I can defend (mark) effectively in a game situation to prevent the opposition from creating attacking opportunities • I can quickly and effectively switch from attacking to defending to help my team when playing basketball	• I can play a forehand shot with control and understand the importance of the ready position • I can play a forehand shot with increased accuracy using a paddle and hit the ball into space to try to win points against my opponent • I can control and accurately direct the ball with my racquet towards space in order to win a point • I can play a backhand shot using a racquet knowing when and where to play the shot in a game • I can use both the forehand and backhand shot and apply tactics to decide which shot is best to use in a rally • I can use good decision making to create space by moving my opponent in order to win a game	• I can apply my knowledge of batting and fielding when playing racing rounders • I can perform the role of bowler and backstop to help develop my fielding skills in racing rounders • I can understand how and where to hit the ball in a game of racing rounders • I understand how and where to hit the ball in a game of racing rounders • I can apply basic tactics when fielding to prevent the batter from scoring rounders in a game • I can demonstrate good batting and fielding skills in a game of racing rounders	• I can cooperate with a partner to score points • I can improve my ability to work with others by communicating and collaborating effectively • I can collaborate with others and recognise the importance of motivating teammates • I can work effectively with my team to ensure we collaborate successfully • I can help my team devise a strategy for success • I can collaborate effectively with my team to devise a successful strategy



KS2 End Points Year 3 & 4 Cycle B

Health & wellbeing - mindfulness, meditative balances & relaxation techniques (Y4 OA)

- I can interpret music to create movement that helps me to express myself
- I can interpret the music to create movements with a partner that express emotions and how we are feeling
- I can explore how to manage positive and negative emotions using mime
- I can use meditative balances effectively to improve my posture, body awareness, focus and concentration, and can use mindfulness techniques to help manage negative emotions.
- I can combine mime with meditative balances to help me deal with negative emotions, and I can use positive feelings to try and combat negative feelings.
- I can use movement and expression to perform a range of actions that represent emotions that I may experience in life

Tri Golf (own plans)

- Demonstrate the tick-tock swing technique to consistently hit a ball with a putter
- Control the power of a strike to hit a ball accurately towards targets at different distances
- Use a chipper club to successfully lift the ball off the ground into the air
- Follow strict safety boundaries by waiting in designated safe zones when others are swinging
- Recall and apply basic Tri- Golf rules and scoring systems
- Co- operate effectively in groups to encourage teammates and score points during team games