

## Yellow Myself and My World Around Me

### History, Geography, RE, MFL & PE

#### History

##### **-H1**

- [] I can talk about past and present events in their own lives and in the lives of family members
- [] I know about similarities and differences between themselves and others, and among families, communities and traditions
- [] I know about similarities and differences in relation to places, objects, materials and living things
- [] I can talk about the features of their own immediate environment and how environments might vary from one another

##### **-H2**

- [] I can place known events in the order of when they happened
- [] I can sequence events and recount changes within living memory (chronological understanding)
- [] I can use common words and phrases relating to the passing of time
- [] I can understand key features of events
- [] I can identify some similarities and differences between ways of life in different periods
- [] I can relate my own account of an event and understand that others may give a different version
- [] I can find answers to some simple questions about the past from simple sources of information
- [] I can sort historical objects from 'then' and 'now'
- [] I can ask and answer relevant basic questions about the past
- [] I can talk, draw or write about aspects of the past
- [] I can show an awareness of the past, using common words and phrases relating to the passing of time

##### **-H3**

- [] I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods
- [] I can use a wide vocabulary of everyday historical terms
- [] I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events
- [] I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
- [] I can describe changes within living memory and aspects of change in national life
- [] I can describe events beyond living memory that are significant nationally or globally

#### **-H4**

- [] I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods
- [] I can describe significant historical events, people and places locally
- [] I can speak about how I have found out about the past
- [] I can record what I have learned by drawing and writing
- [] I can begin to examine and evaluate different historical sources and use them to inform judgements

#### **-H5**

- [] I can describe and make simple comparisons between different people, events and periods.
- [] I can list the feelings of particular groups or people and describe how they link to their actions
- [] I can describe change and continuity over a specific timeline
- [] I can describe some of the reasons for an event person or features of the past being significant
- [] I can describe the causes or consequences of an event
- [] I can use sources to answer questions about the past describing different interpretations
- [] I can use sources to answer questions about the past describing what a source suggests as well as what it says

#### **-H6**

- [] I can describe the links between different features of the past and different times and places in the past
- [] I can explain the cause of particular groups or peoples actions on their lifestyles
- [] I can describe the cause and effect of change over a specific timeline
- [] I can describe the cause and effect of continuity over a specific timeline
- [] I can explain the causes or consequences of an event

### **Geography**

#### **-H1**

- [] I can talk about similarities and differences in relation to objects and place
- [] I can talk about the features of my own immediate environment and how they might be different to another
- [] I can make observations of the environment and explain why things occur
- [] I can make observations of the environment and talk about changes
- [] I can use everyday language to talk about positions and distance.

--[] I can describe my relative position (behind/next to)

## **-H2**

--[] I can name and locate the world's seven continents

--[] I can name and locate the world's five oceans.

--[] I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.

--[] I can identify the characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.

--[] I can understand geographical similarities and differences through studying the human geography of a small area in a contrasting non-European country

--[] I can understand geographical similarities and differences through studying the physical geography of a small area in a contrasting non-European country

--[] I can compare and contrast a small area of the United Kingdom and a contrasting non-European country

## **-H3**

--[] I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

--[] I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

--[] I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

--[] I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans

--[] I can use simple compass directions (North, South, East and West), to describe the location of features and routes on a map

--[] I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

--[] I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

--[] I can devise a simple map; and use basic symbols in a key.

--[] I can read a map, use and construct basic symbols in a key

## **-H4**

--[] I can use simple fieldwork and observational skills to study the geography of their school and its grounds

--[] I can identify the key human features of the surrounding environment.

--[] I can identify the key physical features of the surrounding environment.

--[] I can recognise what longitude and latitude are and how to use them

--[] I can collect and interpret geographical sources and present a range of views

#### **-H5**

--[] I can begin to suggest reasons for land use choices based upon patterns and evidence

--[] I can begin to recognise key processes related to weathering, soils and time periods (eg glaciation & coasts)

--[] I can understand the key population and urbanisation development processes and how they impact natural resources

--[] I can understand the key population and urbanisation development processes and how they impact human resources

#### **-H6**

--[] To build upon knowledge of globes, maps and atlases and apply them to processes out in the field

--[] I can interpret Ordnance Survey maps in the classroom and field and compare them to topographical and satellite photographs

--[] I can begin to recognise how the human processes impact landscapes, environments, climate and how human activity affects the functioning of natural systems

### **RE**

#### **-H1**

--[] I can recognise how to look after things

--[] I know how to care for others

--[] I can engage with a stimulus

--[] I can begin to ask thoughtful questions related to a stimulus

--[] I can recognise people I look up to

--[] I can recognise right and wrong

--[] I can talk about events in own lives and that of family members

#### **-H2**

--[] I can recognise different religious symbols

--[] Be familiar with key words related to Christianity

--[] I can recall and name different beliefs and the main festivals associated with them

--[] I can recognise, name and describe religious artefacts, places and practices;

--[] I can explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;

- [] I can observe when practices and rituals are featured in more than one religion or lifestyle.
- [] I can learn the name of important religious stories
- [] I can retell religious stories and suggest meanings to the story
- [] I can explore how values affect a community and individuals
- [] I can ask or respond to questions about how individuals and faith communities live

