

PHYSICAL EDUCATION CURRICULUM MAP

Matched to National Curriculum



PHYSICAL EDUCATION COVERAGE: NATIONAL CURRICULUM YEAR 1

FUNDAMENTALS	TEAM BUILDING	INVASION GAMES	DANCE	BALL SKILLS	GYMNASTICS
<ul style="list-style-type: none"> • Change direction when moving at speed. • Recognise changes in body with exercise. • Run at different speeds. • Select actions in response to a task. • Show hopping and jumping movements. • Work co-operatively with others to complete tasks. • Show balance and co-ordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> • Communicate simple instructions. • Follow instructions. • Follow path and lead others. • Listen to others' ideas. • Suggest ideas to solve tasks. • Work with a partner and a small group. • Understand the rules of the game. 	<ul style="list-style-type: none"> • Begin to dribble a ball with hands and feet. • Change direction to move away from a defender. • Recognise space when playing games. • Send and receive a ball with hands and feet. • Use simple rules to play fairly. • Move to stay with another player when defending. • Recognise changes in body when exercising. • Understand being an attacker and being a defender. 	<ul style="list-style-type: none"> • Begin to use counts. • Copy, remember and repeat actions. • Move confidently and safely. • Use different parts of the body in isolation and together. • Work with others to share ideas and select actions. • Choose appropriate movements for different dance ideas. • Say what is liked about someone else's performance. • Show some sense of dynamic and expressive qualities in dance. 	<ul style="list-style-type: none"> • Begin to catch with two hands. • Begin to dribble a ball with hands and feet. • Begin to understand simple tactics. • Roll and throw with some accuracy towards a target. • Say when someone was successful. • Track a ball that is coming towards. • Work co-operatively with a partner. 	<ul style="list-style-type: none"> • Be confident to perform in front of others. • Link simple actions together to create a sequence. • Make body tense, relaxed, stretched and curled. • Recognise changes in body when exercising. • Remember and repeat actions and shapes. • Say what is liked about someone else's performance. • Use apparatus safely and wait for a turn.
YOGA	NET AND WALL	SENDING AND RECEIVING	FITNESS	ATHLETICS	STRIKING AND FIELDING
<ul style="list-style-type: none"> • Recognise how yoga makes people feel both physically and mentally. • Remember and repeat actions, linking poses together. • Say what is liked about someone else's flow. • Show an awareness of space when travelling. • Work with others to create poses. 	<ul style="list-style-type: none"> • Hit a ball using a racket. • Throw a ball to land over the net and into the court area. • Track balls and other equipment sent. • Use a ready position to move to the ball. • Know how to score points. • Recognise changes in my body when exercising. • Show honesty and fair play when playing against an opponent. 	<ul style="list-style-type: none"> • Begin to send and receive a ball with feet. • Catch a ball with some success. • Recognise changes in body when I exercising. • Roll a ball towards a target. • Throw a ball to a partner. • Track a ball that is coming towards. • Work co-operatively with a partner. 	<ul style="list-style-type: none"> • Recognise changes in body when exercising. • Share ideas with other people in the class. • Talk about what exercise does to body. • Recognise how exercise makes feel. • Try best in the challenges set. • Understand why it is important to warm up. 	<ul style="list-style-type: none"> • Be able to throw towards a target. • Begin to show balance and co-ordination when changing direction. • Develop overarm throwing. • Recognise changes in body when exercising. • Run at different speeds. • Work with others and make safe choices. • Try best. • Understand the difference between a jump, a leap and a hop and can choose which allows you to jump the furthest. 	<ul style="list-style-type: none"> • Catch a beanbag and a medium-sized ball. • Roll a ball towards a target. • Strike a ball using hand. • Track a ball that is coming towards. • Know how to score points. • Understand the rules and begin to use these to play honestly and fairly. • Understand when successful.

