

Activity	GAMES	DANCE	GYMNASTICS	ATHLETICS	OAA
YEAR R	<p>TRAVELLING Finds clear space avoiding obstacles in lessons and in games. Adjusting speed and direction to avoid obstacles. Experiments with different ways of moving showing confidence. Copy simple ways of travelling to include; walking, running, hopping.</p> <p>MANIPULATING EQUIPMENT Shows increasing control over large and small objects with hands and feet to include; patting, pushing and kicking. Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control.</p>	<p>RESPONSE TO STIMULI Enjoys joining in with dancing and ring games. Begin to move rhythmically. Imitates movement in response to movement. Uses and remembers simple actions in response to music or actions. Experiment ways to move their body in creative ways in response to music/words/pictures. Change the way they move in response to different stimuli or the tempo. Copy simple gestures Explores feelings using bodily movements.</p> <p>TRAVELLING Travel at a speed appropriate to how the music is played. Travel in response to the stimuli showing some control.</p>	<p>JUMPING & LANDING Jumping and landing on feet. Jumping from low level apparatus and landing of feet. Showing some confidence when jumping from apparatus. Landing in a controlled position on feet</p> <p>TRAVELLING & USING APPARATUS Travels with confidence on, over and through apparatus. Travels on floor and apparatus in different ways to include; sliding, crawling, walking, jumping. Explore's travelling on different body parts to include; feet, hands and</p>	<p>RUNNING Shows improved control and coordination when walking and running. Negotiates obstacles when walking and running to include; lines, cones, hoops, etc. by adjusting speed and/or direction. Negotiates space when running at speed.</p> <p>JUMPING Explores jumping high and landing on feet with some control. Explores jumping far and landing on feet with some control. Jumps on and off lines, in and out of</p>	

	<p>Able to catch a bean bag /large ball when thrown accurately.</p> <p>Able to throw a beanbag/large ball in a given direction.</p> <p>Hold equipment with 1 hand appropriately such as; hoops, quoits, bats, rackets, beanbags, balls.</p>	<p>Copy simple movement patterns such as; step hop, side step, tip toe walking, and walking heel toe.</p> <p>Shows stillness when instructed.</p>	<p>feet, backs, tummy, bottom, side.</p> <p>SHAPES & BALANCES</p> <p>Perform wide, tall, small, tuck, star shapes.</p> <p>Balance on large body and some small body parts.</p> <p>Balance momentarily on 1 foot</p>	<p>hoops showing some control.</p> <p>THROWING</p> <p>Shows increasing control and coordination when pushing and throwing equipment to include; bean bags, large balls, quoits using 1 and 2 hands.</p> <p>Shows increasing accuracy when throwing at targets using bean bags/large balls from close range.</p>	
YEAR 1	TRAVELLING	TRAVELLING	TRAVELLING	RUNNING	PROBLEM SOLVING

	<p>Travelling and changing direction on command or around obstacles. Travelling with an object in hands and at feet. Recognise and use space in games.</p> <p>SENDING Roll a ball underarm. Throw a bean bag underarm. Throwing objects overarm. Kicking a ball. Throwing and kicking at targets using different equipment (bean bag, ball, quoit etc.)</p> <p>RECEIVING Trapping a ball with feet and hands. Catching a bean bag / large ball Striking a ball with bat and/or racket.</p>	<p>Copy simple travelling actions; hop, gallop, spin. Copy changes in speed, strength, tension, direction.</p> <p>STILLNESS Stillness – Freeze on command in different shapes/positions.</p> <p>MOVEMENT PATTERNS Copy simple movement patterns i.e. Spin, walk, clap hands.</p> <p>RESPONSE TO STIMULI Copy and explore basic large and small body actions from a range of stimuli (words, sounds, pictures, objects etc.) Use body actions to explore feelings/emotions.</p> <p><i>Describe what body actions you see using simple dance language.</i> <i>Say what they like and dislike giving reasons.</i></p>	<p>Copy - Jogging, galloping, hopping, and travelling in different directions. Travelling on different body parts in different ways; bunny hop, bear, caterpillar, crab, snake etc. Link 'like' actions together 3 x different travelling actions.</p> <p>SHAPES/BALANCING Copy - wide, tall, small, tuck, star shapes. Balance on large and small body parts.</p> <p>ROLLING Copy – sideways rolls; log, egg. Rocking forwards and backwards in tuck. May attempt $\frac{3}{4}$ forward roll to pike possibly using incline.</p> <p>JUMPING Copy 2 feet to 2 feet</p>	<p>Copy different ways for running for speed and distance. Run in different directions and at different speeds.</p> <p>JUMPING Copy basic jumping patterns and land with control. 2-2, 1-1, 1-2, 2-1. Beginning to use body more effectively to generate height/distance when jumping.</p> <p>THROWING Copy throwing techniques with some accuracy i.e. underarm, overarm, chest push. Begin to use body to generate power</p>	<p>Discuss and solve 1 step problems using objects and pictures Describe position, direction and movement. Recognise, describe, compare and sort shapes (2D&3D)</p>
