



<p><b>Rationale:</b> The PE curriculum aims to give pupils the knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We provide a broad and balanced programme of physical education; with activities planned to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged, as well as promoting positive attitudes towards a healthy lifestyle, including positive mental health.</p>		
<p><b>Intent:</b> The aim of PE and physical activity at Zetland Primary School is to; develop competence to excel in a broad range of physical activities, ensure pupils are physically active for sustained periods of time, engage in competitive sports and activities, whilst leading healthy and active lives.</p>	<p><b>Implementation:</b> In line with the National Curriculum our programme of study will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. It will allow pupils to compete in sport and other activities, build character and help to embed values such as fairness and respect.</p>	<p><b>Impact:</b> Teachers and P.E staff will provide a sustained programme of physical activity for all children. They will provide provision in safe and stimulating areas in which children can develop physical, social and thinking skills. Class teachers will monitor pupils' level of involvement in physical activity inside and outside of school hours and their progress against their age-related expectations below.</p>

	EYFS Checkpoint	Y1		Y2		Y3	
Key concepts							
		Knowledge	skills	knowledge	skills	knowledge	skills
Linear themes							
Dance	Physical GM 1 GM2 GM3 EAD BI 3  I can move my body in response to music.	I know the language to describe movements. I know why I need to warm up. I know what a phase is.  I know how to respond in movement to music.	I can explore expression I can develop my movements adding movements together I can respond to a rhythm and start introducing working with a partner. I can create a simple sequence I can develop my social me skills including <b>cooperation, communication, decision making, imagination, reflection, courage and resilience.</b>	I know why my heart beats faster after a dance.  I know how to create a phase with spatial awareness & greater control.  I know how to describe phrases and say what I liked and why.	I can respond to stimuli I can show expression and emotion I can follow simple choreography I can create and link sequence, relationships and performance	I know the language to describe choice of movement. I know why I need to warm up and cool down.  I know what makes a good dance phrase. I have an awareness of others. I know how to sustain my effort in my dances.	I can use canon and unison. I can compose a dance with a clear order with clear start / finish. I can show imaginative response to stimuli through choice of movement. I can link actions to make dance phrases with a partner. I can explore and develop new actions whilst working with a partner or small group. I can perform with expression. I can develop my social me skills including <b>cooperation, communication, decision making, imagination, reflection, courage and resilience.</b>
Invasion Games	N/A	I know the language to describe what I have done or seen others doing. I know how to copy what I see and say why it is good.	I can change speed and direction (avoiding collision). I can demonstrate with control & accuracy when:	I know how to choose and use simple tactics to help my partners and makes it difficult for our opponents.	I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.  I can find a space.	I know how to use space and tactics. I understand the rules of a simple game. I know how to make good decisions about what to do	I can pass with developing control and accuracy. I can use a range of skills to help keep possession and control of the ball.



		<p>I can talk about what I have done.</p>	<p>passing &amp; receiving, roll, underarm pass, chest pass, side foot pass.</p> <p>I can pass and move to receive a ball.</p> <p>I can co-operate with a partner to pass / receive a ball.</p> <p>I can develop my social me skills including respect, <b>communication, cooperation, decision making, concentration, honesty, and resilience.</b></p>		<p>I can make simple decisions about when and where to run.</p> <p>I can communicate and work with others in small sided games. I can show a good awareness of opponents in running, chasing and avoiding games. I can copy actions and ideas, and use the information collected to improve my skills.</p> <p>I can develop my social me skills including respect, <b>communication, cooperation, decision making, concentration, honesty, and resilience.</b></p>	<p>in order to keep possession.</p> <p>I can identify what I find most difficult. I recognise players who play well in games and give some reasons why.</p>	<p>I can pass, receive and dribble the ball, keeping control and possession consistently with others.</p> <p>I can develop my social me skills including respect, <b>communication, cooperation, decision making, concentration, honesty, and resilience.</b></p>