PHYSICAL EDUCATION COVERAGE: NATIONAL CURRICULUM YEAR 2

FUNDAMENTALS	TEAM BUILDING	INVASION GAMES	GYMNASTICS	YOGA	DANCE
<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Begin to turn and jump in an individual skipping rope. • Describe how body feels during exercise. • Show balance when changing direction. • Show hopping, skipping and jumping movements with some balance and control. • Work co-operatively with a partner and a small group. • Show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> • Follow instructions carefully. • Say when there is success at solving challenges. • Share ideas and help to solve tasks. • Work co-operatively with a partner and a small group. • Show honesty and can play fairly. • Understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> • Describe how body feels during exercise. • Dodge and find space away from the other team. • Move with a ball towards goal. • Sometimes dribble a ball with hands and feet. • Stay with another player to try and win the ball. • Know how to score points and can remember the score. • Know who is on my team and attempt to send the ball to them. 	<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Be proud of work and confident to perform in front of others. • Perform the basic gymnastic actions with some control and balance. • Plan and repeat simple sequences of actions. • Use directions and levels to make work look interesting. • Use shapes when performing other skills. • Work safely with others and apparatus. 	<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Copy, remember and repeat yoga flows. • Describe how body feels during exercise. • Move from one pose to another thinking about breath. • Use clear shapes when performing poses. • Work with others to create simple flows showing some control. 	<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Copy, remember, repeat and create dance phrases. • Describe how body feels during exercise. • Show a character and idea through the actions and dynamics chosen. • Use counts to stay in time with the music. • Work with a partner using mirroring and unison in actions. • Show confidence to perform.
SENDING AND RECEIVING	NET AND WALL	BALL SKILLS	FITNESS	ATHLETICS	STRIKING AND FIELDING
<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Begin to trap and cushion a ball that is coming toward. • Accurately throw and kick a ball to a partner. • Catch a ball passed, with and without a bounce. • Roll a ball to hit a target. • Track a ball and stop it using hands and feet. • Work co-operatively with a partner and a small group. • Work safely to send a ball towards a partner using a piece of equipment. 	<ul style="list-style-type: none"> • Defend space on court using the ready position. • Describe how body feels during exercise. • Hit a ball over the net and into the court area. • Throw accurately to a partner. • Use simple tactics to make it difficult for an opponent. • Know how to score points and can remember the score. • Show good sportsmanship when playing against an opponent. 	<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Begin to understand and use simple tactics. • Dribble a ball with hands and feet with some control. • Roll and throw a ball to hit a target. • Send and receive a ball using both kicking and throwing and catching skills. • Track a ball and collect it. • Work co-operatively with a partner and a small group. 	<ul style="list-style-type: none"> • Describe how body feels during exercise. • Show hopping and jumping movements with some balance and control. • Persevere with new challenges. • Show determination to continue working over a longer period of time. • Understand that running at a slower speed will allow one to run for a longer period of time. • Work with others to turn a rope and encourage others to jump at the right time. 	<ul style="list-style-type: none"> • Show balance and co-ordination when running at different speeds. • Jump and land with control. • Use an overarm throw to help throw for distance. • Work with others, taking turns and sharing ideas. • Identify good technique. • Describe how body feels during exercise. • Try one's best. 	<ul style="list-style-type: none"> • Begin to provide feedback using key words. • Develop underarm and overarm throwing skills. • Hit a ball using equipment with some consistency. • Track a ball and collect it. • Use simple tactics. • Know how to score points and can remember the score. • Understand the rules of the game and can use these to play fairly in a small group.

