Thomas A Becket Junior School

Physical Education Knowledge and Skills Map

About this Document:

The Thomas A Becket Junior School Skills Map for Physical Education has been created for teachers to use both as a planning as well as an assessment tool. This document was created in conjunction with Primary, Junior and High School PE teachers and maps progress throughout Key Stage 2.

Each unit is broken into individual sports. In turn, sports have been broken down into four lessons. Each learning objective has been highlighted and we have also provided learning objectives for pupils working above or below age-related expectations:

1 – Working above

2 – Working at

3 – Working towards

For Athletics events, you have been provided with coaching points for best practice at the end of Key Stage 2 as well as numerical data to support/inform your assessment.

If you require any support in your planning or assessment in PE or Games, please come and see me. I have a number of resources and would be more than happy to help you plan either a single lesson or unit of work.

I hope this helps,

Katie & Matt

Section One:

Invasion Games

(Generic Invasion Principles – Supported with specific skills maps for Football, Hockey, Netball, TAG Rugby, Basketball)

Generic Invasion Principles

		Year 3	Year 4	Year 5	Year 6
1 - Attacking	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Width – in order to create space attackers moves to a wider position to draw a defender away	• Depth – when unable to penetrate the opposition, pass the ball to a supporting team-member (play the ball backwards)	• Mobility – When attacking an organised defence, players move off the ball and change positions. E.g. Overlapping runs	• Improvisation – be creative when getting past an organised defence. E.g. one-twos

	3	• Maintain possession of the ball to play through opponents defence	• Width – in order to create space attackers moves to a wider position to draw a defender away. • Penetration – move the ball forwards as quickly as possible through the defending team	• Depth – when unable to penetrate the opposition, pass the ball to a supporting team-member (play the ball backwards) • Support – When not in possession attackers move into positions where they are able to support their team-members	• Mobility – When attacking an organised defence, players regularly move off the ball and change positions. E.g. Overlapping runs
	4	• Try to maintain possession when attacking.	• Maintain possession of the ball to play through opponents defence	• Penetration – move the ball forwards as quickly as possible through the defending team.	• Support – When not in possession attackers move into positions where they are able to support their team-members
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Generic Invasion Principles

		Year 3	Year 4	Year 5	Year 6
2 - Defending	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**

	2	• Cover – when one defender applies pressure to the player in possession, another defender takes up a covering position to provide support. • When not in possession defenders to be 'goal-side' of the ball.	• Delay – one defender to slow attack whilst others return to defensive positions. • Communication – inform other team-members of where attackers are positioned.	• Balance –the defending team need to position themselves in an appropriate position in relation to where the ball is on the pitch.	• Communication – to organise other team-members using verbal and non-verbal communication.
	3	• Pressure – closest player moves towards the player in possession of the ball and applies pressure to slow down attack.	• Cover – when one defender applies pressure to the player in possession, another defender takes up a covering position to provide support. • When not in possession defenders to be 'goal-side' of the ball.	• Delay – one defender to slow attack whilst others return to defensive positions. • Communication – inform other team-members of where attackers are positioned and identify gaps in defence.	• Balance –the defending team need to position themselves in an appropriate position in relation to where the ball is and attacking players are on the pitch.
	4	• Moves towards player with the ball.	• Pressure – closest player moves towards the player in possession of the ball and applies pressure to slow down attack.	• Cover – when one defender applies pressure to the player in possession, another defender takes up a covering position to provide support.	• Delay – one defender to slow attack whilst others return to defensive positions. • Communication – inform other team-members of where attackers are positioned.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Generic Invasion Principles

		Year 3	Year 4	Year 5	Year 6

3 - Sending and receiving	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Players to use non-verbal (e.g. hand signals) to show a team-member where they would like the ball to be passed to.	• Moving into space to receive a pass.	• Scanning – scan the playing environment for defenders before sending or receiving a pass.	• Awareness of opposition – scan playing environment to become aware of the position of the team-members and opponents to influence your next decision.
	3	• Prior to passing the ball to a team-member players need to make eye-contact with one another.	• Players to use non-verbal (e.g. hand signals) to show a team-member where they would like the ball to be passed to. • Begin to consider which pass to use.	• Player to verbally communicate with team-members when they are in a position to receive possession of the ball. • Moving into space to receive a pass, but outwitting a defender.	• Scanning – scan the playing environment for defenders before sending or receiving the most efficient pass.
	4	• To face the team-member who is passing you the ball.	• Prior to passing the ball to a team-member players need to make eye-contact with one another.	• Players to use non-verbal (e.g. hand signals) to show a team-member where they would like the ball to be passed to.	• Player to verbally communicate with team-members when they are in a position to receive possession of the ball. • Moving into space to receive a pass, but outwitting a defender
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Generic Invasion Principles

		Year 3	Year 4	Year 5	Year 6

4 - Moving with ball	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Spatial awareness – recognise where space is available within the playing environment.	• Change of speed and direction – aim to quickly change direction when performing a turn and to accelerate out of a turn.	• Whilst moving with the ball the player should be encouraged to keep their heads up, looking for positions of team-members and opposition.	• Player in possession to vary the speed in which they move into space in order to dictate the flow of the game.
	3	• Using lots of small touches the player should always be in close proximity to the ball.	• Spatial awareness – recognise where **space** is available within the playing environment.	• Change of speed and direction – aim to quickly change direction when performing a turn and to accelerate out of a turn.	• Whilst moving with the ball the player should be encouraged to keep their heads up, looking for positions of team-members and opposition.
	4	• Begin to move with a ball showing increased control.	• Using lots of small touches the player should always be in close proximity to the ball.	• Spatial awareness – recognise where space is available within the playing environment.	• Change of speed and direction – aim to quickly change direction when performing a turn and to accelerate out of a turn.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Generic Invasion Principles

		Year 3	Year 4	Year 5	Year 6
Shooting	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Be aware of goalkeepers positioning before taking a shot.	• Begin to change the height, speed and direction of the shot in relation to the goalkeeper	• As a team players may pass the ball between team-members to draw defenders out of position.	• Shooting early – when in an appropriate position, player to shoot early to reduce defensive pressure or catch opposition unawares.
	3	• Awareness – players to be aware of where the goal / target is (look up)	• Be aware of goalkeepers positioning before taking a shot. • Begin to change the height, speed and direction of the shot.	• Begin to change the height, speed and direction of the shot in relation to the goalkeeper. • Begin to show an understanding of when to pass and when to shoot.	• As a team players may pass the ball between team-members to draw defenders out of position. • As an individual a player may dribble into a shooting position.
	4	• To show awareness of where the goal is.	• Awareness – players to be aware of where the goal / target is (look up)	• Be aware of goalkeepers positioning before taking a shot.	• Begin to change the height, speed and direction of the shot in relation to the goalkeeper
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Football Knowledge/Skills Map

		Year 3	Year 4	Year 5	Year 6
Lesson One - Passing and Receiving	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can accurately pass to someone else. • I can receive the ball on the move.	• I can control and accurately pass, whilst moving.	• I can control a moving ball, whilst under pressure from opposition.	• I can combine accurate passing and receiving in a game situation.
	3	• I can stop a ball with control. • I can pass the ball to someone else.	• I can accurately pass to someone else using both feet. • I can receive the ball on the move, with control.	• I can control and accurately pass, whilst moving – using both feet.	• I can control a moving ball, whilst under pressure from opposition.
	4	• I can stop a ball with basic control. • I can send the ball in the direction of another player.	• I can stop a ball with control. • I can pass the ball to someone else.	• I can accurately pass to someone else using both feet. • I can receive the ball on the move, with control.	• I can control and accurately pass, whilst moving – using both feet.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Football