Striking and Fielding Games	<p>I can throw/kick a large ball. .</p> <p>I can begin to try and strike a ball using a bat.</p>	<p>I understand the concept of aiming.</p> <p>I know how to describe what I have done or seen others doing.</p> <p>I know to say what was good.</p>	<p>I can throw with developing accuracy</p> <p>I can apply throwing with some accuracy within a team</p> <p>I can stop a ball</p> <p>I can use my sending (rolling) skills</p>	<p>I understand how to underarm throw a range of balls</p> <p>I know the difference between under arm and over arm throwing</p> <p>I anticipate what I will feel like after playing games (winning &amp; losing).</p>	<p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>I show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> <p>I can react to situations in a way that helps my partner and makes it difficult for my opponents.</p> <p>I can use the correct body position to throw / catch.</p> <p>I can throw a ball accurately over and under arm throw.</p>	<p>I understand the concept of batting and fielding</p> <p>I understand when it more appropriate to throw over arm or underarm.</p> <p>I understand the concept of striking with intend</p>	<p>I can intercept and stop the ball with consistency and sometimes catch the ball.</p> <p>I can with throw and strike a ball (kicking / rackets / bats).</p> <p>I can adjust my body position / movement as a fielder.</p> <p>I can judge how far to run to score points.</p>
Net and Wall Games	<p>I can kick/throw a large ball.</p>	<p>I understand the concept of aiming, hitting into space and taking the ball to a good position for aiming.</p> <p>I know how to use skills differently, trying to win by changing the way I use skills in reaction to my opponent.</p> <p>I can describe what I have done or seen others doing.</p> <p>I know how to copy what I see and say why it is good.</p>	<p>I can push a ball with a racket with growing control.</p> <p>I can begin to throw and hit a ball towards a target</p> <p>I can hit a ball with developing accuracy and power.</p>	<p>I know how to score and keep the rules of a basic games.</p> <p>I anticipate what I will feel like after playing games.</p> <p>To understand where and why to hit a ball into space.</p>	<p>I can move into space to send / receive.</p> <p>I can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>I can show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> <p>I can choose and use tactics to suit different situations.</p>	<p>I have gowning knowledge of how to vary length, height &amp; speed of ball to beat an opponent.</p> <p>I know the good places to stand when receiving and give reasons for my choice.</p> <p>I know the rules and keep games going without disputes.</p> <p>I can describe what is successful in my own and other's play.</p>	<p>I can throw accurately at a target and into space.</p> <p>I can perform basic skills needed for games with control and consistency.</p> <p>I can vary the direction of the ball.</p> <p>I can play games using a racket, getting my body into position, hitting a ball fed to me and keeping a rally going</p>



							using a small range of shots.
Outdoor and Adventurous Activities	<p>I can move in a range of ways in space eg. Crawling through tunnels.</p> <p>I can demonstrate control in my movements in a range of ways.</p> <p>I can use apparatus indoor and outdoor with control and coordination, climbing and balancing independently.</p>	<p>I understand the concept of teamwork and turn taking</p> <p>I understand the importance of communication and cooperation</p>	<p>I can follow simple routes and trails.</p> <p>I can work with a partner / small group.</p> <p>I can explore the school and surrounds.</p> <p>I can take turns.</p>	<p>I know what team work means</p> <p>I understand the benefits of working as a team and communicating well.</p>	<p>I can participate in team challenges and games.</p> <p>I can work cooperatively in a small group.</p> <p>I can solve problems – showing persistence and sustained effort.</p> <p>I show good teamwork – I cooperate with others.</p>	<p>I am able to evaluate performance towards an activity / challenge and modify in order to improve and succeed.</p> <p>I know how to apply simple tactics within a game</p> <p>I know how to lead and activity and which skills I need.</p>	<p>I can create and use a simple map of a classroom / school.</p> <p>I can identify / explore different roles within group.</p> <p>I can communicate as a team</p>