PHYSICAL EDUCATION COVERAGE: NATIONAL CURRICULUM YEAR 3

OUTDOOR AND ADVENTUROUS ACTIVITIES	FUNDAMENTALS	HOCKEY	DANCE	GYMNASTICS	SWIMMING
<ul style="list-style-type: none"> • Develop map reading skills. • Follow and give instructions. • Listen to and am accepting of others' ideas. • Plan and attempt to apply strategies to solve problems. • Reflect on when and why one was successful at solving challenges and am beginning to understand why. • Work collaboratively with a partner and a small group. 	<ul style="list-style-type: none"> • Able to jump and turn a skipping rope. • Change direction quickly. • Identify when there is success. • Link hopping and jumping actions. • Demonstrate balance when performing other fundamental skills. • Understand how the body moves differently at different speeds. • Understand why it is important to warm up. 	<ul style="list-style-type: none"> • Begin to use simple tactics. • Learn the rules of the game and begin to use them honestly. • Dribble, pass, receive and shoot the ball with some control. • Find space away from others and near to my goal. • Provide feedback using key words. • Track an opponent to slow them down. • Understand role as an attacker and as a defender. • Work co-operatively with group to self-manage games. 	<ul style="list-style-type: none"> • Be respectful of others when watching them perform. • Provide feedback using key words. • Repeat, remember and perform a dance phrase. • Use counts to keep in time with a partner and group. • Use dynamic and expressive qualities in relation to an idea. • Work with a partner and in a small group, sharing ideas. • Create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus. • Choose actions that flow well into one another. • Choose and plan sequences of contrasting actions. • Complete actions with increasing balance and control. • Move in unison with a partner. • Provide feedback using key words. • Use a greater number of own ideas for movements in response to a task. • With help, recognise how performances could be improved. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.
FITNESS	TAG RUGBY	ROUNDERS	ATHLETICS	CRICKET	
<ul style="list-style-type: none"> • Collect and record scores, recognising strengths. • Complete exercises with control. • Persevere when finding a challenge hard. • Provide feedback using key words. • Use key points to help improve sprinting technique. • Work safely with others. • Show balance when changing direction. • Understand that there are different areas of fitness. 	<ul style="list-style-type: none"> • Learn the rules of the game and begin to use them to play honestly. • Communicate with team and move into space to help them. • Defend an opponent and attempt to tag them. • Move with a ball towards goal with increasing control. • Pass and receive the ball with some control. • Provide feedback using key words. • Understand role as an attacker and as a defender. • Work cooperatively with group to self-manage games. 	<ul style="list-style-type: none"> • Bowl a ball towards a target. • Begin to strike a bowled ball. • Develop an understanding of tactics and begin to use them in game situations. • Learn the rules of the game and begin to use them. • Provide feedback using key words. • Use overarm and underarm throwing and catching skills. • Work co-operatively with group to self-manage games. 	<ul style="list-style-type: none"> • Develop jumping for distance. • Identify when successful. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing action for accuracy and distance. • Use different take off and landings when jumping. • Use key points to help improve sprinting technique. • Work with a partner and in a small group, sharing ideas. • Show determination to achieve personal best. 	<ul style="list-style-type: none"> • Bowl a ball towards a target. • Begin to strike a bowled ball after a bounce. • Develop an understanding of tactics and begin to use them in game situations. • Learn the rules of the game and begin to use them honestly. • Persevere when learning a new skill. • Provide feedback using key words. • Use overarm and underarm throwing, and catching skills. • Work co-operatively with group to self-manage games. 	