		Year 3	Year 4	Year 5	Year 6
Lesson Two - Attacking	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment.	• I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn.	• Whilst moving with the ball I keep my head up, looking for positions of team-members and opposition. • I use both feet to control the ball and can vary the speed in which I pass.	• When I am the player in possession, I vary the speed in which I move into space in order to dictate the flow of the game. • I can use both feet with consistent levels of success. • I always show good spatial awareness.
	3	• Using lots of small touches I am always in close proximity to the ball.	• I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment.	• I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn. • I am beginning to both feet	• Whilst moving with the ball I keep my head up, looking for positions of team-members and opposition. • I use both feet to control the ball and can vary the speed in which I pass.
	4	• I am beginning to move with a ball showing increased control.	• Using lots of small touches I am always in close proximity to the ball.	• I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment.	• I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn. • I am beginning to both feet
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Football

		Year 3	Year 4	Year 5	Year 6
Lesson Three - Defending	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I am able to put pressure on the person with the ball. I rarely make contact with the attacking player. • I make an attempt to get myself between my goal and the ball at all times.	• I am able to slow down an attack whilst others return to defensive positions. • I communicate with other team members to tell them where attackers are positioned.	• I am able to put pressure on the person with the ball. I always win the ball. • When I win the ball, I am able to turn defence into attack quickly. • I make sure that I am always goal-side.	• I organise other team-members using verbal and non-verbal communication. • I am able to put pressure on the person with the ball. I always win the ball. • When I win the ball, I am able to turn defence into attack quickly. • I make sure that I am always goal-side.
	3	• I am able to successfully take the ball from an attacker – safely. • I know which players are likely to be passed the ball and make an effort to intercept any stray passes.	• I am able to put pressure on the person with the ball. I rarely make contact with the attacking player. • I make an attempt to get myself between my goal and the ball at all times.	• I am able to slow down an attack whilst others return to defensive positions. • I am able to put pressure on the person with the ball. I win the ball in most cases. • I make an attempt to get myself between my goal and the ball at all times.	• I am able to put pressure on the person with the ball. I always win the ball. • When I win the ball, I am able to turn defence into attack quickly. • I make sure that I am always goal-side.
	4	• I move towards player with the ball and make an attempt to tackle them with varied success.	• I am able to successfully take the ball from an attacker – safely. • I know which players are likely to be passed the ball and make	• I am able to put pressure on the person with the ball. I rarely make contact with the attacking player.	• I am able to put pressure on the person with the ball. I win the ball in most cases. • I make an attempt to get myself between my goal and the ball at all times.

			an effort to intercept any stray passes.	• I make an attempt to get myself between my goal and the ball at all times.	
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Hockey Knowledge and Skills Map

Hockey

		Year 3	Year 4	Year 5	Year 6
Lesson One - Passing and Receiving	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can accurately pass to someone else. • I can receive the ball on the move.	• I can control and accurately pass, whilst moving.	• I can control a moving ball, whilst under pressure from opposition.	• I can combine accurate passing and receiving in a game situation.
	3	• I can stop a ball with control. • I can pass the ball to someone else.	• I can accurately pass to someone else using both push pass and hitting the ball. • I can receive the ball on the move, with control.	• I can control and accurately pass, whilst moving – using a range of different passing techniques.	• I can control a moving ball, whilst under pressure from opposition.
	4	• I can stop a ball with basic control. • I can send the ball in the direction of another player.	• I can stop a ball with control. • I can pass the ball to someone else.	• I can accurately pass to someone else using both push pass and hitting the ball. • I can receive the ball on the move, with control.	• I can control and accurately pass, whilst moving – push pass.

	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Hockey

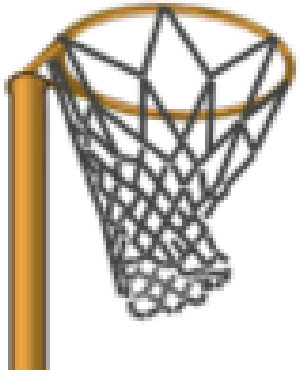
		Year 3	Year 4	Year 5	Year 6
Lesson Two - Attacking	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment.	• I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn.	• Whilst moving with the ball I keep my head up, looking for positions of team-members and opposition. • I am beginning to use reverse stick and can vary the speed in which I pass.	• When I am the player in possession, I vary the speed in which I move into space in order to dictate the flow of the game. • I can use forehand and reverse passes. • I always show good spatial awareness.
	3	• Using lots of small touches I am always in close proximity to the ball.	• I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment.	• I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn. • I am beginning to use reverse stick.	• Whilst moving with the ball I keep my head up, looking for positions of team-members and opposition. • I am beginning to use reverse stick and can vary the speed in which I pass.

	4	• I am beginning to move with a ball showing increased control.	• Using lots of small touches I am always in close proximity to the ball.	• I can move with the ball and demonstrate good "Spatial awareness" – recognise where space is available within the playing environment.	• I can change speed and direction when in position of the ball. I aim to quickly change direction when performing a turn and to accelerate out of a turn. • I am beginning to use reverse stick.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Hockey

		Year 3	Year 4	Year 5	Year 6
Lesson Three - Defending	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I am able to put pressure on the person with the ball. I rarely make contact with the attacking player's stick. • I make an attempt to get myself between my goal and the ball at all times.	• I am able to slow down an attack whilst others return to defensive positions. • I communicate with other team members to tell them where attackers are positioned.	• I am able to put pressure on the person with the ball. I often win the ball. • When I win the ball, I am able to turn defence into attack quickly. • I make sure that I am always goal-side.	• I organise other team-members using verbal and non-verbal communication. • I am able to put pressure on the person with the ball. I always win the ball. • When I win the ball, I am able to turn defence into attack quickly. • I make sure that I am always goal-side.
	3	• I am able to successfully take the ball from an attacker – safely. • I know which players are likely to be passed the ball and make	• I am able to put pressure on the person with the ball. I rarely make contact with the attacking player's stick.	• I am able to slow down an attack whilst others return to defensive positions.	• I am able to put pressure on the person with the ball. I often win the ball. • When I win the ball, I am able to turn defence into attack quickly.

		an effort to intercept any stray passes.	• I make an attempt to get myself between my goal and the ball at all times.	• I am able to put pressure on the person with the ball. I win the ball in most cases. • I make an attempt to get myself between my goal and the ball at all times.	• I make sure that I am always goal-side.
	4	• I move towards player with the ball and make an attempt to tackle them with varied success.	• I am able to successfully take the ball from an attacker – safely. • I know which players are likely to be passed the ball and make an effort to intercept any stray passes.	• I am able to put pressure on the person with the ball. I rarely make contact with the attacking player's stick. • I make an attempt to get myself between my goal and the ball at all times.	• I am able to put pressure on the person with the ball. I win the ball in most cases. • I make an attempt to get myself between my goal and the ball at all times.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**



Netball Knowledge/Skills Map

See High 5 Document

T:\Subject Resources\PE and Games - Whole School\PE and School Sports Funding\Netball Resources

Netball

		Year 3	Year 4	Year 5	Year 6
Lesson One - Passing	1	Above Expectation	Above Expectation	Above Expectation	Above Expectation

and Receiving	2	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes. • Using one hand for shoulder pass.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often without moving with the ball.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the ball in space ahead of their movement. • Receive the ball in space without footwork.	• Use a range of passes (Chest, bounce, shoulder) at speed so their partner receives the ball in space ahead of their movement. • Receive the ball without footwork and pivot to return/send a new pass.
	3	• Throw and catch the ball to a partner accurately • Begin to explore a range of different passes. • Begin to think about footwork during games.	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes. • Using one hand for shoulder pass.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often without moving with the ball.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the ball in space ahead of their movement. • Receive the ball in space without footwork.
	4	• Throw and catch the ball to a partner with varied success. • Mainly using chest or bounce pass.	• Throw and catch the ball to a partner accurately • Begin to explore a range of different passes. • Begin to think about footwork during games.	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes. • Using one hand for shoulder pass.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often without moving with the ball.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Netball

		Year 3	Year 4	Year 5	Year 6
Lesson	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**

