

St. Leonard's C of E Primary School



PE

End Points

Early Years

Below are the Early Learning Goals linked to PE:

Gross Motor	Fine Motor	Being Imaginative and Expressive
• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	• Invent, adapt, and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, and stories with others, and—when appropriate—try to move in time with music

Year 1/2

	Significantly Below/Below	Just At/Securely At	Above/Greater Depth
Gymnastics Y1	- explore basic gymnastic actions and develop some control and coordination; - begin to associate these actions with words, signs and symbols; link and repeat actions with help; understand how to use space and apparatus safely; - change their movements to avoid other children; feel the difference in their body when they are tense and relaxed, and stretch fingers and toes; - know how to start and finish their movement phrases.	- show basic control and coordination when travelling and when remaining still; - choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; - use words such as rolling, travelling, balancing, climbing; - make their body tense, relaxed, stretched and curled; - describe what they do in their movement phrases.	- perform longer movement phrases with clear beginnings, middles and ends; - repeat these sequences accurately and consistently; - perform the basic gymnastic actions with control and variety; - link 'unlike' actions confidently; - describe what they feel like when they are tense, relaxed, stretched and curled; - describe their own and others' movements, balances and body shapes, using appropriate language accurately.
Gymnastics Y2	- complete tasks and choose and sequence the basic actions with guidance; - show a small range of body shapes and movement; - perform movements with some control and coordination; - describe what has happened to their bodies after exercising; - describe others' sequences using actions and words.	- plan and repeat simple sequences of actions; - show contrasts in shape; - perform the basic gymnastic actions with coordination, control and variety; - recognise and describe how they feel after exercise; - describe what their bodies feel like during gymnastic activity; - describe what they and others have done; - say why they think gymnastic actions are being performed well.	- perform actions with control and fluency, responding in a more imaginative way; - plan longer sequences independently; - use a wider range of gymnastic abilities and actions confidently on the floor and apparatus; - say when their heart rate and breathing rate will quicken; - say how their body feels after gymnastic activity; - describe performances clearly, recognising what is good quality.
Dance Y1	- explore basic body actions; - begin to make single movements and combine movements using different parts of the body; - practise moving expressively and clearly; - try to choose movements that reflect the dance idea; - with help, remember, repeat and link movement phrases and dances; recognise when they feel out of breath when dancing;	- perform basic body actions; use different parts of the body singly and in combination; show some sense of - dynamic, expressive and rhythmic qualities in their own dance; - choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; - move with control; vary the way they use space; describe how their lungs and heart work when dancing;	- perform more complicated combinations of movement fluently and with control; - perform clearly and expressively; - show an awareness of phrasing and music; choose movements that show a clear understanding of the dance idea; - say why their heart beats faster and their temperature rises when dancing; talk about dance using a range of descriptive language.