PHYSICAL EDUCATION COVERAGE: NATIONAL CURRICULUM YEAR 4

BASKETBALL & NETBALL	GYMNASTICS	YOGA	DANCE	OUTDOOR AND ADVENTUROUS ACTIVITIES	SWIMMING
<ul style="list-style-type: none"> • Delay an opponent and help to prevent the other team from scoring. • Dribble, pass, receive and shoot the ball with increasing control. • Move to space to help team to keep possession and score goals. • Provide feedback using key terminology and understand what is needed to be done to improve. • Use simple tactics to help team score or gain possession. • Share ideas and work with others to manage a game. • Understand the rules of the game and use them often and honestly. 	<ul style="list-style-type: none"> • Explain what happens to body when exercising and how this helps to be healthy. • Identify some muscle groups used in gymnastic activities. • Plan and perform sequences with a partner that include a change of level and shape. • Provide feedback using appropriate language relating to the lesson. • Safely perform balances individually and with a partner. • Watch, describe and suggest possible improvements to others' and own performances. • Understand how body tension can improve the control and quality of movements. 	<ul style="list-style-type: none"> • Describe how yoga makes me feel and can talk about the benefits of yoga. • Link poses together to create a yoga flow. • Provide feedback using key terminology and understand what needs to be done to improve. • Transition from pose to pose in time with breath. • Work collaboratively and effectively with others. • Demonstrate yoga poses which show clear shapes. • Show increasing control and balance when moving from one pose to another. 	<ul style="list-style-type: none"> • Choose actions and dynamics to convey a character or idea. • Copy and remember set choreography. • Provide feedback using appropriate language relating to the lesson. • Respond imaginatively to a range of stimuli relating to character and narrative. • Use changes in timing and spacing to develop a dance. • Use counts to keep in time with others and the music. • Use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • Show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> • Accurately follow and give instructions. • Confidently communicate ideas and listen to others. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems. • Reflect on when and why there was success at solving challenges. • Work collaboratively and effectively with a partner and a small group. 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.
FOOTBALL	TENNIS	ROUNDERS	ATHLETICS	CRICKET	
<ul style="list-style-type: none"> • Understand the rules of the game and use them often and honestly. • Delay an opponent and help to prevent the other team from scoring. • Dribble, pass, receive and shoot the ball with increasing control. • Move to space to help my team to keep possession and score goals. • Provide feedback using key terminology and understand what needs to be done to improve. • Use simple tactics to help team score or gain possession. • Share ideas and work with others to manage game. 	<ul style="list-style-type: none"> • Understand the rules of the game and use them often and honestly. • Communicate with teammates to apply simple tactics. • Explain what happens to body when exercising and how this helps to be healthy. • Provide feedback using key terminology and understand what needs to be done to improve. • Return to the ready position to defend own court. • Sometimes play a continuous game. • Use a range of basic racket skills. • Share ideas and work with others to manage game. 	<ul style="list-style-type: none"> • Bowl a ball with some accuracy, and consistency. • Learn the rules of the game and begin to use them to play honestly and fairly. • Communicate with teammates to apply simple tactics. • Explain what happens to body when exercising and how this helps to be healthy. • Provide feedback using key terminology and understand what needs to be done to improve. • Strike a bowled ball with adapted equipment (e.g. a tennis racket). • Use overarm and underarm throwing and catching skills with increasing accuracy. • Share ideas and work with others to manage game. 	<ul style="list-style-type: none"> • Demonstrate the difference in sprinting and jogging techniques. • Explain what happens in the body when warming up. • Identify when successful and what needs to be done to improve. • Jump for distance with balance and control. • Throw with some accuracy and power to a target area. • Show determination to improve personal best. • Support and encourage others to work to their best. 	<ul style="list-style-type: none"> • Bowl a ball with some accuracy and consistency. • Learning the rules of the game and begin to use them to play honestly and fairly. • Communicate with teammates to apply simple tactics. • Persevere when learning a new skill. • Provide feedback using key terminology and understand what needs to be done to improve. • Strike a bowled ball after a bounce. • Use overarm and underarm throwing, and catching skills with increasing accuracy. • Share ideas and work with others to manage game. 	