Two - Attacking and Footwork	2	• Moving into space in order to receive a pass from a team mate. • Beginning to think about footwork once the ball has been caught.	• Move into space, to receive a range of passes, often without footwork. • Use a change of pace and direction in order to get free.	• Move into space, ahead of a defender to receive a range of passes, without footwork. • Use a change of pace and direction in order to get free. • Often making good decisions - understand what the next play should be.	• Move into space, ahead of a defender to receive a range of passes, without footwork. • Use a change of pace and direction in order to get free. • Often making good decisions - understand what the next play should be.
	3	• Attempting to move into space in order to receive a pass from a team mate. • Catching the ball successfully.	• Moving into space in order to receive a pass from a team mate. • Beginning to think about footwork once the ball has been caught.	• Move into space, to receive a range of passes, often without footwork. • Use a change of pace and direction in order to get free.	• Move into space, ahead of a defender to receive a range of passes, often without footwork. • Use a change of pace and direction in order to get free. • Beginning to make good decisions - understand what the next play should be.
	4	• Catching the ball from a partner. • Beginning to understand that you cannot move with the ball.	• Attempting to move into space in order to receive a pass from a team mate. • Catching the ball successfully.	• Moving into space in order to receive a pass from a team mate. • Beginning to think about footwork once the ball has been caught.	• Move into space, to receive a range of passes, often without footwork. • Use a change of pace and direction in order to get free.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Netball

		Year 3	Year 4	Year 5	Year 6

Lesson Three - Defending	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. • Often intercepting a pass between two attackers.	• Using body position and knowledge of the rules to not allowing the attacker to get in front.	• Beginning to identify where a pass is likely to be made and whom to. • Begin to understand body positions by positioning your body so you can see the ball and the attacker. • Often not allowing the attacker to get in front.	• Identifying where a pass is likely to be made and whom to. • Communicating well with other defenders if playing floating/zone defence. • Ensuring that the attacker cannot get in front of you by positioning your body so you can see the ball and the attacker.
	3	• Attempting to intercept the ball when passed between two attackers, with varied success.	• Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. • Often intercepting a pass between two attackers.	• Using body position and knowledge of the rules to not allowing the attacker to get in front.	• Beginning to identify where a pass is likely to be made and whom to. • Begin to understand body positions by positioning your body so you can see the ball and the attacker. • Often not allowing the attacker to get in front.
	4	• Attempting to intercept the ball when passed between two attackers	• Attempting to intercept the ball when passed between two attackers.	• Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. • Often intercepting a pass between two attackers.	• Using body position and knowledge of the rules to not allowing the attacker to get in front.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

		Year 3	Year 4	Year 5	Year 6
Lesson Four – Game Play and Shooting	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I understand where most positions are allowed to go. • I am able to play in attack or defence but prefer one or the other. • I am beginning to think about footwork.	• I understand where each position is allowed to go. • I am able to play in attack or defence but prefer one or the other. • I sometimes use footwork.	• I understand where each position is allowed to go. • I am able to play in attack or defence but prefer one or the other. • I am beginning to communicate with my teammates. • I am beginning to avoid using footwork.	• I understand the roles of each position and where they are allowed to go. • I am able to play well in attack or defence. • I can communicate well with my teammates. • I rarely use footwork.
	3	• I understand where some positions are allowed to go. • I prefer playing in attack/defence but often make mistakes. • I often move with the ball.	• I understand where most positions are allowed to go. • I am able to play in attack or defence but prefer one or the other. • I am beginning to think about footwork.	• I understand where each position is allowed to go. • I am able to play in attack or defence but prefer one or the other. • I sometimes use footwork.	• I understand where each position is allowed to go. • I am able to play in attack or defence but prefer one or the other. • I am beginning to communicate with my teammates. • I am beginning to avoid using footwork.
	4	• I struggle to remember where each position goes. • I sometimes make mistakes when attacking or defending. • I have varied success with throwing and catching. • I often move with the ball.	• I understand where some positions are allowed to go. • I prefer playing in attack/defence but often make mistakes. • I often use move with the ball.	• I understand where most positions are allowed to go. • I am able to play in attack or defence but prefer one or the other.	• I understand where each position is allowed to go. • I am able to play in attack or defence but prefer one or the other. • I sometimes use footwork.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

TAG Rugby Knowledge/ Skills Map

TAG Rugby

		Year 3	Year 4	Year 5	Year 6
Les	1	Above Expectation	Above Expectation	Above Expectation	Above Expectation

son One - Passing and Receiving	2	• I can pass the ball to a teammate whilst moving forwards. • I can catch a ball that is passed in front of me.	• I can pass the ball to a partner whilst travelling forward. • I am able to catch a ball passed in front of me whilst travelling forward.	• I can pass the ball over 5m whilst running at speed. • I can pass the ball in front of a teammate whilst travelling at speed. • I can catch the ball on the widest part of the ball so that I am ready to pass it onto someone else.	• I can pass the ball over 10m using spin to ensure the ball is stable in the air. • I can pass accurately in front of a teammate whilst running at speed. • I can identify when to pass the ball and when to hold onto the ball.
	3	• I can pass the ball to a partner and I am beginning try this whilst moving forwards. • I can catch a ball that is passed towards me.	• I can pass the ball to a teammate whilst moving forwards. • I can catch a ball that is passed in front of me.	• I can pass the ball to a partner whilst travelling forward. • I am able to catch a ball passed in front of me whilst travelling forward.	• I can pass the ball over 5m whilst running at speed. • I can pass the ball in front of a teammate whilst travelling at speed. • I can catch the ball on the widest part of the ball so that I am ready to pass it onto someone else.
	4	• I can pass the ball in the direction of a partner. • I can sometimes catch a ball that is passed towards me.	• I can pass the ball to a partner and I am beginning try this whilst moving forwards. • I can catch a ball that is passed towards me.	• I can pass the ball to a teammate whilst moving forwards. • I can catch a ball that is passed in front of me.	• I can pass the ball to a partner whilst travelling forward. • I am able to catch a ball passed in front of me whilst travelling forward.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

TAG Rugby

		Year 3	Year 4	Year 5	Year 6
Lesson	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**

Two - Attacking	2	• I know that when running with the ball in two hands, the defence do not know if I am going to run or pass. • I can pass the ball in front of a teammate.	• I am able to pass the ball over increasing distances. • I can sprint onto passes • I make an attempt to run through defensive gaps.	• I am able to pass the ball over increasing distances. • I can change direction quickly – often using a side-step. • I hold the ball in two hands all of the time. • I sprint through defensive gaps. • I follow the player with the ball and communicate with them well.	• I am able to pass the ball over increasing distances using a spin pass to add stability. • I use a side-step to change direction quickly. • I hold the ball in two hands all of the time. • I sprint through defensive gaps. • I follow the player with the ball and communicate with them well. • I know when it is important to take allow myself to be tagged as it creates a gap for a supporting player.
	3	• I can run with the ball in two hands. • When passing the ball, I know that the ball must travel backwards. • I can receive a ball and quickly hold it in two hands.	• I know that when running with the ball in two hands, the defence do not know if I am going to run or pass. • I can pass the ball in front of a teammate.	• I am able to pass the ball over increasing distances. • I can sprint onto passes. • I hold the ball in two hands all of the time. • I make an attempt to run through defensive gaps.	• I am able to pass the ball over increasing distances. • I can change direction quickly – often using a side-step. • I hold the ball in two hands all of the time. • I sprint through defensive gaps. • I follow the player with the ball and communicate with them well.
	4	• I can pass the ball towards a teammate. • Most of the time I am able to pass the ball backwards. • I often run with the ball in two hands.	• I can run with the ball in two hands. • When passing the ball, I know that the ball must travel backwards. • I can receive a ball and quickly hold it in two hands.	• I know that when running with the ball in two hands, the defence do not know if I am going to run or pass. • I can pass the ball in front of a teammate.	• I am able to pass the ball over increasing distances. • I can sprint onto passes. • I hold the ball in two hands all of the time. • I make an attempt to run through defensive gaps.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