Gymnastics	<p>I can move in a range of ways. I can demonstrate and control movements.</p>	<p>I know which movements can be linked.</p> <p>I can watch and describe accurately a short sequence of basic actions using appropriate language- wide, narrow and curled.</p> <p>I know when my body is active and talk about differences of tension and relaxation.</p> <p>I know how to carry and place apparatus safely.</p>	<p>I can explore the difference between wide, narrow and curled.</p> <p>I can transition between wide, narrow and curled movements.</p> <p>I can link two movements together.</p>	<p>I understand contrasts of height. I know how to devise, repeat and perform a short sequence with clear beginning, middle and end.</p> <p>I know how to describe my own and partner's sequence accurately, comment on what it contains and if performed smoothly and controlled.</p> <p>I know how I can improve one aspect of my sequence.</p>	<p>I can travel by rolling forward, backwards, sideways.</p> <p>I can demonstrate shapes, e.g., straight, curved.</p> <p>I can jump in a variety of ways landing with increasing control and balance.</p> <p>I can perform a range of actions with control and coordination.</p> <p>I can repeat sequences accurately moving smoothly from stillness to travelling.</p> <p>I can adapt a sequence to include apparatus or a partner.</p> <p>I can use different combinations of equipment showing control, accuracy and fluency.</p>	<p>I understand my actions, e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands.</p> <p>I understand the quality of performance, recognising the quality of a performance.</p> <p>I know what makes a best performance and why.</p> <p>I can identify when they have same elements and order and comment on their quality.</p> <p>I understand what is involved in the process of improving performance.</p> <p>I understand importance of warm up.</p>	<p>I can apply learning onto apparatus</p> <p>I can adapt sequences to improve performance, quality of action and transition.</p> <p>I can compare and contrast sequences.</p> <p>I can adapt a sequence to improve performance.</p> <p>I work well on own and contribute to partner's sequence.</p>
Athletics	<p>I can move with increased control, running and avoiding objects. I can move in a range of ways such as walking, jogging, running, jumping.</p>	<p>I understand different running, jumping and throwing actions.</p> <p>I know what is successful and what I have to do to perform better.</p>	<p>I can recognise &amp; perform changes in pace: walk, jog, run, sprint.</p> <p>I can run as a team</p>	<p>I can watch and describe specific aspects of running, jumping and throwing styles.</p> <p>I can suggest, with guidance, a target for improving distance or height.</p> <p>I know how to identify and record when my body is cool, warm and hot.</p> <p>I can recognise and record that my body works differently in different types of activity.</p>	<p>I can run consistently and smoothly at different speeds.</p> <p>I can demonstrate different combinations of jumps, showing control, coordination and consistency.</p> <p>I can throw a range of implements into a target area with consistency and accuracy and distance.</p> <p>I can stop and start safely.</p>	<p>I understand how to cover distance as a team – faster over set distance / paced over set time.</p> <p>I know how to organise myself in a small group safely and take turns and different roles.</p> <p>I know and understand the basic principles of relay take-overs.</p>	<p>I can make suggestions to improve performance.</p> <p>I can sustain my pace over long distances, e.g. sprint for 7 secs, run for 1 or 2 mins.</p> <p>I can throw with greater control, accuracy and efficiency.</p> <p>I can take part well in a relay event.</p>



					<p>I can recognise there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.</p> <p>I can pace my effort well in different types of events so that I can keep going steadily.</p>	<p>I can explain how warming up can affect my performance.</p>	<p>I can identify the main strengths and suggest improvements of a performance.</p>
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		Y4		Y5		Y6	
Key concepts							
		Knowledge	skills	Knowledge	skills	Knowledge	Skill
Linear themes							
Dance		<p>I know that unison means that two or more dancers move at the same time.</p> <p>I know that cannon means that two or more dancers take turns to perform an action, commonly one after another.</p> <p>I know that a phase is a particular section of a dance.</p> <p>I understand styles of music from different genres.</p>	<p>I can link actions to perform a short dance routine.</p> <p>I can describe and make suggestions to improve dance routines.</p> <p>I can link actions to make dance phases with a group.</p> <p>I can recognise what peers have done well and what they can improve on.</p> <p>I can create and develop a character in order to tell a story through dance.</p> <p>I can structure and perform dances following a sequence.</p> <p>I can show imaginative response to stimuli through choice of interpretive movement.</p> <p>I can perform with expression and emotion.</p> <p>I can work with others to refine and practise dance routines.</p> <p>I can show an awareness of myself, others and audience.</p>	<p>I can describe and interpret dance styles using appropriate vocabulary.</p> <p>I can suggest how performances can be improved, so I communicate more effectively.</p>	<p>I can adapt and refine the way I use weight, space and rhythm in my dances.</p> <p>I can perform different styles of dance clearly and fluently.</p> <p>I can vary and combine spatial patterns, speed, tension and continuity on own / with others.