PHYSICAL EDUCATION COVERAGE: NATIONAL CURRICULUM YEAR 5

OUTDOOR AND ADVENTUROUS ACTIVITIES	HOCKEY	TAG RUGBY	DANCE	GYMNASTICS	SWIMMING
<ul style="list-style-type: none"> ▪ Inclusive of others and can share job roles. ▪ Navigate around a course using a map. ▪ Orientate a map confidently. ▪ Reflect when successful at solving challenges and alter methods in order to improve. ▪ Use critical thinking to approach a task. ▪ Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<ul style="list-style-type: none"> ▪ Communicate with team and move into space to keep possession and score. ▪ Dribble, pass, receive and shoot the ball with some control under pressure. ▪ Identify when successful and what needs to be done to improve. ▪ Use tracking, tackling and intercepting when playing in defence. ▪ Know what position one is playing in and how to contribute when attacking and defending. ▪ Understand the need for tactics and can identify when to use them in different situations. ▪ Understand the rules of the game and use them most of the time to play fairly and honestly. ▪ Understand there are different skills for different situations and begin to apply this. 	<ul style="list-style-type: none"> ▪ Communicate with my team and move into space to keep possession and score. ▪ Identify success and what needs to be done to improve. ▪ Pass and receive the ball with some control under pressure. ▪ Tag opponents and close down space. ▪ Know what position one is playing in and how to contribute when attacking and defending. ▪ Understand the need for tactics and identify when to use them in different situations. ▪ Understand the rules of the game and apply them honestly most of the time. ▪ Understand there are different skills for different situations and begin to apply this. 	<ul style="list-style-type: none"> ▪ Accurately copy and repeat set choreography. ▪ Choreograph phrases individually and with others considering actions and dynamics. ▪ Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. ▪ Lead a group through short warm-up routines. ▪ Refine the way one uses actions, dynamics, relationships and space in dance in response to a stimulus. ▪ Suggest ways to improve own and other peoples work using key terminology. ▪ Use counts when choreographing to stay in time with others and the music. ▪ Use feedback provided to improve work. 	<ul style="list-style-type: none"> ▪ Create and perform sequences using apparatus, individually and with a partner. ▪ Lead a partner through short warm-up routines. ▪ Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. ▪ Use feedback provided to improve work. ▪ Use set criteria to make simple judgments about performances and suggest ways they could be improved. ▪ Use strength and flexibility to improve the quality of a performance. ▪ Work safely when learning a new skill to keep everyone safe. 	<ul style="list-style-type: none"> ▪ Swim competently, confidently and proficiently over a distance of at least 25 metres. ▪ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. ▪ Perform safe self-rescue in different water-based situations.
DODGEBALL	TENNIS	CRICKET	ATHLETICS	ROUNDERS	
<ul style="list-style-type: none"> ▪ Developing a wider range of skills and begin to use these under some pressure. ▪ Identify when successful and what needs to be done to improve. ▪ Throw accurately at a target. ▪ Work co-operatively with others to manage game. ▪ Understand the need for tactics and identify when to use them in different situations. ▪ Understand the rules of the game and apply them honestly most of the time. ▪ Understand there are different skills for different situations and begin to use these. 	<ul style="list-style-type: none"> ▪ Develop a wider range of skills and begin to use these under some pressure. ▪ Identify how different activities can benefit physical health. ▪ Identify when successful and what needs to be done to improve. ▪ Use feedback provided to improve work. ▪ Work cooperatively with others to manage game. ▪ Understand the need for tactics and identify when to use them in different situations. ▪ Understand the rules of the game and apply them honestly most of the time. ▪ Understand there are different skills for different situations and begin to apply this. 	<ul style="list-style-type: none"> ▪ Develop a wider range of fielding skills and begin to use these under some pressure. ▪ Identify when successful and what needs to be done to improve. ▪ Strike a bowled ball with increasing consistency. ▪ Work co-operatively with others to manage game. ▪ Understand the need for tactics and can identify when to use them in different situations. ▪ Understand the rules of the game and apply them honestly most of the time. ▪ Understand there are different skills for different situations and begin to use this. 	<ul style="list-style-type: none"> ▪ Choose the best pace for a running event. ▪ Identify good athletic performance and explain why it is good. ▪ Perform a range of jumps showing some technique. ▪ Show control at take-off and landing in jumping activities. ▪ Take on the role of coach, official and timer when working in a group. ▪ Use feedback to improve sprinting technique. ▪ Persevere to achieve personal best. ▪ Show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> ▪ Begin to strike a ball with a rounders bat. ▪ Develop a wider range of fielding skills and begin to use these under some pressure. ▪ Identify when successful and what needs to be done to improve. ▪ Work co-operatively with others to manage game. ▪ Understand the need for tactics and can identify when to use them in different situations. ▪ Understand the rules of the game and apply them honestly most of the time. ▪ Understand there are different skills for different situations and begin to use this. 	