		Year 3	Year 4	Year 5	Year 6
Lesson Three - Defending	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can move forwards with other defenders to put pressure on the ball carrier. • I regularly make successful tags.	• I am able to communicate with teammates in order to create a defensive line that moves towards the attacking team. • I rarely miss tags.	• I make an attempt to return a tag in order to return to my defensive position. • I am beginning to control a defensive line which moves quickly towards attackers (line-speed)	• I understand the importance of the outside of a defensive line moving quicker than the middle of the line as this encourages the attacking team towards the best taggers in the team (umbrella defence) • I can cover any defensive gaps as they appear. • I communicate with teammates when defending.
	3	• I know that a defensive line should be flat. • I am able to tag attackers with increasing success.	• I can move forwards with other defenders to put pressure on the ball carrier. • I regularly make successful tags.	• I am able to communicate with teammates in order to create a defensive line that moves towards the attacking team. • I rarely miss tags.	• I make an attempt to return a tag in order to return to my defensive position. • I am beginning to control a defensive line which moves quickly towards attackers (line-speed)
	4	• I sometimes tag places who have got the ball.	• I know that a defensive line should be flat. • I am able to tag attackers with increasing success.	• I can move forwards with other defenders to put pressure on the ball carrier. • I regularly make successful tags.	• I am able to communicate with teammates in order to create a defensive line that moves towards the attacking team. • I rarely miss tags.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Basketball Knowledge/Skills Map

Basketball

		Year 3	Year 4	Year 5	Year 6
Lesson One - Passing and Receiving	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes and dribbling with the ball. • Using one hand for shoulder pass.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often with awareness of the next pass and when to dribble with the ball.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the ball in space ahead of their movement. • Receive the ball in space and be able to pass or dribble.	• Use a range of passes (Chest, bounce, shoulder) at speed so their partner receives the ball in space ahead of their movement. • Receive the ball ready to send another pass or dribble down the court with speed.
	3	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes. • Begin to think about dribbling with the ball.	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes and dribbling with the ball. • Using one hand for shoulder pass.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often with awareness of the next pass and when to dribble with the ball.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the ball in space ahead of their movement. • Receive the ball in space and be able to pass or dribble.
	4	• Throw and catch the ball to a partner with varied success. • Mainly using chest or bounce pass.	• Throw and catch the ball to a partner accurately • Begin to explore a range of different passes. • Begin to think about dribbling during games.	• Throw and catch the ball to a partner accurately. • Begin to explore a range of different passes and dribbling with the ball. • Using one hand for shoulder pass.	• Use a range of passes (Chest, bounce, shoulder) so their partner receives the pass in space. • Often with awareness of the next pass and when to dribble with the ball.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

		Year 3	Year 4	Year 5	Year 6
Lesson Two – Attacking and dribbling	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Moving into space in order to receive a pass from a team mate. • Beginning to think about passing or dribbling once they have caught the ball. • Attempting to not double dribble when you have the ball.	• Move into space, to receive a range of passes. • Use a change of pace and direction in order to get free. • Beginning to dribble at a fast pace. • To not double dribble after you have dribbled with the ball.	• Move into space, ahead of a defender to receive a range of passes. • Often dribbling at a quick pace. • Use a change of pace and direction in order to get free. Beginning to make good decisions - understand what the next play should be e.g. pass or dribble.	• Move into space, ahead and in front of a defender to receive a range of passes. • Dribble effectively at a quick pace away from defence. • Use a change of pace and direction in order to get free. Often making good decisions - understand what the next play should be e.g. pass or dribble.
	3	• Attempting to move into space in order to receive a pass from a team mate. • Catching the ball successfully. Be able to slowly walk and bounce the ball at the same time.	• Moving into space in order to receive a pass from a team mate. • Beginning to think about passing or dribbling once they have caught the ball. • Attempting to not double dribble when you have the ball.	• Move into space, to receive a range of passes. • Use a change of pace and direction in order to get free. Beginning to dribble at a fast pace. • To not double dribble after you have dribbled with the ball.	• Move into space, ahead of a defender to receive a range of passes. • Often dribbling at a quick pace. • Use a change of pace and direction in order to get free. Beginning to make good decisions - understand what the next play should be e.g. pass or dribble.
	4	• Catching the ball from a partner. • Beginning to understand that you can move whilst bouncing the ball.	• Attempting to move into space in order to receive a pass from a team mate. • Catching the ball successfully. • Be able to slowly walk and bounce the ball at the same time.	• Moving into space in order to receive a pass from a team mate. • Beginning to think about passing or dribbling once they have caught the ball. • Attempting to not double dribble when you have the ball.	• Move into space, to receive a range of passes. • Use a change of pace and direction in order to get free. • Beginning to dribble at a fast pace. • To not double dribble after you have dribbled with the ball.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Basketball

		Year 3	Year 4	Year 5	Year 6
Defending	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. • Often intercepting a pass between two attackers.	• Using body position and knowledge of the rules to not allowing the attacker to get in front. • Beginning to be able to steal the ball on a 1v1.	• Beginning to identify where a pass is likely to be made and whom to. • Intercepting passes. • Often be able to steal the ball on a 1v1 scenario off the attacker. • Begin to understand body positions by positioning your body so you can see the ball and the attacker. • Often not allowing the attacker to get in front. Beginning to understand the difference between man on defence and zone defence.	• Identifying where a pass is likely to be made and whom to. • Intercepting passes. • Be able to steal the ball on a 1v1 scenario off the attacker. • Communicating well with other defenders if playing floating/zone defence. • Ensuring that the attacker cannot get in front of you by positioning your body so you can see the ball and the attacker. • Understand the difference between man on defence and zone defence.
	3	• Attempting to intercept the ball when passed between two attackers, with varied success. • Attempt to steal a ball on a 1v1 with varied success.	• Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. Often intercepting a pass between two attackers.	• Using body position and knowledge of the rules to not allowing the attacker to get in front. • Beginning to be able to steal the ball on a 1v1.	• Beginning to identify where a pass is likely to be made and whom to. • Intercepting passes. • Often be able to steal the ball on a 1v1 scenario off the attacker. • Begin to understand body positions by positioning your body so you can see the ball and the attacker. • Often not allowing the attacker to get in front. Beginning to understand the difference between man on defence and zone defence.
	4	• Attempting to intercept the ball when passed between two attackers.	• Attempting to intercept the ball when passed between two attackers. • Attempt to steal a ball on a 1v1 with varied success. •	• Beginning to use body position and knowledge of the rules to not allowing the attacker to get in front. • Often intercepting a pass between two attackers.	• Using body position and knowledge of the rules to not allowing the attacker to get in front. • Beginning to be able to steal the ball on a 1v1.

	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Basketball

		Year 3	Year 4	Year 5	Year 6
Lesson Four - Game Play	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I understand roles of most players. • I know when you should be attacking and when you should defend. Use arms to mark the player with the ball attempting to steal it.	• I understand the role of some of the players. • I am able to play in attack or defence but struggle to switch between the two. • Begin to be able to perform a layup and jump shot.	• I understand the roles of the players. • I am able to play in attack or defence but prefer one or the other. • Understanding most the different shots and the benefits of these. • I am beginning to communicate with my teammates. • Often be able to perform a layup and jump shot with accuracy and understand when they should be used.	• I understand the roles the players. • Understanding the different shots and the benefits of these. • I am able to switch from attack to defence quickly. • I can communicate well with my teammates. • Perform a layup and jump shot confidently and understand when to use them. • Set up a zone in the game.
	3	• I understand where players are allowed. • I often double dribble or do just pass the ball.	• I understand roles of most players. • I know when you should be attacking and when you should defend. • Use arms to mark the player with the ball attempting to steal it.	• I understand the role of some of the players. • I am able to play in attack or defence but struggle to switch between the two. • Often to be able to perform a layup and jump shot with varied accuracy.	• I understand the roles of the players. • I am able to play in attack or defence but prefer one or the other. • Understanding most the different shots and the benefits of these. • I am beginning to communicate with my teammates. • Often be able to perform a layup and jump shot with accuracy and understand when they should be used.
	4	• I struggle to remember where players should be. • I sometimes make mistakes when attacking or defending. • I have varied success with throwing and catching. • I often double dribble or just pass.	• I understand where players are allowed. • I often double dribble or do just pass the ball.	• I understand roles of most players. • I know when you should be attacking and when you should defend. • Use arms to mark the player with the ball attempting to steal it.	• I understand the role of some of the players. • I am able to play in attack or defence but struggle to switch between the two. • Begin to be able to perform a layup and jump shot.