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		<i>Describe how a dance/sound/picture makes them feel.</i>	<p>2- 1, 1-2 feet. Landing safely, basic shapes in the air.</p> <p>SEQUENCE BUILDING Create and link simple combinations of 2+ actions – travel & balance. Observe and copy a partner’s sequence accurately.</p> <p>Comment on quality of actions shown.</p>	when throwing for distance.	
YEAR 2	TRAVELLING Travelling and changing direction showing control and coordination.	TRAVELLING Repeat simple travelling actions; hop, gallop, spin with improved control.	TRAVELLING Copy and repeat jogging, galloping, hopping, skipping with control and	RUNNING Run at fast, medium and slow speeds, changing speed and	PROBLEM SOLVING Discuss and solve problems using

	<p>Travelling with equipment including bouncing ball, dribbling ball at feet, dribbling with stick and ball.</p> <p>SENDING Rolling a ball accurately and in different directions. Throwing underarm Throwing overarm Kicking a ball with inside of foot Throwing and kicking at targets for accuracy. Understand the importance of aiming.</p> <p>RECEIVING Trapping a ball with feet and hands showing improved control. Catching a ball (medium height) Attempt catching a ball at different heights.</p>	<p>Vary changes in speed, strength, tension, direction.</p> <p>STILLNESS Freeze in different shapes/positions on certain counts. Remember when to move and when to be still.</p> <p>MOVEMENT PATTERNS Repeat and remember simple movement patterns i.e. Walk, leap, spin, and jump. Create simple travelling/movement patterns. Copy and remember a partner's movement pattern.</p> <p>RESPONSE TO STIMULI Explore basic large body actions and gestures from a range of stimuli (words, sounds, pictures, objects etc) <i>Describe why you think certain body actions have been chosen.</i></p>	<p>accuracy. Remember and repeat travelling patterns in different directions.</p> <p>SHAPES/BALANCING Copy and remember Tuck, straddle, dish, arch, pike. 1, 2, 3, 4 point balances body on large and small body parts inc, front and back support.</p> <p>ROLLING Copy and repeat Sideways rolling inc; log, egg, shoulder, dish-arch. Circle/Teddy roll Rocking forwards and backwards in tuck to feet. Forward roll to feet.</p> <p>JUMPING Copy and repeat 2-2, 1-2, 2-1, 1-1, 1-1 (other) with control.</p>	<p>direction; link running and jumping activities with some control and consistency. Can take part in a relay activity, remembering when to run and what to do.</p> <p>JUMPING Copy jumps with greater control and accuracy. Can repeat a short sequence of linked jumps. Such as hop, hop, jump. Use body effectively to jump for height and/or distance.</p> <p>THROWING Can throw a variety of objects, changing their action for</p>	<p>objects and pictures involving numbers and measures. Choose and use appropriate units, estimate and measure. Compare and sort shapes and everyday objects Describe positions, directions and movement inc angles, clockwise/anti clockwise.</p>
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	<p>Striking a ball with a bat/racket</p> <p>BASIC ATTACKING TACTICS Pass the ball to a person in space. Throw or hit an object into space to make it more difficult for their opponent. Hit or run into space to help others score.</p> <p>BASIC DEFENSIVE TACTICS Begin to show basic marking by staying close to someone. <i>Copy and say why something was good.</i> <i>Watch a skill or game carefully and recognise what was successful.</i> <i>Describe what they have done or seen others doing.</i></p>	<p><i>Describe actions using simple dynamic qualities (fast/slow, hard/soft, strong/light etc)</i> <i>Use simple dance vocabulary to describe why they like something.</i></p>	<p>Jumping for increased height. Jumping with accurate shape and landing on feet.</p> <p>SEQUENCE BUILDING Create and link combinations of 2 actions i.e. 2 x balance, 2 x travel and remember them Link 3-4 simple actions; Travel – jump – spin – balance and remember them. Copy and remember a partners sequence accurately. Adapt sequences to include apparatus or a partner</p> <p><i>Describe actions they see</i> <i>Comment on an action and say how they might improve it.</i></p>	<p>accuracy and distance as required. To include; underarm throw, 2 and 1 handed push, 2 and 1 handed pull.</p> <p><i>Watch an athletic action or performance and recognise what was successful.</i> <i>Comment on an action and say how you might improve it. 'What do I need to do with my body to jump further/higher' etc</i></p>	