	recognise and describe some body actions and some expressive and dynamic qualities of movement.	- describe basic body actions and simple expressive and - dynamic qualities of movement.	
Dance Y2	- perform basic body actions; - respond to stimuli and musical accompaniment when given extra time; - make a simple dance phrase; begin to explore dynamic and expressive qualities; - perform short dances, showing some understanding of expressive qualities; - with help, describe their work; begin to work with a partner; - show some understanding of why they need to warm up; - with help, focus on specific actions when they watch others.	- perform body actions with control and coordination; - choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; - link actions; remember and repeat dance phrases; - perform short dances, showing an understanding of expressive qualities; - describe the mood, feelings and expressive qualities of dance; - describe how dancing affects their body; - know why it is important to be active; - suggest ways they could improve their work	- create, improve and perform more complex dance phrases; - perform short dances, linking actions fluently and with control; - use dynamic and expressive qualities clearly in their dance; - use some simple dance vocabulary to describe and interpret dance; - know how particular activities can help them to be healthy.
Games Y1	- use a small range of underarm throwing and rolling skills accurately; - use a small range of collecting and receiving skills; - show some awareness of the space available and a basic awareness of others around the space; - play simple versions of games, with a partner or a passive opponent; - choose and use a small range of basic skills and ideas; - recognise when their heart beats faster or they get out of breath; - describe some basic rules and the way to score.	- use basic underarm, rolling and hitting skills; - sometimes use overarm skills; - intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; - sometimes catch a beanbag and a medium-sized ball; - track balls and other equipment sent to them, moving in line with the ball to collect it; - throw, hit and kick a ball in a variety of ways, depending on the needs of the game; - choose different ways of hitting, throwing, striking or kicking the ball; - decide where to stand to make it difficult for their opponent; - describe what they and others are doing; - describe how their body feels during games.	- track, intercept, stop and catch balls and beanbags consistently; - move fluently; - control their bodies and limbs well; - show good awareness of space and the movements and actions taking place around them; - make early decisions in games and in partner work; - choose a range of skills that suit the needs of the game and outwit their opponents; - show an understanding of why physical activity is fun and makes them feel good; - describe simple tactics and skills they can use in games.
Games Y2	- work to improve basic skills; - make simple choices in target games, if they have more time to think; - catch and throw in games when they are standing still;	- show awareness of opponents and teammates when playing games; - perform basic skills of rolling, striking and kicking with more confidence; - apply these skills in a variety of simple games; - make choices about appropriate targets, space	- make early decisions about the skills and tactics to use when playing games; - use the space available to good effect; - perform basic techniques of catching, throwing and kicking with a good level of consistency;

	• play a small part in games and activities in small groups; • benefit from further individual and cooperative partner activities; • recognise that their body feels different when playing different games; • with guidance, watch others and focus on specific actions.	• and equipment; • use a variety of simple tactics; • describe how their bodies work and feel when playing games; • work well with a partner and in a small group to improve their skills.	begin to use these skills thoughtfully in simple competitive games; • achieve greater control by anticipating action in a game and reacting quickly; • describe the differences in the way their body works in different games; practice to improve their skills, knowing what they need to achieve.
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Year 3/4

	Significantly Below/Below	Just At/Securely At	Above/Greater Depth
Athletics Y3	- run at different speeds; - take part in a relay activity with guidance; - jump with accuracy into and out of areas from a standing position; - throw a variety of objects, using a small range of techniques; - recognise when their heart rate and temperature have changed.	- run at fast, medium and slow speeds, changing speed and direction; - link running and jumping activities with some fluency, control and consistency; - make up and repeat a short sequence of linked jumps; - take part in a relay activity, remembering when to run and what to do; - throw a variety of objects, changing their action for accuracy and distance; - recognise when their heart rate, temperature and breathing rate have changed.	- show greater difference between slow and fast speeds; - start at a medium pace for a longer distance; - make up and teach others a short sequence of linked jumps; - throw more accurately and greater distances; - show consistency, control and accuracy when throwing objects into targets from increasing distances; - identify the changes that take place after exercise, and describe how their bodies will react when running, jumping and throwing.
Athletics Y3/4	- demonstrate running, jumping and throwing skills in simple challenges; - show some control when using a small range of basic running, jumping and throwing actions; - cooperate when working in small groups to meet challenges; - recognise different parts of a warm up and join in well; - recognise when their body is warmer or cooler and when their heart beats faster or slower; - recognise and describe different athletic techniques.	- understand and demonstrate the difference between sprinting and running for sustained periods; - know and demonstrate a range of throwing techniques; - throw with some accuracy and power into a target area; perform a - range of jumps, showing consistent - technique and sometimes using a short - run-up; play different roles in small - groups; relate different types of activity to - different heart rates and body - temperatures, and use some of these - activities when warming up; compare and - contrast performances using appropriate - language.	- demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges; - organise small groups safely, making sure that all members have roles to play; - predict how different activities will affect their heart rate and temperature; - explain why particular activities are used in a warm up and suggest other suitable activities; - suggest how performances could be improved, using given criteria.
Dance Y3	- demonstrate some basic skills; - perform movements with control; - try to show a sense of dynamics and expressive qualities when dancing; - contribute basic ideas to the structure of a dance; - come up with basic responses to a stimulus;	- improvise freely, translating ideas from a stimulus into movement; - create dance phrases that communicate ideas; - share and create dance phrases with a partner and in a small group; - repeat, remember and perform these phrases in a dance;	- use a wide range of movements when improvising; - choose appropriate movements to express the idea, mood and feeling of a dance; - take the lead when creating dances with a partner or in a group;