	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Section Two:

Autumn Term PE

(Gymnastics, Dance, Health-Related Fitness)

Gymnastics

		Year 3	Year 4	Year 5	Year 6
Gymnastics – Production/performance skills	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can create sequences that include changes of level and speed. • I am able to focus on body shapes with a partner or small groups.	• I can create longer sequences to perform for an audience. • I am beginning to learn a wider range of actions and explore more difficult ways to perform.	• I can use knowledge of compositional principles to develop sequences that show an awareness of the audience.	• I can create complex sequences; displaying flexibility, control and strength throughout. • I am able to use the floor as well as vaults, beams and other large apparatus.
	3	• Using floor and apparatus I can create and perform a sequence of contrasting actions. • I am beginning to show extension when balancing and flow when transferring weight. • I can the quality of my movement.	• I can create sequences that include changes of level and speed. • I am able to focus on body shapes with a partner or small groups.	• I can create longer sequences to perform for an audience. • I am beginning to learn a wider range of actions and explore more difficult ways to perform.	• I can use knowledge of compositional principles to develop sequences that show an awareness of the audience.
	4	• I am able to link simple skills together to create a short sequence.	• Using floor and apparatus I can create and perform a sequence of contrasting actions. • I am beginning to show extension when balancing and flow when transferring weight.	• I can create sequences that include changes of level and speed. • I am able to focus on body shapes with a partner or small groups.	• I can create longer sequences to perform for an audience. • I am beginning to learn a wider range of actions and explore more difficult ways to perform.

			• I can the quality of my movement.		
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Gymnastics

	Year 3	Year 4	Year 5	Year 6
Gymnastics - Skills	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**

	• Seated Positions:
	  ○ Tuck
	  ○ Pike
	  ○ Straddle
	• Rolling:
	  ○ Log roll
	  ○ Mushroom
	• Jumping
	  ○ Straight
	  ○ Star
	• 1 point balance (i.e. arabesque)
	• Low balances (patches):
	  ○ Dish
	  ○ Arch
	• Travelling
	  ○ Skipping
	  ○ Hopping
	  ○ Straight-leg (high) walks
	• Matching partners
		• Jumping:
		  ○ Tuck
		  ○ Straddle
		  ○ ½ turn
		  ○ Travel
		• Rolling
		  ○ Forward roll
		  ○ Teddybear roll
		• 1 point balance (i.e. arabesque)
		  ○ Increased control
		  ○ Begin to tip into and out of.
		• Low balances (patches):
		  ○ Dish
		  ○ Arch
		  ○ Front support
		• Mirroring and matching partners
			• Jumping:
			  ○ Pike
			  ○ Full turn
			  ○ Travel
			  ○ From/onto apparatus.
			• Rolling
			  ○ Backward roll
			• Balancing:
			  ○ Counter balance (pair balances)
			  ○ Increased control
			  ○ Begin to tip into and out of.
			  ○ Bridge
			• Low balances (patches):
			  ○ Back support
			  ○ Shoulder stand
			• Weight on hands:
			  ○ Frog balance
			  ○ Bunny hops
			  ○ Hop onto Vault
				• Jumping:
				  ○ Full range of jumping, combining travel and rotation.
				• Rolling
				  ○ Beginning to consider adapting shape of a range rolls.
				  ○ Jumping from/through vaults
				• Balancing:
				  ○ Counter-tension
				  ○ Headstands
				  ○ Group balances
				• Low balances (patches):
				  ○ Handstand
				• Weight on hands:
				  ○ Cartwheels
				• Through vaults.

	Not yet secured.	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Dance

		Year 3	Year 4	Year 5	Year 6
Dance	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• Beginning to improvise independently to create a simple dance. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Beginning to improvise with a partner to create a more complex dance.	• Beginning to vary dynamics and develop actions and motifs. • Demonstrating precision and some control in response to stimuli. • Confidently improvises with a partner or on their own. • Modifies parts of a sequence as a result of self-evaluation.	• Beginning to exaggerate dance movements and motifs (using expression when moving) • Combines flexibility, techniques and movements to create a fluent sequence. *e.g using various levels, ways of travelling and motifs.* • Beginning to show a change of pace and timing in their movements. • Uses the space provided to maximum potential.	• Improvises with confidence, still demonstrating fluency across their sequence. • Exaggerate dance movements and motifs (using expression when moving) • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence • Demonstrates consistent precision when performing dance sequences. • Combines flexibility, techniques and movements to create a fluent sequence.
	3	• Beginning to improvise with a partner to create a simple dance. • Beginning to compare and adapt movements and motifs to create a sequence. • Uses simple dance vocabulary to compare and improve work.	• Beginning to create longer dance sequences in a larger group. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of peer-evaluation. • Uses simple dance vocabulary to compare and improve work.	• Demonstrates clear movements throughout a dance sequence. • Moves appropriately and with the required style in relation to the stimulus. • Improvises demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.	• Performs with confidence, using a range of movement patterns. *e.g using various levels, ways of travelling and motifs.* • Beginning to show a change of pace and timing in their movements. • Dances with fluency, linking all movements and ensuring they flow. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.
	4	• Translates ideas from stimuli into movement with support.	• Improvises with a partner or on their own with support	• Modifies parts of a sequence as a result of peer evaluation.	• Is able to move to the beat accurately in dance sequences • Moves appropriately and with the required style in relation to the stimulus.

	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Health-Related Fitness (Year 4 only)

		Year 5
Health-Related Fitness (Year 5 only)	**1**	**Above Expectation**
	2	• I understand the importance of reaction time in different sporting environments and know how to test for good reaction time. • I understand the effect that exercise has on the body and create an effective circuit of activities that raises heart rate. • I can identify my level of fatigue and understand the benefits of using the Borg scale when taking part in physical activity. • I understand the 3 different types of strengths, giving examples of each as well as understanding that speed is a mixture of strength and agility. • I am able to discuss accuracy and muscle memory and use this information to improve their performance.
	3	• I understand the importance of good reaction time in sport and discuss the different stimuli that a sportsman might come across – particularly visual and auditory. • I understand the effect that exercise has on Heart rate. Checking pulse to get beats per minute. • I understand the importance of being able to judge my level of fatigue and how important it is to self-assess accurately. • I understand what strength and agility are and explain how they can be used to good effect in sporting contexts. • I can discuss muscle memory and begin to use this knowledge with the aim to improve performance.
	4	• I understand that reaction time is an important factor in sports to act towards a stimulus quicker than your opposition. • I understand what Heart rate is and how to check for a pulse. • I use the Borg Scale to judge fatigue during physical activity. • I am able to name and give examples of the 3 different types of strength. • I am able to talk about accuracy and give sporting examples in which accuracy is an important factor.
	5	**Not yet secured**

Section Three:

Athletics

(Indoor Athletics - Sportshall, Outdoor Athletics - Quad Kids)

