

YR 1	Games	Athletics	OAA	Evaluating and improving performance	Knowledge and understanding of fitness and health
	<p>Copy and repeat simple skills. Throw and catch a ball with a partner. move fluently, changing direction and speed easily and avoiding collisions. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. Pupils link simple actions and skills. Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions.</p>	<p><b>Run at different speeds, jump with accuracy, use a small range of techniques.</b></p> <p>Choose which throwing and retrieving technique to use.</p>	<p>NA</p>	<p><b>Describe and comment on their own and others actions.</b>  <b>Can describe what they have done</b>  <b>Can watch others and say what they are doing.</b></p>	<p>Can describe how their bodies feel when still and when exercising.  Can talk about how to exercise safely.</p> <p><b>Healthy bodies</b>  Identify and name some large bones.</p> <p>Understand why the brain, heart and lungs are important body parts.</p> <p>Begin to understand how our body heals itself (bruising/scabs etc)</p> <p><b>Healthy mind</b>  Can identify that exercise is good for our minds.</p> <p>Children can recognise basic emotions in themselves ad why these may happen.</p> <p>They can begin to set realistic goals to achieve.</p> <p>They understand the term 'determination'.</p> <p>They can identify whether a target has been met.</p> <p><b>Personal and social</b>  Identify the importance of having friends.</p> <p>Listen to advice.</p> <p>Understand the importance of family.</p> <p>Can share a view or opinion.</p> <p><b>Diet and Hygiene</b>  Understand that food is a basic</p>

					<p>requirement and is needed to keep us healthy and give us energy to grow. Explain how to stay safe in the sun. Begin to identify ways of stopping harmful germs and identify hazardous signs on bottles. Understand that a doctor can help them feel better.</p>
YR 2	<p>Copy, remember and repeat simple skills with control and co-ordination.</p> <p>Pass a ball accurately to a partner over a variety of distances.</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> <p>Pupils vary skills, actions and ideas.</p> <p>They begin to show some understanding of simple tactics.</p> <p>They vary skills and show some understanding of simple tactics choose and use tactics to suit different situations.</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents.</p>	<p>Change speed and direction, link running and jumping, throw accurately.</p> <p>Choose when to run and when to jump.</p> <p>Select which throwing technique to use for accuracy and distance.</p>	NA	<p>They can talk about differences between their own and others' performance and suggest improvements.</p>	<p>They can understand how to exercise and describe how their bodies feel during different activities.</p> <p><b>Healthy bodies</b> Identify and name some large bones and muscles and explain why they are important.</p> <p>Understand the importance of our senses and explain how they help us.</p> <p>Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body.</p> <p><b>Healthy mind</b> Begins to recognise emotions in others.</p> <p>Offer suggestions as to how to alter a negative emotion.</p> <p>Can explain the reasons why a target has or has not been met.</p> <p><b>Personal and social</b> Understand the difference between fair and unfair</p> <p>Can state the characteristics of a good friend.</p>

					<p>Can understand that some relationships can be challenging at times.</p> <p>Can explain his/her own relationships with family members.</p> <p>Understands that food is broken down into energy in our digestive system.</p> <p>Identify ways we can increase our own bodies protection.</p> <p><b>Diet and hygiene</b></p> <p>Identify different foods that contain vitamins A B and C and understand the importance of having the right amounts.</p> <p>Understand the difference between an illness, symptom and a prescription.</p> <p>Understand the importance of maintaining your teeth.</p>
YR 3	Games	Athletics	OAA	Evaluating and improving performance	Knowledge and understanding of fitness and health

<p><b>Select and use skills and ideas with co-ordination and control.</b>  <b>Travel whilst bouncing a ball showing control.</b>  <b>Use a range of skills to help them keep possession and control of the ball.</b></p> <p><b>Perform the basic skills needed for the games with control and consistency.</b>  <b>Use a range of skills with increasing control.</b>  <b>Pupils show that they understand tactics and composition by starting to vary how they respond.</b>  <b>In pairs, make up a game and play a simple rallying game.</b>  <b>Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</b></p> <p><b>Choose good places to stand when receiving, and give reasons for their choice.</b>  <b>Choose and use batting or throwing skills to make the game hard for their opponents.</b></p>	<p>Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups.</p> <p>Choose and use throw to reach target, choose which role to play within group situation.</p>	<p>Use maps and diagrams to orientate themselves around a course.</p> <p>Respond appropriately when task/environment changes, plan responses.</p>	<p>Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p>	<p>Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.</p> <p>Children can identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense.</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination.</p> <p>Can describe the differences between different body parts.</p> <p>Can understand the main functions of the brain and the way it sends signals using the nervous system.</p> <p>Can understand how the body protects the internal organs and how we give extra protection during activities.</p> <p>Can name the parts of the digestive system and explain the processes.</p> <p><b>Healthy mind</b>  Can set more challenging goals and evaluate his/her achievements.</p> <p>Begin to compare emotional feelings with physical feelings.</p> <p>Can create a 'steps to success' approach to achieving success.</p> <p>Understand that determination and perseverance are needed to overcome a challenge.</p> <p><b>Personal and social</b></p>
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YR 4	Games	Athletics	OAA	Evaluating and improving performance	Knowledge and understanding of fitness and health