</p> <p>I can think about character and narrative ideas created by stimulus.</p> <p>I can use the following to create routines; action and reaction, question and answer.</p> <p>I can practise and combine longer and more complex phrases.</p> <p>I can compose motifs and plan dances creatively and collaboratively.</p> <p>I can choose appropriate warm up and cooling down activities.</p>	<p>I know how to use appropriate terminology, recognise and describe different styles in my own and others' dances and suggest how they can improve.</p> <p>I know the appropriate terminology to explain relationship between dance and music.</p>	<p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can use exercises that stretch and tone bodies and help them prepare for dance.</p> <p>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p> <p>I can explain the relationship between dance and music.</p> <p>I can demonstrate emotion and expression through dance.</p>



			I can develop my social me skills including <b>cooperation, communication, decision making, imagination, reflection, courage and resilience.</b>				
Invasion Games		<p>I know and understand the concept of attacking and defending and can explain what it means to partake in both positions.</p> <p>I understand the requirements of a particular role and position in a team, i.e., defence or attack.</p> <p>I know what skills are required to play a game safely and effectively.</p> <p>I can know the rules of a chosen game in simple terms. I know some subject specific vocabulary to explain the rules of a game. I know that some games use short bursts of speed.</p>	<p>I can develop dribbling and passing, moving and creating a space.</p> <p>I can combine passing and dribbling to create scoring opportunities.</p> <p>I can block, tackle and develop footwork.</p> <p>I can apply learning to a 3v3, 4v4 and 5v5 game situation.</p> <p>I can use both long and short passes effectively.</p> <p>I can use a set of rules given to play a game safely and effectively.</p> <p>I can explain rules of a chosen game in simple terms, using some subject specific vocabulary.</p> <p>I can create a small game for peers to play using skills learned.</p> <p>I can develop my social me skills including respect, <b>communication, cooperation, decision making, concentration, honesty, self-discipline, and resilience.</b></p>	<p>I know how to evaluate performance and decide what I need to practise.</p> <p>I know how to make the most of strengths and weaknesses in games.</p> <p>I know how to create attacking opportunities.</p> <p>I know some passes that can be used to outwit defenders</p> <p>I understand the meaning of defending as a team.</p> <p>I know and understand the concept of attacking and defending and can explain what it means to partake in both positions.</p> <p>I understand the requirements of a particular role and position in a team, i.e., defence or attack.</p> <p>I know what skills are required to play a game safely and effectively.</p> <p>I can know the rules of a chosen game in simple terms.</p> <p>I know some subject specific vocabulary to explain the rules of a game.</p> <p>I know that some games use short bursts of speed.</p>	<p>I can re-cap and refine dribbling and passing to create attacking opportunities.</p> <p>I can refine defending skills developing transition from defence to attack.</p> <p>I can refine passing and use different types of passing affectively</p> <p>I can play with greater speed and flow</p> <p>I can identify and use tactics to help my team keep the ball and take it towards the opposition's goal.</p> <p>I can use a range of techniques when passing, e.g., high, low bounced, fast, slow.</p> <p>I can change direction and speed when dribbling the ball</p> <p>I can apply learning and follow rules in a game situation.</p> <p>I can start to understand simple rules to help referee games.</p> <p>I can develop my social me skills including respect, <b>communication, cooperation, decision making, concentration, honesty, self-discipline, and resilience.</b></p>	<p>I know how to evaluate performance and decide what I need to practise.</p> <p>I know how to make the most of strengths and weaknesses in games.</p> <p>I know how to create attacking opportunities.</p> <p>I know which passes can be used to outwit defenders</p> <p>I understand the meaning of defending as a team.</p> <p>I know and understand the concept of attacking and defending and can explain what it means to partake in both positions.</p> <p>I understand the requirements of a particular role and position in a team, i.e., defence or attack.</p> <p>I know what skills are required to play a game safely and effectively.</p> <p>I can know the rules of a chosen game in simple terms.</p> <p>I know some subject specific vocabulary to explain the rules of a game.</p> <p>I know that some games use short bursts of speed.</p>	<p>I can consolidate keeping possession, passing, defending, moving and footwork.</p> <p>I can create, understand and apply attacking, defending tactics in a game situation.</p> <p>I can consolidate and manage to referee a game with full rules.</p> <p>I can show growing consistency and control in games.</p> <p>I can apply skills effectively in different types of game.</p> <p>I can develop my social me skills including respect, <b>communication, cooperation, decision making, concentration, honesty, self-discipline, and resilience.</b></p>