Indoor Athletics – Best Practice

	Rebound Run	Standing Vertical Jump	Speed Bounce	Standing Triple Jump (Years 5/6 Only)	Standing Long Jump	Chest Push	Shuttlecock Throw
Indoor Athletics – Best Practice	**During the race.** • Drive the elbows back hard like pistons • Keep Shoulders low and relaxed • Run tall with high hips and high knees • Drive the knee forward aggressively • Cycle foot quickly under the body • Keep body straight and the head still • Drive the foot down to the ground and pick it up fast. **Standing start** **"Set…"** • Stand with front (strongest) foot on the line, rear foot about shoulder width behind. • Ensure are opposite to front leg is forward • Use read foot lightly to assist stability • Lean forward slightly with the weight over the front foot **"Go…"** • Drive off from the front foot • Drive the front arm back, rear arm forward in opposition to the legs • Progressively raise the trunk as the stride lengthens • Drive rear knee forward, keeping low. • **Rebound Board** • Use the same technique after each turn on the board. • Shorten stride and pace just before the board. • Dip shoulder and angle body ready for the turn. • Hit the board low and power off with standing start technique.	• Turn side on with your strongest arm facing the wall. • Don't just jump from the hips. Coil yourself tight like a spring. • Stoop low and with a FULL swing of the arms, leap and reach up. • Touch the measuring chart right at the top of your jump.	• Jump only as much as you need to – narrow and low. • Jump and land on the balls of your feet only. • Build a fast, fluent and controlled rhythm, stopping and stumbling even for a split second will cost you 2 or 3 bounces. • Don't jump your entire body over the barrier, simply leave your upper body over the centre while twisting your hips for minimum fuss and maximum speed. • Use your arms to maintain balance.	**Hop, STEP, Jump!** • Stand with the strongest leg forward. **HOP** *(One foot to the same foot)* • Drive the strongest foot down and back. • Hop onto the same foot. • The take-off leg comes through in a cycling action. **STEP** *(Once foot to the other foot)* • When the leg lands, immediately drive the other knee through and keep your thigh parallel to the ground with your toes up. **JUMP** *(One foot to both feet)* • Once the step phase has been initiated, swing both legs forward at the finish for maximum distance, and to prevent any fall-back lean your body into the jump throwing your arms forward for balance. A successful jump should be smooth and fast, resembling a skimming stone.	• As with the vertical jump, do not jump upright, but coil yourself into a tight low position. • Stoop low and with a FULL swing of the arms, spring forward and up. • Swing your legs forward at the finish for maximum distance, and to prevent any fall-back lean your body into the jump throwing your arms forward for balance.	• From a two-handed catching position make sure the ball is kept at chest height • Fingers should be spread behind the ball • Keep elbows low and relaxed • Transfer weight from back foot to front foot • Push the ball out, extending and following through with the arms, wrists, hands and fingers in a 33 - 45 degrees direction.	**Grip** • The shuttlecock is best gripped on the ball section at the end of the "feathers". **Body Position** • Align your feet sideways to your target. This will allow you to use your body and hips in the throw and not just rely on your shoulder. Point your front elbow at your target. **Backswing** • As you prepare to throw, swing your throwing arm backwards with the tip of the shuttlecock pointing in the direction you are throwing. This will give you greater leverage to really swing your arm through the throw and generate greater power. • Point your front arm at your target (33 - 45 degrees) then pull through using your body to create a strong rotation of the hips and shoulders. As you do so, transfer your weight from your backfoot over your front foot. **Follow through** • As you throw the Shuttlecock, your weight should drive over the front leg and your arms sweep behind you as your back leg finishes in front of you. If you've done that, you'll know you've utilised all your body in the throw.

Indoor Athletics – Assessment Targets

		Sportshall Athletics			
		Year 3	Year 4	Year 5	Year 6

Outdoor Athletics – Assessment Targets	General Statement	• Practise and develop basic technique in:
		  ○ Running over short and longer distances and in relays;
		  ○ Jumping for height or length;
		  ○ Throwing for accuracy or distance using a variety of equipment;
		• Measure, compare and improve their own performances
		  ○ I can compare performances with previous ones and demonstrate improvements to improve my Personal Best (PB).			

	Rebound Run (6 Turns)	1 < 28:00 seconds 2 < 31:00 seconds 3 < 35:00 seconds 4 < 36:00 seconds 5 > 37:00 seconds	1 < 26:00 seconds 2 < 28:00 seconds 3 < 31:00 seconds 4 < 35:00 seconds 5 > 36:00 seconds	1 < 25:00 seconds 2 < 26:00 seconds 3 < 28:00 seconds 4 < 31:00 seconds 5 > 35:00 seconds	1 < 24:00 seconds 2 < 25:00 seconds 3 < 26:00 seconds 4 < 28:00 seconds 5 > 31:00 seconds
	Standing Long Jump	1 > 1.40m 2 > 1.20m 3 > 1.00m 4 > 0.80m 5 < 0.80m	1 > 1.60m 2 > 1.40m 3 > 1.20m 4 > 1.00m 5 < 1.00m	1 > 1.70m 2 > 1.50m 3 > 1.30m 4 > 1.10m 5 < 1.10m	1 > 1.80m 2 > 1.60m 3 > 1.40m 4 > 1.20m 5 < 1.20m
	Standing Triple Jump	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m
	Vertical Jump	1 > 35m 2 > 30m 3 > 25m 4 > 20m 5 < 20m	1 > 40m 2 > 35m 3 > 30m 4 > 25m 5 < 25m	1 > 44m 2 > 38m 3 > 33m 4 > 28m 5 < 28m	1 > 48m 2 > 42m 3 > 36m 4 > 30m 5 < 30m
	Chest Push	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m	1 > ?m 2 > ?m 3 > ?m 4 > ?m 5 < ?m
	Shuttle Cock Throw	1 > 5.5m 2 > 4.5m 3 > 3.5m 4 > 2.5m 5 < 2.5m	1 > 6m 2 > 5m 3 > 4m 4 > 3m 5 < 3m	1 > 6.5m 2 > 5.5m 3 > 4.5m 4 > 3.5m 5 < 3.5m	1 > 7m 2 > 6m 3 > 5m 4 > 4m 5 < 4m

Outdoor Athletics – Best Practice

	Sprinting (50m/75m)	Middle/Long Distance (400m/600m)	Long Jump	Vortex Throw
Outdoor Athletics – Best Practice	**During the race.** • Drive the elbows back hard like pistons • Keep Shoulders low and relaxed • Run tall with high hips and high knees • Drive the knee forward aggressively • Cycle foot quickly under the body • Keep body straight and the head still • Drive the foot down to the ground and pick it up fast. **Standing start** **"Set…"** • Stand with front (strongest) foot on the line, rear foot about shoulder width behind. • Ensure are opposite to front leg is forward • Use read foot lightly to assist stability • Lean forward slightly with the weight over the front foot **"Go…"** • Drive off from the front foot • Drive the front arm back, rear arm forward in opposition to the legs • Progressively raise the trunk as the stride lengthens • Drive rear knee forward, keeping low. **Crouch start** **"On your Marks…"** • Place toe of the front foot 30-50cm back from the line • Place knee of the back foot level or just in front of the toes of the front foot. • Place hands, slightly wider than shoulder width apart, behind the line. • Elbows straight but not locked, • Form a bridge between thumb and index finger of each hand. **"Set…"** • Lean forwards, bending both legs (Front leg about 90 degrees, rear leg about 120 degrees). • Raise hips slightly higher than the shoulders. • Shoulders should be slightly ahead of the hands • Keep still!	• Swing arms in a balanced , relaxed and symmetrical manner • Run with rhythm and relaxation • Run with hips high • Run without bouncing • Look ahead, keep head aligned with body • Breathe naturally, keeping shoulders relaxed • Keep shoulders and hips as level as possible • Land naturally on the outer forefoot and roll to the big toes • Keep wrists and chin relaxed • Pick the heel up and swing the knee forwards easily.	**Approach** • Between 8-12 strides before taking off. • Combine sprinting and jumping in order jump a long way. • Achieve optimum speed after a controlled run-up **Take off** • Drive the take-off foot down and back • Drive the free knee up and forwards • Keep body upright • Fully extend hips, knee and ankle • Keep hips high at take off **Flight.** • Keep body upright • Bring arms above head. • Hold the thigh parallel to the ground during flight. **Landing** • Bring logs forwards together, • Reach legs out in front at landing • Arms reach for toes just before landing • Land with heels first, bend knees to absorb momentum • Collapse body forwards or sideways.	**Grip** • The Vortex Howler is best gripped on the ball section. For best results, use the pre-cut air channels to add rotation into the flight of the Vortex Howler. **Body Position** • Align your feet sideways to your target. This will allow you to use your body and hips in the throw and not just rely on your shoulder. Point your front elbow at your target. **Backswing** • As you prepare to throw, swing your throwing arm backwards with the tip of the Vortex pointing in the direction you are throwing. This will give you greater leverage to really swing your arm through the throw and generate greater power. • Point your front arm at your target (33 degrees) then pull through using your body to create a strong rotation of the hips and shoulders. As you do so, transfer your weight from your backfoot over your front foot. **Follow through** • As you throw the Vortex, your weight should drive over the front leg and your arms sweep behind you as your back leg finishes in front of you. If you've done that,