	- show some understanding of why they need to warm up and cool down; - use simple words to describe and interpret dance.	- use dynamic, rhythmic and expressive qualities clearly and with control; - understand the importance of warming up and cooling down; - recognise and talk about the movements used and the expressive qualities of dance; - suggest improvements to their own and other people's dances	- show a greater understanding of how to compose dance phrases; - show greater fluency and control in their movements; - interpret rhythm well, using a range of musical accompaniments; - interpret and express their thoughts clearly when talking about dance; - make appropriate suggestions about how work could be improved.
Dance Y4	- copy and explore simple ideas; - link and remember a limited amount of movement material; - work with a group to refine and practise movement ideas and phrases; - show some understanding of how to warm up and cool down; - with help, make simple statements about their own and other people's work.	- respond imaginatively to a range of stimuli related to character and narrative; - use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; - refine, repeat and remember dance phrases and dances; - perform dances clearly and fluently; - show sensitivity to the dance idea and the accompaniment; - show a clear understanding of how to warm up and cool down safely; - describe, interpret and evaluate dance, using appropriate language.	- structure and vary longer dances; - develop movement ideas for others; - show a good sense of rhythm and style when performing; - remember and perform a range of warm-up and cool-down activities; - give reasons why physical activity is good for health; - use a range of dance vocabulary to describe, interpret and evaluate dance.
Gymnastics Y3	- perform some gymnastic actions with control and accuracy; - repeat short sequences of movement that include 'unlike' actions; - show some contrast in shape and use of direction; - work safely on the floor and apparatus; - follow warmup activities carefully and recognise which parts of the body are working hardest; describe what others have done, using gymnastic language; - with help, comment on the quality of performance.	- use a greater number of their own ideas for movements in response to a task; - choose and plan sequences of contrasting actions; - adapt sequences to suit different types of apparatus and their partner's ability; - explain how strength and suppleness affect performance; - identify some muscle groups used in gymnastic activities; suggest warm-up activities; - compare and contrast gymnastic sequences, commenting on similarities and differences; - with help, recognise how performances could be improved.	- work on longer sequences; show control, consistency and accuracy of movement; - include changes in level, direction and speed in their sequences; adapt short sequences so that a partner or small group can perform them; - recognise how strength and suppleness affect the quality of performance; - suggest warm-up activities; - identify similarities and differences between performances; - suggest some ways a performance could be improved.