Striking and Fielding Games		I know which batting or throwing skills make the game challenging for opponents.	I can select and use batting or throwing skills to make the game challenging for my opponents.	I understand batting and bowling tactics	I can use a range of fielding skills, e.g., catching, throwing, intercepting, with growing control and consistency.	I know how to make the most of strengths and weaknesses in games.	I can demonstrate and use an increasing range of skills in practices and



		<p>I understand batting and fielding</p>	<p>I can identify parts of mine or others performance that need improvement and suggest ways to do this.</p> <p>I can work collaboratively in pairs, group activities and small-sided games.</p> <p>I can bowl underarm</p> <p>I can to stop and return a ball.</p> <p>I can create a simple game for my peers to play.</p>	<p>I understand umpiring and scoring</p>	<p>I can use different ways &amp; vary how I bowl.</p> <p>I can bat effectively, using different types of shot from both sides of the body.</p> <p>I can throw overarm with accuracy and for a good distance.</p> <p>I can direct the ball away from fielders, using different angles and speeds.</p> <p>I can gauge when to run after hitting the ball.</p> <p>I can use tactics which involve bowlers and fielders working together.</p> <p>I can identify what I need to improve in my performance and suggest how I could do this.</p> <p>I can work collaboratively in pairs, group activities and small-sided games.</p>	<p>I understand and apply attacking and defensive tactics in a game</p>	<p>game with confidence, control and accuracy.</p> <p>I can show awareness of which skills relate to different parts of a game, or to different roles in a game</p> <p>I can use skills effectively in different types of game.</p> <p>I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding.</p> <p>I can use tactics which involve bowlers and fielders working together.</p> <p>I recognise, find and use space well in games.</p> <p>I can identify how I and others are more, or less effective, in different parts of games.</p> <p>I can use information to decide what I need to practise.</p>
Net and Wall Games		<p>I know a diverse range of tactics to defend my own court.</p> <p>I understand how to create space in order to win a point</p>	<p>I can keep up a continuous game, identifying score and tactics.</p> <p>I can keep games going using a range of ways of throwing / striking.</p> <p>I can direct the ball well towards my opponent's court or target area.</p> <p>I can use tactics (length, speed and height) to send a ball.</p> <p>I can use rules effectively and fairly.</p> <p>I can identify aspects of a game that need improving and say how and where improvements can be made.</p>	<p>I understand the concept of tactics in order to win a point within a game.</p> <p>I understand which stokes are more effect at different times of a game.</p> <p>I understand what to do to score points in a game.</p> <p>I understand the basic rules to a game.</p>	<p>I can use forehand, back hand and overhead shots increasingly well in games I play.</p> <p>I can hit the ball with purpose, varying speed, height and direction.</p> <p>I can show good feet positioning.</p> <p>I can position myself well on court.</p> <p>I can change speed in attack and know what to do to score points in the games.</p> <p>I can try things out and ask help to perform better.</p> <p>I can work well with others, adapting my play to suit my own and others' strengths.</p>	<p>I know how to plan as a team and organise ourselves into different roles then decide what we need to practise.</p> <p>I know how to make the most of strengths and weaknesses in games.</p> <p>I understand the rules to a game.</p>	<p>I can hit the ball with purpose, varying speed, height and direction.</p> <p>I can play the correct shots when the opportunity arises in a game.</p> <p>I can use skills with confidence, control and accuracy.</p> <p>I can defend effectively, slowing games down and making it hard to find space.</p> <p>I can position myself well on court and use space effectively.</p> <p>I can show awareness of which skills relate to different parts of a game, or to different roles in a game.</p>



							<p>I can recognise, find and use space well in the games.</p> <p>I can umpire a game.</p>