	"Go…" • Fully extend driving leg (front) at hip, knee and ankle, • Drive arms hard in position to the legs, • Drive the rear knee forwards keeping low • Bring foot quickly down to commence second stride.			you'll know you've utilised all your body in the throw.

Outdoor Athletics – Assessment Targets

		Quad Kids Start		Quad Kids Primary	
		Year 3	**Year 4**	**Year 5**	**Year 6**
Outdoor Athletics – Assessment Targets	**General Statement**	• Practise and develop basic technique in: ○ Running over short and longer distances and in relays; ○ Jumping for height or length; ○ Throwing for accuracy or distance using a variety of equipment; • Measure, compare and improve their own performances ○ I can compare performances with previous ones and demonstrate improvements to improve my Personal Best (PB).			
	50m	1 < 8 seconds 2 < 9 seconds 3 < 10 seconds 4 < 12 seconds 5 > 12 seconds	1 < 8 seconds 2 < 9 seconds 3 < 10 seconds 4 < 12 seconds 5 > 12 seconds		
	75m			1 < 11 seconds 2 < 12 seconds 3 < 13 seconds 4 < 14 seconds 5 > 14 seconds	1 < 11 seconds 2 < 12 seconds 3 < 13 seconds 4 < 14 seconds 5 > 14 seconds
	400m	1 < 1min 20secs 2 < 1min 30secs 3 < 1min 45secs 4 < 2min 00secs 5 > 2min 00secs	1 < 1min 20secs 2 < 1min 30secs 3 < 1min 45secs 4 < 2min 00secs 5 > 2min 00secs		
	600m			1 < 2min 20secs 2 < 2min 30secs 3 < 2min 45secs 4 < 3min 00secs 5 > 3min 00secs	1 < 2min 20secs 2 < 2min 30secs 3 < 2min 45secs 4 < 3min 00secs 5 > 3min 00secs
	Standing Long Jump	1 > 1.80m 2 > 1.60m 3 > 1.40m 4 > 1.20m 5 < 1.20m	1 > 1.80m 2 > 1.60m 3 > 1.40m 4 > 1.20m 5 < 1.20m	1 > 2.00m 2 > 1.80m 3 > 1.60m 4 > 1.40m 5 < 1.40m	1 > 2.00m 2 > 1.80m 3 > 1.60m 4 > 1.40m 5 < 1.40m

	Vortex Throw	1 > 25m 2 > 20m 3 > 15m 4 > 10m 5 < 10m	1 > 25m 2 > 20m 3 > 15m 4 > 10m 5 < 10m	1 > 35m 2 > 30m 3 > 25m 4 > 20m 5 < 20m	1 > 35m 2 > 30m 3 > 25m 4 > 20m 5 < 20m

Section Four:

Striking and Fielding

(Cricket, Rounders, Stoolball)

Cricket

		Year 3	Year 4	Year 5	Year 6
Fielding	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can throw the ball (underarm) to a partner with pace and accuracy.	• I can move my body to allow me to catch a ball at different heights. • I can hit a target using an underarm technique or rolling the ball.	• I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with varied success. • I beginning to think about my position when fielding.	• I can throw the ball in a variety of ways, with varied speed and constant accuracy. • I correctly choose the type of action that is required when throwing a ball. • I can successfully catch a ball during competitive situations. • I can make decisions regarding the layout of the fielding team.

	3	• I can throw the ball accurately, using and underarm action. • I can catch a ball using two hands.	• I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball.	• I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately.	• I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with consistency. • I understand the importance of changing my fielding position.
	4	• I can roll the ball to a partner accurately. • I can throw a ball in the direction of a partner. • I can catch a ball in two hands, with varied success.	• I can throw the ball accurately, using and underarm action. • I can catch a ball using two hands.	• I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball.	• I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Cricket

		Year 3	Year 4	Year 5	Year 6
Batting	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**

	2	• I can hit a ball, from a tee, towards different areas of the pitch.	• I can hit a ball that is bowled towards me. • I am beginning to think about where the ball should be placed.	• I can hit a ball regardless of it's bounce or speed, with varying accuracy.	• I can play a range of strokes and hit a ball that is pitched on leg or off stump. • I can defend a well bowled ball when required. • I can accurately place a ball into a space. • I can communicate well with my batting partner.
	3	• I can hit a ball, from a batting tee.	• I can hit a ball, from a tee, towards different areas of the pitch. • I can hit a moving ball with varied success.	• I can hit a ball that is bowled towards me. • I am beginning to think about where the ball should be placed.	• I can play a range of strokes. • I am beginning to defend a well bowled ball. • I am beginning to communicate with my batting partner as to when we run. • I can identify space in the field and I am attempting to play the ball into this area.
	4	• I can hit a ball, from a tee, with varied success.	• I can hit a ball, from a tee.	• I can hit a ball, from a tee, towards different areas of the pitch. • I can hit a moving ball with varied success.	• I can hit a ball that is bowled towards me. • I am beginning to think about where the ball should be placed.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Cricket

		Year 3	Year 4	Year 5	Year 6
Bowling	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can hit a target using an underarm technique.	• I can hit a target using a basic overarm technique.	• I can hit a target using an overarm technique. • I understand the benefits of bowling towards different stumps.	• I can hit a target using an overarm technique. • I can vary pace or add spin to the ball. • I can bowl the ball towards a pre-determined stump.
	3	• I can hit a target using an underarm technique with varied success.	• I can hit a target using an underarm technique, with only one bounce.	• I can hit a target using a basic overarm technique, with up to two bounces.	• I can hit a target using an overarm technique. • I am beginning to think about which stump to aim for.
	4	• I can bowl the ball, underarm, towards a target.	• I can hit a target using an underarm technique with varied success.	• I can hit a target using an underarm technique.	• I can hit a target using a basic overarm technique, with up to two bounces.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Rounders

		Year 3	Year 4	Year 5	Year 6
Fielding	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can throw the ball (underarm) to a partner with pace and accuracy.	• I can move my body to allow me to catch a ball at different heights. • I can hit a target using an underarm technique or rolling the ball.	• I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with varied success. • I beginning to think about my position when fielding.	• I can throw the ball in a variety of ways, with varied speed and constant accuracy. • I correctly choose the type of action that is required when throwing a ball. • I can successfully catch a ball during competitive situations. • I can make decisions regarding the layout of the fielding team.
	3	• I can throw the ball accurately, using and underarm action. • I can catch a ball using two hands.	• I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball.	• I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately.	• I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with consistency. • I understand the importance of changing my fielding position.
	4	• I can roll the ball to a partner accurately. • I can throw a ball in the direction of a partner. • I can catch a ball in two hands, with varied success.	• I can throw the ball accurately, using and underarm action. • I can catch a ball using two hands.	• I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball.	• I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Rounders