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<p>YEAR 3</p>	<p>TRAVELLING Change speed and direction easily. Jog whilst dribbling a ball with hands, ball at feet and with stick and ball.</p> <p>PASSING & RECEIVING Pass and receive using different techniques with hands, feet, stick. Choose appropriate places to stand when receiving. Throw and shoot a ball at a target with some accuracy. Throw underarm and overarm using different equipment and 1 and 2 hands, different heights and some different directions. Hit a ball with a racket using different methods. Hit a ball from a tee. Stop a ball and throw it back to a partner or into play</p>	<p>MOVEMENT PHRASES Copy and remember a simple dance phrase accurately.</p> <p>RESPONSE TO STIMULI Improvise freely translating ideas from a stimulus into movement.</p> <p>CHOREOGRAPHY Create a dance phrase with a partner and in a small group.</p> <p>DYNAMIC QUALITIES Show clear changes of speed/level/direction/tension as appropriate.</p> <p>Use simple dance terminology to describe and interpret what they see. Recognise expressive qualities of dance. Make simple assessments using given criteria i.e. Bronze, Silver, Gold.</p>	<p>TRAVELLING Quality of actions on hands and feet in different directions on floor and apparatus.</p> <p>SHAPE/BALANCE Straddle, pike, tuck, front/back support, dish arch on different levels. 1,2,3,4 point balances and moving into and out of balances smoothly. Balancing on floor and apparatus.</p> <p>ROLLING Develop quality in sideways rolling. Circle/teddy roll Forward to feet.</p> <p>JUMPING Jumping for height from 1 and 2 feet and landing on 1-2 feet - all shapes.</p>	<p>RUNNING Shows greater control when running in different ways and in different directions. Uses body effectively to run for speed i.e.; elbows close to body, thumbs moving from hips to lips, head and eyes forward etc. Can identify some key points to improve technique when running. Able to run for longer periods of time without stopping understanding the importance of pacing. Pass batons/bean bags effectively to team members when travelling at speed.</p>	<p>PROBLEM SOLVING Respond to a challenge or problem they are set individually and as a group. Demonstrate cooperation as a group. Discuss and set strategies to overcome a challenge. Reflect on strategies chosen and make simple adaptations to improve performance.</p> <p>ORIENTEERING Identify where they are using simple plans and diagrams of familiar environments.</p>
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	<p>quickly and with some accuracy.</p> <p>ATTACKING SKILLS Keep possession within a team by passing and moving into space Progress towards goal/target on own and with others. Know how to use space effectively in games. Make some good decisions on where to pass to in games. Make things difficult for opponent by directing ball into space when hitting. Choose where to stand as a fielder to make it harder for the batter.</p> <p>DEFENDING SKILLS Stay close to an opponent making it difficult for them to move into space.</p>		<p>Jumping from apparatus showing shapes and controlled landings.</p> <p>SEQUENCE BUILDING Create and remember sequences of 4 more actions i.e. travel – jump – roll – balance – turn on floor. Adapt sequences onto apparatus. Change levels, speed or directions within sequence as directed. Work cooperatively with partner to create and perform paired sequence.</p> <p>Describe the difference between 2 performances. Make simple assessments based on given criteria i.e. Bronze, Silver, Gold.</p>	<p>JUMPING Shows improved control when taking off and landing from 1 and 2 feet. Uses upper and lower body effectively to generate power when jumping for height and/or distance. <i>Choose tactics to improve the distances jumped.</i></p> <p>THROWING Able to throw for distance in different ways showing accuracy and some power. inc; 1 & 2 handed push, 1 & 2 handed pull.</p>	<p>Use simple plans and diagrams to assist them following a short trail and go from one place to another.</p>
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	<p>Begin to think about marking a player and the space in games. Make some successful interceptions</p> <p><i>Explain how to keep possession and describe how they and others have achieved it.</i></p> <p><i>Identify what they do best and what they find most difficult.</i></p> <p><i>Explain some basic tactics that they use in games.</i></p>			Can identify key points to improve throwing technique.	