Gymnastics Y4	- perform a range of basic actions and use them to put together a short sequence; - remember and repeat short sequences with some changes in level, direction or speed; - say why it is important to warm up; - carry out warm-up exercises carefully; - with help, describe similarities and differences in others' performances.	- perform actions, balances, body shapes and agilities with control; - plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; - adapt their own movements to include a partner in a sequence; - understand that strength and suppleness can be improved; - lead a partner through short warm-up routines; - recognise criteria that lead to improvement, e.g. changing a level; - watch, describe and suggest possible improvements to others' performances; - suggest improvements to their own performance.	- perform longer, more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions; - choose, practice and refine sequences on their own; - say when movements are performed well; - demonstrate exercises that strengthen major muscle groups; - say which joint or joints are affected by specific stretches; - suggest a number of ways that a sequence could be improved, and choose one of these as a focus for improvement; - take the lead when working in a small group; - adapt actions to include group members.
Invasion Games Y 3	- throw and catch with control when under limited pressure; - make effective decisions when they have the ball, but take time to make them; - move to find space when they have not got the ball, when prompted and guided; - follow a simple warm-up routine; - comment on successful passes and shots at goal; - keep the score.	- throw and catch with control to keep possession and score 'goals'; - be aware of space and use it to support teammates and cause problems for the opposition; - know and use rules fairly to keep games going; - keep possession with some success when using equipment that is not used for throwing and catching skills; - explain why it is important to warm up and cool down; - say when a player has moved to help others; - apply this knowledge to their own play.	- play effectively with speed and precision, as members of both small and larger teams; - decide quickly where and when to pass the ball, showing good awareness of what is going on around them; - vary tactics and adapt skills in response to the situation they face in a game; - play a wider range of games and use a variety of skills and equipment well; - lead small groups for warm-up activities; - say why simple tactics worked.
Invasion Games Y4	- play games at a slower pace, using throwing and catching techniques; - play games with less consistency and control, using kicking and striking techniques; - use a small number of basic tactics for attacking; - recognise the similarities between invasion games, even though they use different sending, receiving and 'travelling with' techniques; - recognise that games make them use their muscles and get their heart pumping faster; - say why it is important to warm up;	- play games with some fluency and accuracy, using a range of throwing and catching techniques; - find ways of attacking successfully when using other skills; - use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; - know the rules of the games; understand that they need to defend as well as attack; - understand how strength, stamina and speed can be improved by playing invasion games; - lead a partner through short warm-up routines;	- play all the games well, using the range of equipment provided; - make tactical decisions quickly; - keep possession and make progress consistently; - have a strong influence on games, helping others to play better; - know that strength, stamina and speed are important in games; suggest ways of organising the lesson to improve stamina; - suggest different ways in which tactics or techniques could be used; - choose one focus for improvement.

	describe, with help, similarities and differences in the way other people play games.	watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.	
Net and Wall Games Y3/4	- play games using modified courts and a small range of throwing skills; - play games with limited continuity, stopping the ball and catching it occasionally; - hit a ball with reasonable consistency when practising; - use bigger target areas to aim for; - use a small range of tactics; - use simple rules fairly; - know when their heart beats faster; - with help, identify practices to help them improve.	- keep up a continuous game, using a range of throwing and catching skills and techniques; - use a small range of basic racket skills; - choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; - choose and use a range of simple tactics for defending their own court; - adapt and refine rules; - make up their own net games; - understand the point of the game; - keep rules effectively and fairly; - recognise how net games make the body work; - talk about what they do well and recognise things they could do better.	- use a wide range of throwing, catching and hitting skills, on both sides of their body; - choose and use these skills with a good degree of accuracy; - change the pace, length and direction of their throws and shots, to outwit their opponent; - know where to stand; - know how to defend their court; - use and interpret rules fairly; - help to choose activities that warm them up and get them ready to play; - suggest ideas for practices they can do to improve their performance.
Outdoor Adventure Y3/4 Unit 1 Orienteering	- follow simple marked trails in familiar environments and, with help, identify where they are on the trails; - help others to solve problems they have been set, taking an active part in the work; - follow others' suggestions; - know that they need to be careful so that they are safe; - recognise when they have been energetic; - describe what they did when following a trail or solving a problem.	- identify where they are by using simple plans and diagrams of familiar environments; - use simple plans and diagrams to help them follow a short trail and go from one place to another; - respond to a challenge or problem they are set; - begin to work and behave safely; - work increasingly cooperatively with others, discussing how to follow trails and solve problems; - recognise that different tasks make their body work in different ways; - comment on how they went about tackling tasks.	- use more detailed plans and diagrams that take them from familiar to less familiar areas, e.g. from hall to playground; - find their way and recognise where they are on a plan or diagram; - solve problems using a range of approaches; - use ideas they have learned in one problem or task to help them solve another; - work and behave safely, when working on their own and in small groups; - explain why different activities make their bodies work in different ways; - explain reasons for choosing the approach used to solve a problem; - recognise other possible approaches.