	<p><b>Pupils can link movement phrases together with increased precision. Travel with a ball showing increasing control using both hands and feet.</b></p> <p><b>Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.</b></p> <p><b>Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill.</b></p> <p><b>Pupils can link tactics and skills together with increased precision. In small groups make up a game with simple rules.</b></p> <p><b>Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.</b></p> <p><b>Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.</b></p>	<p>Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.</p> <p>Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within.</p>	<p>Respond appropriately when task/environment changes, plan responses.</p> <p>Adapt and respond to changes in the environment to allow them to complete the task.</p>	<p>Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.</p> <p>Be confident to analyse and comment on what they see.</p>	<p>Children begin to think about warm up activities that prepare them for exercise.</p> <p>They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.</p> <p>Children can identify that the blood transports materials and it also protects.</p> <p>Identify the main features of respiration.</p> <p>Understand that muscles work in pairs to protect, support and move the body.</p> <p>Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.</p> <p>Can identify stress and stressful situations.</p> <p>Understand the importance of mental health.</p> <p>Identify basic 'coping strategies' for dealing with difficult emotions.</p> <p>Can identify the value of sleep for our health.</p> <p><b>Personal and social</b> Identify ways to make himself/herself happy and share happiness</p> <p>Can discuss differences between the health of people from different countries/regions</p> <p><b>Diet and hygiene</b> They can explain the types and</p>
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					<p>amounts of food needed for a balanced healthy diet.</p> <p>They identify the energy that certain foodstuffs give by looking at the packaging.</p> <p>Understand that there are good and bad bacteria.</p> <p>They can explain the benefits to the body of regular exercise.</p> <p><b>Healthy bodies</b> Children can identify that the body transports material and it also protects.</p> <p>Identify the main features of respiration.</p> <p>They can understand that muscles work in pairs to protect, support and move the body.</p> <p>Children understand the three functions of a Skelton and use scientific vocabulary to name specific bones.</p> <p><b>Healthy mind</b> Children can identify stress and stressful situations</p> <p>They understand the importance of mental health</p> <p>Children can identify basic 'coping strategies' for dealing with difficult emotions.</p> <p>They can identify the value of sleep for our health.</p>
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YR 5	Games	Athletics	OAA	Evaluating and improving performance	Knowledge and understanding of fitness and health
	<p><b>Performance shows precision, control and fluency.</b>  <b>Travel with a ball showing changes of speed and directions using either foot or hand.</b>  <b>Use a range of techniques when passing, eg high, low, bounced, fast, slow.</b>  <b>Keep a game going using a range of different ways of throwing.</b>  <b>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</b>  <b>Pupils link skills, techniques and ideas accurately and appropriately.</b>  <b>Effectively play a competitive net/wall game.</b>  <b>Keep and use rules they are given.</b></p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.  Judge how far they can run to score points.</p>	<p>Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well.</p> <p>Choose pace for running, plan and carry through an event.</p>	<p>Move confidently through familiar and less familiar environments, prepare self.</p> <p>Adapt skills and strategies as situation demands.</p>	<p>From observation of others begin to describe constructively how to refine improve and modify performance.  Refine own performance in response to comments of others' and self-analysis.</p>	<p>Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates.  Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.</p> <p>Can identify the main functions of the circulatory system.</p> <p>Can explain how our body systems change during exercise.</p> <p>Can understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise.</p> <p>Can explain the functions of the internal organs.  Describe the basic functions of the internal organs.</p> <p>Describe the basic functions of a red and white blood cell.</p> <p>Understand how our bodies change as we get older and how it affects sporting performance.</p> <p>Can explain the importance of joints and describe different types of joints.</p> <p>Can identify stress and stressful situations and think of ways of dealing with them.</p> <p>Identify the value of sleep for our health and explain the possible side effects of lack of sleep.</p>