		Year 3	Year 4	Year 5	Year 6
Batting	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can hit a ball, from a tee, towards different areas of the pitch.	• I can hit a ball that is bowled towards me. • I am beginning to think about where the ball should be placed.	• I can hit a ball regardless of its speed, with varying accuracy.	• I can hit the ball into different areas of the pitch regardless of the speed of the bowl. • I can accurately place a ball into a space.
	3	• I can hit a ball, from a tee.	• I can hit a ball, from a tee, towards different areas of the pitch. • I can hit a moving ball with varied success.	• I can hit a ball that is bowled towards me. • I am beginning to think about where the ball should be placed.	• I can hit the ball using forehand and I am beginning to move my body to change the direction of my shot. • I can identify space in the field and I am attempting to play the ball into this area.
	4	• I can hit a ball, from a tee, with varied success.	• I can hit a ball, from a tee.	• I can hit a ball, from a tee, towards different areas of the pitch. • I can hit a moving ball with varied success.	• I can hit a ball that is bowled towards me. • I am beginning to think about where the ball should be placed.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Rounders

		Year 3	Year 4	Year 5	Year 6
Bowling	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can hit a target using an underarm technique.	• I can hit a target with speed.	• I can hit a target with speed. • I understand the benefits of bowling at varied speeds.	• I can hit a target using varied speeds. • I can vary pace or add spin to the ball. • I can bowl the ball high or low, close or away from the batsman (within the boundaries of a “good ball”).
	3	• I can hit a target using an underarm technique with varied success.	• I can consistently hit a target using an underarm technique.	• I can hit a target with speed in order to make my bowl difficult to hit.	• I can hit a target with speed. • I understand the benefits of bowling at varied speeds.
	4	• I can bowl the ball, underarm, towards a target.	• I can hit a target using an underarm technique with varied success.	• I can consistently hit a target using an underarm technique.	• I can hit a target with speed in order to make my bowl difficult to hit.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Stoolball

		Year 3	Year 4	Year 5	Year 6
Fielding	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can throw the ball (underarm) to a partner with pace and accuracy.	• I can move my body to allow me to catch a ball at different heights. • I can hit a target using an underarm technique or rolling the ball.	• I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with varied success. • I beginning to think about my position when fielding.	• I can throw the ball in a variety of ways, with varied speed and constant accuracy. • I correctly choose the type of action that is required when throwing a ball. • I can successfully catch a ball during competitive situations. • I can make decisions regarding the layout of the fielding team.
	3	• I can throw the ball accurately, using and underarm action. • I can catch a ball using two hands.	• I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball.	• I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately.	• I make decisions about how to catch a ball using either one hand or two. • I can hit a target using an overarm technique, with consistency. • I understand the importance of changing my fielding position.
	4	• I can roll the ball to a partner accurately. • I can throw a ball in the direction of a partner. • I can catch a ball in two hands, with varied success.	• I can throw the ball accurately, using and underarm action. • I can catch a ball using two hands.	• I can throw the ball (underarm) to a partner with pace and accuracy over varied distances. • I can catch a ball using one or both hands as long as it is thrown accurately. • I am beginning to move my body in order to field a ball.	• I can move my body to allow me to catch a ball at different heights, with one or two hands. • I can hit a target using an underarm technique or rolling the ball. • I know when to attack the ball or move my body in order to field the ball accurately.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Stoolball

		Year 3	Year 4	Year 5	Year 6
Batting	1	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can hit a ball successfully.	• I can hit a ball that is bowled towards me. • I am beginning to successfully hit the ball into specific areas of the field.	• I can hit a ball into space, regardless of its speed, with varying accuracy.	• I can play a range of strokes and hit a ball, regardless of its speed. • I am communicating with my batting partner well. • I can accurately place a ball into a space.
	3	• I can hit a ball successfully, when it is bowled at me slowly.	• I can hit a ball successfully. • I am beginning to think about where the ball should be placed.	• I can hit a ball that is bowled towards me. • I am beginning to successfully hit the ball into specific areas of the field.	• I can hit a ball into space, regardless of its speed, with varying accuracy. • I am beginning to communicate with my batting partner.
	4	• I can hit a ball, from a tee, with varied success.	• I can hit a ball successfully, when it is bowled at me slowly.	• I can hit a ball successfully. • I am beginning to think about where the ball should be placed.	• I can hit a ball that is bowled towards me. • I am beginning to successfully hit the ball into specific areas of the field.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Stoolball

		Year 3	Year 4	Year 5	Year 6
Bowling	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can hit a target using an underarm technique.	• I can hit a target with speed.	• I can hit a target with speed. • I understand the benefits of bowling at varied speeds.	• I can hit a target using varied speeds. • I can vary pace or add spin to the ball. • I can bowl the ball with different parabolas in order to make it harder for the batsman to it.
	3	• I can hit a target using an underarm technique with varied success.	• I can consistently hit a target using an underarm technique.	• I can hit a target with speed in order to make my bowl difficult to hit.	• I can hit a target with speed. • I understand the benefits of bowling at varied speeds.
	4	• I can bowl the ball, underarm, towards a target.	• I can hit a target using an underarm technique with varied success.	• I can consistently hit a target using an underarm technique.	• I can hit a target with speed in order to make my bowl difficult to hit.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Section Five:

Net and Wall

(Tennis)

Tennis

		Year 3	Year 4	Year 5	Year 6

Ground strokes and Serving	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can hit a fed forehand shot to a given target with some success	• I can play a backhand shot with some success.	• I can perform a basic over-arm serve action	• I am beginning to use a backhand volley.
	3	• I can hit a self-fed forehand towards a target with varied success.	• I can hit a fed forehand shot to a given target with some success. • I am beginning to volley the ball. • I can perform an underarm serve.	• I can play a backhand shot with some success. • I can volley with increased success. • I can add pace and direction to my underarm serve	• I can perform a basic over-arm serve action. • I can add power to forehand and backhand strokes. •
	4	• I can correctly hold my racket and hit a moving ball.	• I can hit a self-fed forehand towards a target with varied success.	• I can hit a fed forehand shot to a given target with some success. • I am beginning to volley the ball. • I can perform an underarm serve.	• I can play a backhand shot with some success.
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Tennis

		Year 3	Year 4	Year 5	Year 6
Court positioning and gameplay	**1**	**Above Expectation**	**Above Expectation**	**Above Expectation**	**Above Expectation**
	2	• I can maintain a rally with more than 6 strokes.	• I can begin to select different shots to move my opponent around the court.	• I am beginning to outwit my opponent with my shot selection.	• Show control and accuracy with all shots (forehand, backhand and volley) • I can accurately score a singles match.
	3	• I can judge where the ball will land and move towards it.	• I can maintain a rally with more than 6 strokes. • I am beginning to select appropriate shots.	• I can begin to select different shots to move my opponent around the court. • I can maintain a rally with more than 10 strokes	• I am beginning to outwit my opponent with my shot selection.
	4	• I am beginning to follow the flight of the ball	• I can judge where the ball will land and move towards it.	• I can maintain a rally with more than 6 strokes. • I am beginning to select appropriate shots	• I can begin to select different shots to move my opponent around the court. • I can maintain a rally with more than 10 strokes
	5	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**	**Not yet secured.**

Section Six:

Swimming

Swimming (Year 5 only)

		Year 5
Swimming (Year 5 only)	**1**	**Above Expectation**
	2	● Swims competently, confidently and proficiently over a distance of at least 50 metres ● Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. ● Performs safe self-rescue in different water-based situations.
	3	● Swims competently, confidently at least 50 metres ● Uses a range of strokes e.g. front crawl, backstroke and breaststroke. ● Performs basic self-rescue in a water-based situation.
	4	● Swims competently, confidently and proficiently over a distance of at least 25 metres ● Can select their strongest stroke and swim effectively e.g. front crawl, backstroke and breaststroke. ● Knows how to perform basic safe self-rescue in water.
	5	**Not yet secured**