YEAR 4	<p>TRAVELLING Dodge to change direction easily. Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control.</p>	<p>MOVEMENT PHRASES Remember and repeat a dance phrase with improved clarity and accuracy.</p> <p>RESPONSE TO STIMULI Respond imaginatively to a range of stimuli. Relate character and narrative effectively.</p>	<p>TRAVELLING Take weight on hands and feet safely when squatting onto apparatus.</p> <p>SHAPE/BALANCE Clarity of all shapes on different levels showing body tension. Take body weight safely on different</p>	<p>RUNNING Understands and clearly demonstrates the difference between sprinting and running for sustained periods. Reacts quickly demonstrating</p>	<p>PROBLEM SOLVING Respond when the task or environment changes and the challenge increases. Start to plan suitable</p>

<p>SEND & RECEIVE Use a range of passes and techniques to send and receive accurately. Shoot a ball into targets (hoop, basket, net) accurately. Throw 1 handed and 2 handed in different directions and at different heights with accuracy and some power.</p> <p>STRIKING & FIELDING Hit a ball from a tee accurately. Stop a smaller ball and throw back to partner or into a fielder quickly and accurately.</p> <p>NET/WALL Hit and ball with racket using varying techniques; (forehand, backhand, hard, soft)</p> <p>ATTACKING SKILLS</p>	<p>CHOREOGRAPHY Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small</p> <p>DYNAMIC QUALITIES Shows sensitivity to the dance idea/style by adapting the way they perform to suit.</p> <p><i>Describe and interpret a dance that they see using appropriate language. Identify aspects of their performance which need improving and state how they are going to improve it.</i></p>	<p>body parts inc; bottom, head and hands. Perform controlled partner balances taking some body weight. Link different balances on different levels. Link balances with rolls i.e. front support into log roll, arabesque into forward roll.</p> <p>ROLLING Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll. Begin backward roll progressions. Use rolls effectively within sequences to link balances or to change direction.</p> <p>JUMPING Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of</p>	<p>improved sprinting technique. Able to pace themselves more accurately when taking part in longer runs. Shows a good understanding of different relays and beginning to think more tactically to support their team.</p> <p>JUMPING Performs a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up. Able to compare and contrast performances using appropriate language.</p> <p>THROWING</p>	<p>responses to physical challenges by talking and working cooperatively with others. Make judgements on performance and discuss collaboratively strategy changes needed to overcome new situations.</p> <p>ORIENTEERING Use maps and diagrams to orientate themselves accurately and to travel around a simple course at increasing speed.</p>
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	<p>Use different tactics to keep possession and get into positions to shoot. Make good decisions when and where to pass and run. Attempt to outwit an opponent by directing a ball into space/different speeds/heights. Explain how they and others have kept possession successfully.</p> <p>DEFENDING SKILLS Able to mark a player closely. Able to mark a space with some effect. Intercept/block a ball Choose effective places to stand as a fielder to make it difficult for a batter.</p> <p><i>Keep and use rules given and make suggestions to improve the game.</i></p>		<p>shape, controlled landings.</p> <p>SEQUENCE BUILDING Increase length of sequence to include perform and remember 4+ actions showing clear beginning, middle and end. Include and adapt sequences to include changes of level, speed and direction individually and with a partner on floor and apparatus.</p> <p><i>Explain the difference between 2 performances. Make assessments from given criteria justifying your choice. Use assessments to modify and refine their own sequences and others.</i></p>	<p>Know and demonstrate a range of throwing techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Throws with improved accuracy and power into a target area.</p> <p><i>Explain the difference between 2 jumps, throws or runs. Identify aspects of their actions/performance that need improvement and describe how they will do so.</i></p>	
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	<i>Identify aspects of their game that need improving and say how they will go about improving them.</i>				