					<p>Identify situations where people may need support with their mental health.</p> <p>Can recommend suitable lifestyles for different age ranges.</p> <p><b>Personal and social</b> Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Can identify something he/she is confident in</p> <p>Make links between a balanced lifestyle and being happy.</p> <p>Can explain how confidence can affect performance.</p> <p><b>Diet and hygiene</b></p> <p>They can use scientific language to explain the importance of different mineral and vitamins.</p> <p>They can identify the difference between healthy and unhealthy fats.</p> <p>They can explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.</p> <p>They can begin to work out the amount of exercise needed to burn off food (by using calories)</p> <p><b>Healthy bodies</b> Children can identify the main functions of the circulatory system</p> <p>They can explain how our body systems change during exercise</p> <p>They understand that muscles work</p>
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					<p>in pairs to protect, support and move the body and how we can build and repair them through exercise.</p> <p>Children can explain the functions of the internal organs</p> <p>They can describe the basic functions of a red and white blood cell</p> <p>Understand how our bodies change as we get older and how this effects sporting performance.</p> <p>Children can explain the importance of joints and describe different types of joints.</p> <p><b>Healthy mind</b> They can identify stress and stressful situations and think of ways of dealing with them</p> <p>Identify the value of sleep for our health and explain the possible side effects of lack of sleep.</p> <p>Can identify situations where people may need support with their mental health.</p> <p>They can recommend suitable lifestyles for different age ranges.</p>
Year 6	Games	Athletics	OAA	Evaluating and improving performance	Knowledge and understanding of fitness and health
	<p><b>Consistent performance showing precision, control and fluency. Dribble effectively around obstacles. Show precision and accuracy when sending and receiving.</b></p> <p><b>Perform skills with accuracy, confidence and control.</b></p> <p><b>Combine and perform skills with</b></p>	<p>Strength, stamina and speed when running, jumping and throwing, know rules, judge events.</p> <p>Adapt skills and techniques to different challenges and equipment.</p>	<p>Work confidently in changing environments, adapt quickly.</p> <p>Devise and put into practice a range of solutions and challenges.</p>	<p>Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p>	<p>Can show responsibility for personal warm up program specific to the activity.</p> <p>Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.</p> <p>Can use scientific vocabulary to explain what happens to our bodies</p>

	<p>control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game.</p> <p>Use different ways of bowling Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.</p> <p>They play, choosing and using skills which meet the needs of the situation. Choose when to pass or dribble, so that they keep possession and make progress towards the goal hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body.</p>				<p>during and after exercise.</p> <p>Can explain the difference between good bacterial and bad bacteria.</p> <p>Can set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'.</p> <p>Can explain the various aspects of mental health.</p> <p>Understand different levels of confidence and its effect on life.</p> <p>Understand emotional intelligence.</p> <p><b>Personal and social</b> Can understand that 'being healthy' incorporates body, mind and lifestyle.</p> <p>Can identify the impact of a good social life on happiness.</p> <p>Can recognize his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.</p> <p><b>Diet and hygiene</b></p> <p>Children can evaluate a diet is healthy or not, using vitamins and minerals to justify the answer.</p> <p>They can identify how different food should be eaten for nutritional purposes.</p> <p>Children can explain that high cholesterol has on the human body.</p> <p>They understand that endorphins are released during exercise and that these are linked with happiness.</p> <p>They can explain the different parts</p>
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					<p>of sleep and why this is important for the body.</p> <p><b>Healthy bodies</b> Can use scientific vocabulary, explain what happens to our bodies during and after exercise.</p> <p>Can explain the difference between good bacteria and bad bacteria.</p> <p><b>Healthy mind</b> Can set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'.</p> <p>Can explain the various aspects of mental health.</p> <p>Understands different levels of confidence and its effect on life</p> <p>Can understand emotional intelligence</p>
Year 7	Games	Athletics	OAA	Evaluating and improving performance	Knowledge and understanding of fitness and health

<p>Select the most appropriate skill or movement phrase to allow precision and accuracy. Dribble and pass, showing precision, accuracy and scoring goals with ease. Can receive and send ball, making sensible choices. Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team.</p> <p>Can use both sides of the body with equal confidence and can control when in the air and on the ground. Can bowl and pass the ball with an increasing range of technique and skill.</p> <p>Select the most appropriate skill or movement phrase to allow precision and accuracy. Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game.</p> <p>They have a wide range of skills that they can choose and use effectively to keep possession and score goals. They can also defend effectively when possession moves to the other team.</p>	<p>Have strength and stamina whilst running, beginning to pace themselves.</p> <p>Confident use to adapt what they know to complete different challenges that they are set.</p>	<p>Work quickly and confidently within a group, to adapt to the changing environment.</p> <p>Create and plan a range of practical solutions to challenges that they are faced with.</p>	<p>Analyse and evaluate the skills and techniques that they observe, suggesting quality improvements based on their knowledge of the subject area. Demonstrate good communication skills to discuss improvements.</p>	<p>Can plan and deliver effective warm-ups knowing what they are doing to their bodies and how this prepares them for exercise. Know how to lead a session in equipment gathering and placing them effectively and safely into place for the activity.</p>
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