Outdoor Adventure Y3/4 Unit 2 Orienteering	• complete simple tasks with support and guidance; • use some physical skills well; • follow other people's plans and approaches; • recognise alternative approaches when others suggest them; • cooperate in putting these approaches into practice; • help prepare for activities; make some comments on how well activities were completed.	• use maps and diagrams to orientate themselves and to travel around a simple course; • respond when the task or environment changes and the challenge increases; • start to plan sensible responses to physical challenges or problems, talking and working with others in their group; • recognise some of the physical demands that activities make on them; • identify parts of the work that were successful; • respond to feedback on how to go about their work differently.	• move confidently through familiar and less familiar environments; • use and adapt their skills and strategies as the situation demands; • prepare well for challenges, showing an awareness of safety and of others; • show initiative when working in a group; • respond to problems in a well thought-out, planned way; • identify ways to prepare physically for activities; • identify strengths and weaknesses in the way challenges were approached; • suggest alternative solutions.
Striking and Fielding Y3/4	• use a few skills with control and reasonable accuracy; • hit a stationary ball and retrieve and throw it when fielding; • use a small range of skills and tactics in games; • come up with sensible solutions, given time to think about their actions; • follow warm ups; • recognise what happens to their bodies as they work; • carry out practices to improve their work and understand why they are useful.	• use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy; • choose and vary skills and tactics to suit the situation in a game; • carry out tactics successfully; • set up small games; • know rules and use them fairly to keep games going; • explain what they need to do to get ready to play games; • carry out warm ups with care and an awareness of what is happening to their bodies; • describe what they and others do that is successful; • suggest what needs practising.	• play games with speed and precision; • hit a bowled ball with intent and force; • collect, stop and intercept a ball with increasing efficiency; • throw a ball well from a distance; • play games well using a variety of skills and equipment; • choose and vary a range of tactics; • make good tactical decisions quickly, while remaining aware of what is going on around them; • explain what happens to their bodies as they work, and how this varies from game to game; • identify and describe successful play; • identify parts of play that could be improved.

Year 5/6

	Significantly Below/Below	Just At/Securely At	Above/Greater Depth
Athletics Y5/6	- understand and demonstrate the difference between sprinting and distance running; - sustain their pace and effort for short periods of time; - demonstrate a range of throwing actions using modified equipment, with some accuracy and control; - demonstrate a range of simpler jumping skills in different activities; - identify activities that need more power or more stamina; - with guidance, take different roles, e.g. recorder; - explain some of the similarities and differences between different throws or jumps.	- choose the best pace for a running event, so that they can sustain their running and improve on a personal target; - show control at take-off in jumping activities; - show accuracy and good technique when throwing for distance; - organise and manage an athletic event well; - understand how stamina and power help people to perform well in different athletic activities; - identify good athletic performance and explain why it is good, using agreed criteria.	- show good control, speed, strength and stamina when running, jumping and throwing; - adapt their skills and techniques to different challenges and equipment; - use good technique; pace their effort well; - know the rules; - organise and judge events and challenges well; - identify activities that help develop stamina or power and suggest how some can be used when warming up; - pick out the important features of a performance; - make good suggestions about what could be improved.
Dance Y5	- create and perform simple dances that attempt to focus on the style of the dance; - take part in group dances; - take part in discussions about the structure of the dance or final performance; - with help, choose exercises to warm up and cool down; - show some understanding of how to exercise safely in dance; - use simple words to talk about their own and other people's work.	- compose motifs and plan dances creatively and collaboratively in groups; - adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; - perform different styles of dance clearly and fluently; - organise their own warm-up and cool-down exercises; - show an understanding of safe exercising; - recognise and comment on dances, showing an understanding of style; - suggest ways to improve their own and other people's work.	- plan and perform dances confidently; - use their understanding of composition to create dance phrases for themselves and others in their group; - use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles; - show expression in their dances and sensitivity to music; - organise their own warm-up and cool-down exercises; - show that they understand why warming up is important for a good performance; - identify the form and structure of a dance; - make imaginative suggestions on how to improve their own and other people's work.