Outdoor and Adventurous Activities		<p>I know and understand symbols and scales.</p> <p>I know a range of ways to work with others co-operatively.</p> <p>I understand why working as a team and motivating each other is important.</p>	<p>I can orientate maps and navigate simple courses.</p> <p>I can identify and show an understanding of the requirements of different roles within a group / team.</p> <p>I can work with others co-operatively</p> <p>I can take different roles in a team.</p>	<p>I know and understand symbols and scales.</p> <p>I know a range of ways to work with others co-operatively.</p> <p>I understand why working as a team and motivating each other is important.</p> <p>I understand the concept of orienteering.</p> <p>I understand the importance of pace to cover longer distance.</p>	<p>I can participate in challenging activities, increasingly more adventurous.</p> <p>I can accurately read and interpret map symbols and control markers.</p> <p>I can work with others co-operatively.</p> <p>I can orientate a map and locate markers on a basic course.</p>	<p>To understand what makes an effective leader to be able to communicate as a leader.</p> <p>To understand the STEP principle when carrying out play leaders across school.</p>	<p>I can participate in challenging activities, increasingly more adventurous.</p> <p>I can accurately read and interpret map symbols and control markers.</p> <p>I can work with others co-operatively.</p> <p>I can lead a group effectively.</p>
Gymnastics		<p>I understand what a bridge is I understand my actions, e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands. I understand the quality of performance, recognising the quality of a performance.</p> <p>I know what makes a best performance and why. I can identify when they have same elements and order and comment on their quality. I understand what is involved in the process of improving performance.</p> <p>I understand importance of warm up.</p>	<p>I can perform a range of balances, body shapes and agilities with control and accuracy. I can plan, perform and repeat longer sequences that include changes of speed and levels.</p> <p>I can recognise quality of movement and suggest improvements for my own performance. I can plan, perform and repeat longer sequences with clear shapes and changes of level and speed.</p> <p>I can lead a partner through a short warm up.</p>	<p>I can show understanding of warming up and cooling down. I can describe the effects of exercise on the body.</p>	<p>I can understand composition by performing more complex sequences. I can demonstrate control and precision when performing basic skills. I can make imaginative use of apparatus and space. I can use contrasting actions, e.g., move from a low travel to a high travel, from a high balance to a low balance.</p> <p>I can describe how to refine, modify and improve performances. I can link ideas, skills &amp; techniques. I can describe how to refine, improve &amp; modify performances.</p>	<p>I know how to analyse skills &amp; suggest ways to improve quality of performance showing sound knowledge &amp; understanding. I know the importance of warming up and cooling down.</p> <p>I know some of the factors influencing performance and can suggest improvements.</p>	<p>I can perform &amp; create movement sequences with some complex skills &amp; displaying accuracy &amp; consistency. I can select &amp; use a wide range of compositional skills in complex sequences alone &amp; in groups. I can work in small groups to prepare and perform a sequence.</p> <p>I can demonstrate an ability to innovate. I can analyse skills &amp; suggest ways to improve quality of performance showing sound knowledge &amp; understanding. I can work in small groups prepare and perform a sequence.</p>
Athletics		<p>I know how to pace myself to work cooperatively in a team.</p>	<p>I can suggest ways to improve a performance. I can perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>I can suggest ways to improve performance through observation evaluation.</p>	<p>I am able to describe the changes in my body when running, jumping &amp; throwing.</p>	<p>I can run at fast, medium and slow speeds, changing direction and speed. I can throw a variety of objects. I can demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions.</p> <p>I can link running and jumping and throwing activities with</p>	<p>I know how to improve technique in a variety of events. I can understand &amp; explain the short- &amp; long-term effects of exercise. I understand the need for a specific warm up &amp; cool down.</p>	<p>I can improve and sustain running technique at different speeds. I can demonstrate accuracy &amp; technique in a range of throwing &amp; jumping actions. I can improve and sustain running</p>



			<p>I can perform a role - record, measure, observe.</p> <p>I can work as part of a team and pace myself based on team / distance.</p>		<p>some fluency, control and consistency.</p> <p>I can understand and perform throws for accuracy and distance.</p> <p>I can apply these skills effectively.</p> <p>I can identify &amp; explain good athletic performance.</p>		<p>technique at different speeds.</p> <p>I can understand &amp; explain the short- &amp; long-term effects of exercise.</p> <p>I can understand the need for a specific warm up &amp; cool down.</p> <p>I can understand how to apply athletic skills &amp; tactics to the competitive situation.</p>
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