YEAR 5	<p>TRAVELLING Change speed and direction easily whilst dribbling ball with hands, feet, stick.</p> <p>PASSING & RECEIVING Pass and receive with accuracy, confidence and control in isolated situations and sometimes games.</p> <p>SHOOTING</p>	<p>MOVEMENT PHRASES Remember and repeat a more challenging dance phrase with improved fluency.</p> <p>RESPONSE TO STIMULI Responds with imagination to a range of stimuli. Shows sensitivity to the dance idea/style by adapting the way they perform to suit.</p> <p>CHOREOGRAPHY</p>	<p>SHAPE/BALANCE Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on floor and apparatus showing control. Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately.</p>	<p>RUNNING Understands why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively. Reacts fast and shows speed when running short distance. Can explain what I need to do with my body</p>	<p>PROBLEM SOLVING Develop and refine their ability to work in a team Strategize as a team by deciding what approach to use to meet a challenge set Quickly adapt and refine strategies when</p>

	<p>Shoot accurately in a range of ways using different equipment. Shoot from close range and distance.</p> <p>STRIKING & FIELDING Hit a ball accurately into space and in different parts of the playing area. Gauge when to run after hitting a ball Bowl underarm and overarm Intercept and retrieve a ball quickly when fielding. Throw a ball overall effectively when fielding.</p> <p>NET/WALL Play shots on both sides of the body and above head with reasonable accuracy. Keep a rally going with a partner. Position themselves well on court</p>	<p>Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p> <p><i>Recognise own and other strength's. Explain why a performance is good Identify which aspects were performed accurately, fluently, clearly etc.</i></p>	<p>Choose and perform counter balance and counter tension with a partner using different body parts in contact on floor and apparatus with control.</p> <p>ROLLING Use actions/balances to move into and out of rolls smoothly Backward roll. Link a number of rolls smoothly showing control and changes of speed/direction.</p> <p>JUMPING Vaulting – Squat onto apparatus and jump off higher agility tables still landing with control. Improved clarity of shape and body tension in the air.</p> <p>SEQUENCE BUILDING</p>	<p>to generate and maintain speed. Cooperates well with team during relays at speed using efficient baton exchanges. Runs over hurdles at speed and often take off from their preferred leg.</p> <p>JUMPING Jumps are consistently controlled and accurate when jumping for distance and height. Can link combination jumps smoothly together.</p> <p>THROWING Demonstrates accurate technique when throwing</p>	<p>faced with challenges To use a variety of verbal and non - verbal communication skills to answer a task and understand the importance of clear, precise instructions.</p> <p>ORIENTEERING To develop and refine orienteering skills when working in pairs. Plan the quickest and most efficient routes when orienteering. To adapt skills and understanding when moving</p>
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	<p>ATTACKING SKILLS Make decisions when to pass and when to travel with a ball in games. Use a variety of skills and tactics to keep possession.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal.</p> <p><i>Recognise own and other strength's. Explain why a performance is good Look for specific things in a game and explain how well they are being done i.e. marking an opponent.</i></p>		<p>Repeat accurately a longer more difficult sequence showing smooth links, body tension and clarity of shape. Choose appropriate actions to link together smoothly in a contrasting sequence. (different actions/speeds/directions)</p> <p><i>Identify which aspects were performed accurately, fluently, clearly etc. Make suitable assessments using criteria and clearly justify your choices using appropriate language.</i></p>	<p>using push, pull and sling techniques along with power to generate good distance. Able to measure accurately.</p> <p><i>Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strength's. Explain clearly why a performance is good</i></p>	<p>from familiar to unfamiliar surroundings</p>