PHYSICAL EDUCATION COVERAGE: NATIONAL CURRICULUM YEAR 6

FOOTBALL	GYMNASTICS	BASKETBALL & NETBALL	DANCE	VOLLEYBALL	SWIMMING
<ul style="list-style-type: none"> ▪ Create and use space to help team. ▪ Dribble, pass, receive and shoot the ball with increasing control under pressure. ▪ Select the appropriate action for the situation and make this decision quickly. ▪ Use marking, tackling and/or interception to improve defence. ▪ Use the rules of the game consistently to play honestly and fairly. ▪ Work collaboratively to create tactics with team and evaluate the effectiveness of these. ▪ Recognise own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> ▪ Combine and perform gymnastic actions, shapes and balances with control and fluency. ▪ Create and perform sequences using compositional devices to improve the quality. ▪ Lead a small group through a short warm-up routine. ▪ Use appropriate language to evaluate and refine own and others' work. ▪ Work collaboratively with others to create a sequence. ▪ Understand how to work safely when learning a new skill. ▪ Understand what counter balance and counter tension is and can show examples with a partner. 	<ul style="list-style-type: none"> ▪ Create and use space to help team. ▪ Dribble, pass, receive and shoot the ball with increasing control under pressure. ▪ Select the appropriate action for the situation and make this decision quickly. ▪ Use the rules of the game honestly and consistently. ▪ Work collaboratively to create tactics with team and evaluate the effectiveness of these. ▪ Work in collaboration with others so that games run smoothly. ▪ Recognise own and others strengths and areas for development and can suggest ways to improve. ▪ Understand when to use different styles of defence in game situations. 	<ul style="list-style-type: none"> ▪ Choreograph a dance and work safely using a prop. ▪ Lead a small group through a short warm-up routine. ▪ Perform dances confidently and fluently with accuracy and good timing. ▪ Refine the use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. ▪ Use appropriate language to evaluate and refine own and others' work. ▪ Use feedback provided to improve the quality of work. ▪ Work creatively and imaginatively on own, with a partner and in a group to choreograph and structure dances. 	<ul style="list-style-type: none"> ▪ Be confident to make decisions when refereeing. ▪ Select the appropriate action for the situation and make this decision quickly. ▪ Use a wider range of skills with increasing control under pressure. ▪ Use feedback provided to improve the quality of work. ▪ Use the rules of the game consistently to play honestly and fairly. ▪ Work collaboratively to create tactics with my team and evaluate the effectiveness of these. ▪ Work in collaboration with others so that games run smoothly. ▪ Recognise own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> ▪ Swim competently, confidently and proficiently over a distance of at least 25 metres. ▪ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. ▪ Perform safe self-rescue in different water-based situations.
FITNESS	BADMINTON	CRICKET	ATHLETICS	ROUNDERS	
<ul style="list-style-type: none"> ▪ Change running technique to adapt to different distances. ▪ Collect, record and analyse scores to identify areas where most improvement has been made. ▪ Work with others to organise, manage and record information at a station. ▪ Encourage and motivate others to work to their best. ▪ Understand that there are different areas of fitness and how this helps in different activities. ▪ Understand the different components of fitness and ways to test and develop them. ▪ Work to maximum consistently when presented with challenges. 	<ul style="list-style-type: none"> ▪ Select the appropriate action for the situation and make this decision quickly. ▪ Use a wider range of skills with increasing control under pressure. ▪ Use feedback provided to improve the quality of work. ▪ Use the rules of the game consistently to play honestly and fairly. ▪ Work collaboratively to create tactics with team and evaluate the effectiveness of these. ▪ Work in collaboration with others so that games run smoothly. ▪ Recognise own and others strengths and areas for development and suggest ways to improve. 	<ul style="list-style-type: none"> ▪ Select the appropriate action for the situation. ▪ Strike a bowled ball with increasing consistency and accuracy. ▪ Use a wider range of fielding skills with increasing control under pressure. ▪ Use the rules of the game consistently to play fairly. ▪ Work in collaboration with others so that games run smoothly. ▪ Recognise own and others strengths and areas for development and can suggest ways to improve. ▪ Understand and apply some tactics in the game as a batter, bowler and fielder. 	<ul style="list-style-type: none"> ▪ Compete within the rules showing fair play and honesty. ▪ Help others to improve their technique using key teaching points. ▪ Identify own and others' strengths and areas for development and can suggest ways to improve. ▪ Perform jumps for distance using good technique. ▪ Select and apply the best pace for a running event. ▪ Show accuracy and good technique when throwing for distance. ▪ Understand that there are different areas of fitness and how this helps in different activities. ▪ Use different strategies to persevere to achieve personal best. 	<ul style="list-style-type: none"> ▪ Strike a bowled ball with increasing consistency. ▪ Use a wider range of skills with increasing control under pressure. ▪ Use the rules of the game consistently to play fairly. ▪ Work collaboratively with others to get batters out. ▪ Work in collaboration with others so that games run smoothly. ▪ Recognise own and others strengths and areas for development and can suggest ways to improve. ▪ Understand and apply some tactics in the game as a batter, bowler and fielder. 	