Dance Y6	• use a small range of movements and patterns in their dances; • express some of their ideas clearly when composing and performing; • work in a group, cooperating with and following others to complete work; • with help, use specific activities to warm up and cool down for dance; • show some understanding of how dance helps to keep them healthy; • show some understanding of how to structure a dance; • talk about dance, with guidance.	• work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; • perform to an accompaniment expressively and sensitively; • perform dances fluently and with control; • warm up and cool down independently; • understand how dance helps to keep them healthy; • use appropriate criteria to evaluate and refine their own and others' work; • talk about dance with understanding, using appropriate language and terminology	• interpret different stimuli with imagination and flair; • create, refine and structure movements and patterns with artistic understanding; • communicate the artistic intention of a dance clearly, fluently, musically and with control; • take the lead when working in a group; • help others to refine and structure movements and patterns; • understand why dancing is good for their health; • organise their own warm-up and cool-down activities to prepare for, and recover from, dance; • describe, interpret and evaluate dance, using appropriate language and terminology.
Gymnastics Y5	• with help, make up sequences that include contrasting actions, shapes and balances, and usually one dynamic; • practise and refine actions, shapes and balances; • repeat their sequences successfully; • give reasons for warming up; • follow others through a range of whole body exercises and stretches; • watch, compare and contrast others' performances.	• create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; • choose actions, body shapes and balances from a wider range of themes and ideas; • adapt their performance to the demands of a task, using their knowledge of composition; • understand the need for warming up and working on body strength, tone and flexibility; • lead small groups in warm-up activities; • use basic set criteria to make simple judgements about performances and suggest ways they could be improved.	• make up longer, more complex sequences, including contrasting actions, shapes, balances and dynamics; • easily adapt sequences from one situation to another; • take the lead in a group when preparing a sequence for performance to an audience; • practise and refine their own work; • show clear individual movements; • transfer smoothly from one movement to another; • lead warm-up activities; • judge the strengths and weaknesses of performances, and choose a single focus for improvement.
Gymnastics Y6	• make up, practise and refine sequences with a partner when preparing for performance; • choose actions, shapes and balances from memory; • use their knowledge of composition to make up a sequence, including changes of direction or level; • practise and refine actions, shapes and balances on their own;	• make up longer, more complex sequences, including changes of direction, level and speed; • develop their own solutions to a task by choosing and applying a range of compositional principles; • combine and perform gymnastic actions, shapes and balances; • show clarity, fluency, accuracy and consistency in their movements;	• make up their own sequences; • arrange their own apparatus safely to suit the needs of a task; • organise small groups independently; • include a wide range of actions, shapes and balances in their performance, some of which are original; • lead class warm-up activities;

	- refine sequences, with guidance; - talk confidently about why it is important to warm up; - prepare for exercise on their own; - make simple judgements about their own and others' work.	- in small groups, prepare a sequence to be performed to an audience; - understand the importance of warming up and cooling down; - say, in simple terms, why activity is good for their health, fitness and wellbeing; - show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.	- explain, using appropriate language, how activity improves health, fitness and wellbeing; - use their own criteria to judge performance; suggest different ideas that will lead to individuals improving their performance in small group sequences.
Invasion Games Y5	- use a small range of sending, receiving and travelling techniques in games, with varied control; - know what their team needs to do to take the ball towards the opposition's goal, and contribute occasionally; - follow others in warm-up activities; - with guidance, recognise some things that need to be improved in games.	- pass, dribble and shoot with control in games; - identify and use tactics to help their team keep the ball and take it towards the opposition's goal; - mark opponents and help each other in defence; - know and carry out warm-up activities that use exercises helpful for invasion games; - pick out things that could be improved in performances and suggest ideas and practices to make them better.	- use a number of different techniques to pass, dribble and shoot; - play games confidently; - control the ball consistently; - use a range of tactics in attack and defence; - carry out thorough, effective warm-up activities, concentrating on exercises that help their play; - adapt these activities and exercises to meet their own needs; - explain what is more or less effective in the games played; - make changes that improve their team and individual performance.
Invasion Games Y6	- use a limited number of skills in attack and defence; - pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure; - use some tactics in attack; - play in a position in a team; - use some defending ideas; - carry out parts of warm ups effectively; - suggest some ideas for warm-up routines; - choose and practise some skills to improve their play.	- use different techniques for passing, controlling, dribbling and shooting the ball in games; - apply basic principles of team play to keep possession of the ball; - use marking, tackling and/or interception to improve their defence; - play effectively as part of a team; - know what position they are playing in and how to contribute when attacking and defending; - plan practices and warm ups to get ready for playing safely; - recognise their own and others' strengths and weaknesses in games; - suggest ideas that will improve performance.	- use good-quality skills effectively; - choose skills and tactics that meet the needs of the situation; make decisions quickly in games; - play in a number of positions; - understand attacking and defending positions well; - design very good warm ups that suit the game; - watch their own and others' performances and suggest improvements for specific purposes.