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YEAR 6	<p>TRAVELLING Change speed and direction easily whilst dribbling ball with hands, feet, stick keeping ball in close control. Use dribbling to successfully progress a ball forward in games.</p> <p>PASSING & RECEIVING Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games.</p> <p>SHOOTING</p>	<p>MOVEMENT PHRASES Can repeat more challenging movement phrases showing fluency, accurate timing and expression.</p> <p>RESPONSE TO STIMULI Performs with expression and emotion to different stimuli.</p> <p>CHOREOGRAPHY Works creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. Includes a range of dynamic qualities to improve the</p>	<p>SHAPE/BALANCE Move into and out of symmetrical and asymmetrical shapes using different actions on different levels. Synchronise actions with a partner.</p> <p>ROLLING Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, teddy roll. Use rolls to smoothly link shapes/balances within longer sequences.</p> <p>JUMPING</p>	<p>RUNNING Chooses the best pace to sustain their running when taking part in longer runs. Accurately mark a sprint start and use it to gain power. React quickly and sprint confidently using effective technique. Gives partner accurate feedback to improve their performance. Consistently pass</p>	<p>PROBLEM SOLVING Evaluate strategies as a team and decide the most effective approach to use to meet a challenge set. Improve ability to quickly adapt and refine strategies when faced with difficult challenges. Improve our ability to give precise</p>

	<p>Shoot accurately in a range of ways using different equipment. Shoot from close range successfully and sometimes from different angles and distance.</p> <p>STRIKING & FIELDING Hit a ball with purpose. Able to vary the speed, direction and height to avoid fielders. Gauge when to run after hitting a ball. Bowl underarm and overarm with increasing accuracy and speed. Intercept and retrieve a moving ball quickly when fielding. Throw a ball overall effectively when fielding.</p> <p>NET/WALL Play shots on both sides of the body and above head with accuracy.</p>	<p>fluidity and appearance of the dance</p> <p><i>Uses appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology.</i></p>	<p>Vaulting – squat onto apparatus and jump off higher agility tables with improved control and quality of shape.</p> <p>SEQUENCE BUILDING Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus. Vary the composition of sequences to improve the overall look or fluidity.</p> <p><i>Explain how a sequence is formed using appropriate terminology to describe technique and composition. Evaluate own and others performances using appropriate terminology to describe technique and composition.</i></p>	<p>the baton accurately using the specified method to ensure smooth changeovers. Show good rhythm and speed when hurdling.</p> <p>JUMPING Shows good control, speed and power when jumping. Able to adapt skills and techniques according to the task set. When combination jumping Shows control through each element and uses body effectively to</p>	<p>instructions and lead a partner and small group.</p> <p>ORIENTEERING To further develop and refine orienteering skills when working in groups to include more challenging routes, plans and grid references. Evaluate the quickest and most efficient routes when orienteering. To adapt skills and understanding quickly and efficiently when moving from familiar to unfamiliar surroundings</p>
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	<p>Keep a rally going that is non cooperative. Hit a ball at the top of a bounce. Move to the centre of the court after each shot.</p> <p>ATTACKING SKILLS Choose when to pass and when to travel with a ball in games to progress the ball forward. Use a variety of skills and tactics to keep possession.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal successfully. Use a range of marking tactics in games (ball, player, space, goal)</p> <p><i>Recognise and describe the best points in an individual's and team performance.</i></p>			<p>generate height and distance.</p> <p>THROWING</p> <p>Push, pull and sling with improved technique and power. Uses a run up in javelin effectively and a shift in shot put.</p> <p><i>Identify and explain why certain techniques are more successful and why.</i></p>	
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	<p><i>Identify areas for improvement and suggest how you they would improve them.</i></p> <p><i>Look for specific things in a game and explain how well they are being done using improved language i.e. marking an opponent.</i></p>				
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Knowledge

Knowledge	KS1	Lower KS2	Upper KS2
Rotation 1			
Rotation 2			