Net and Wall Games Y5/6	• play games with help, e.g. someone to catch the ball when it is hit, someone to feed them; • use a small range of basic shots on both sides of the body; • with help, get games to flow; • apply some of the basic tactics; • recognise the need to warm up and carry out exercises safely; • recognise when they and others are playing well and identify why, with help.	• use forehand, backhand and overhead shots increasingly well in the games they play; • use the volley in games where it is important; • use the skills they prefer with competence and consistency; • understand the need for tactics; • start to choose and use some tactics effectively; • play cooperatively with a partner; • apply rules consistently and fairly; • identify appropriate exercises and activities for warming up; • recognise how these games make their bodies work; • pick out what they and others do well and suggest ideas for practices.	• play the full game of short tennis; • use a wide range of shots in games, with a good degree of consistency and accuracy; • start a game or point with a serve of their choice; • work collaboratively with a partner; organise themselves well in a team; • understand the need for different tactics; • choose and use tactics effectively; • lead others in short warm-up routines, selecting safe and appropriate activities and exercises; • identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement.
Outdoor Adventure Y5/6 Orienteering	• solve some of the challenges and problems set in familiar environments, with help and guidance; • work cooperatively to put strategies and solutions into action; • take on roles given to them; • show some understanding of problem-solving strategies planned by others; • follow instructions when preparing physically for challenges; • follow safety rules; • recognise when a solution has been successful; describe what happened.	• choose and perform skills and strategies effectively; • find solutions to problems and challenges; • plan, implement and refine the strategies they use; • adapt the strategies as necessary; • work increasingly well in a group or in a team where roles and responsibilities are understood; • prepare physically and organisationally for challenges they are set, taking into account the group's safety; • identify what they do well, as individuals and as a group; • suggest ways to improve.	• work confidently in familiar and changing environments; • adapt quickly to new situations; • devise and put into practice a range of solutions to problems and challenges; • understand clearly the nature of a challenge or problem and what they want to achieve; • take a leading role when working with others; • prepare efficiently and safely; • identify and respond to events as they happen; • identify effective performances and solutions; • take the lead in planning to improve weaknesses.
Striking and Fielding Y5/6	• play the games, but may need extra support; • hit a ball bowled sympathetically to them; • play a range of roles in a fielding team, but with varying degrees of success; • know the basic rules; • understand the need for different tactics; • recognise that it is important to warm up and carry out exercises safely and	• strike a bowled ball; • use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency; • work collaboratively in pairs, group activities and small-sided games; • use and apply the basic rules consistently and fairly;	• play games effectively, reading situations and responding quickly; • bat, bowl and field with control; use a range of tactics for attacking and defending as batters, bowlers and fielders; • identify the main types of fitness needed for these games and use them in warm-up routines;

	carefully; • recognise why some practices help to improve their play.	• understand and implement a range of tactics in games; • recognise the activities and exercises that need including in a warm up; • identify their own strengths and suggest practices to help them improve.	• identify their own and others' strengths and devise practices that lead to improvement.
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