### **-H3**

- [] I can describe key teachings and beliefs of a religion
- [] Be familiar with the key words related to an alternative religion
- [] I can begin to compare main festivals of world religions
- [] I can refer to religious figures and holy books
- [] I can identify religious artefacts and how they are involved in practices and rituals
- [] I can describe religious buildings and how they are used
- [] I can explain religious ceremonies and their importance in people's lives
- [] I can explain a meaning in a story, holy text or moral story
- [] I can express beliefs in different forms respecting others
- [] I can understand personal experiences and feelings can influence attitudes and actions
- [] I can offer suggestions as to why religious leaders have acted the way they have
- [] I can discuss and give opinions on morals including my own
- [] I can talk about meanings behind beliefs
- [] Express their own ideas about belief and practices creatively

### **-H4**

- [] I can recognise and explain how some teachings and beliefs are shared between religions
- [] I can explain how religious beliefs can shape the lives of individuals and contribute to society
- [] I can explain practices and lifestyles associated with belonging to a faith
- [] I can explain practices and lifestyles associated with belonging to a non religious community
- [] I can compare lifestyles of different faiths and give reasons for choices
- [] I can show an understanding of the role of a spiritual leader
- [] I can explain different ways individuals share their beliefs
- [] I can share opinions and respect those of others
- [] I can explain why answers might be different from others and respond sensitively
- [] I can explain why beliefs and communities may have similar and different values

--[] I can show an awareness of morals, question them and demonstrate an ability to make a choice

--[] I can understand that diversity exists within and between religions

--[] Suggest the impact of different beliefs and practices

--[] Use media to express ideas and explain them with justification

#### **-H5**

--[] I can identify and retell in detail key religious beliefs

--[] I can identify key features of religious beliefs and recognise the impact of religion on people's lives

--[] I can recognise my own experiences and feelings

--[] I can express my own values and beliefs in detail

--[] I can raise important questions about religion and morality and express own opinion

--[] I can evaluate key religious ideas justifying my own ideas in the process

--[] Compare the similarities of at least 3 religious texts or stories

--[] Begin to understand the diversity of belief in different religions nationally and globally

--[] Express an informed view on the impact of diversity of faith and belief in our world

--[] Begin to articulate and communicate connections between their own ideas and others

#### **-H6**

--[] Compare beliefs and practices from religions and world views referencing similarities and differences

--[] Reflect and respond to the significance of meaning behind different beliefs and practices using correct vocabulary

--[] Understand and evaluate the diversity of belief in different religions

--[] Express an informed view on the impact of diversity of faith in our world and relate to our own lives

--[] Begin to apply own and others ideas about ethical questions and express own ideas in response.

#### **-H7**

--[] Make connections between different beliefs of all religions

--[] Make links and compare stories from different religions including informed similarities and differences

--[] Understand and evaluate the diversity of belief in different religions. Recognise that those who have a non religious world view follow a code.

--[] Reflect and respectfully respond to the significance of meaning behind different beliefs and practices

--[] Discuss and apply their own ideas about ethical questions and to express a structured argument

## **Modern Foreign Languages KS3 Onwards**

### **-H1**

- [] I can repeat modelled words;
- [] I can listen and show understanding of single words through physical response;
- [] I can repeat modelled short phrases;
- [] I can listen and show understanding of short phrases through physical response.
- [] I can recognise a familiar question and respond with a simple rehearsed response;
- [] I can ask and answer a simple and familiar question with a response;
- [] I can express simple opinions such as likes, dislikes and preferences;
- [] I can ask and answer at least two simple and familiar questions with a response.
- [] I can identify individual sounds in words and pronounce accurately when modelled;
- [] I can start to recognize the sound of some letter strings in familiar words and pronounce when modelled;
- [] I can adapt intonation to ask questions or give instructions;
- [] I can begin to pronounce words accordingly.
- [] I can join in with actions to accompany familiar songs and rhymes
- [] I can join in with words of a song or storytelling

### **-H2**

- [] I can name nouns and present a simple rehearsed statement to a partner;
- [] I can present simple rehearsed statements about themselves, objects and people to a partner;
- [] I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people
- [] I can say simple familiar words to describe people, places, things and actions using a model;
- [] I can say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- [] I can say one or two short sentences that may contain an adjective to describe people, places, things and actions.
- [] I can read and show understanding of familiar single words
- [] I can read and show understanding of simple phrases and sentences
- [] I can make links with English or known language to work out the meaning of new words
- [] I can use context to predict the meaning of new words
- [] I can write single familiar words from memory with understandable accuracy;

- [] I can write familiar short phrases from memory with understandable accuracy;
- [] I can copy simple familiar words to describe people, places, things and actions using a model;
- [] I can write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;

### **-H3**

- [] I can manipulate familiar language to present ideas and information in simple sentences;
- [] I can present a range of ideas and information, using prompts, to a partner or a small group of people;
- [] I can present a range of ideas and information, without prompts, to a partner or a group of people.
- [] I can say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- [] I can manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
- [] I can use a wider range of descriptive language in their descriptions of people, places, things and actions.
- [] I can read and show understanding of simple sentences containing familiar and some unfamiliar language;
- [] I can read and understand the main points from short, written material;
- [] I can read and understand the main points and some detail from short, written material.
- [] I can use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- [] I can use a bilingual dictionary to identify the word class;
- [] I can use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases
- [] I can start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- [] I can adapt intonation for example to mark questions and exclamations in a short, written passage.

### **-H4**

- [] I can read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- [] I can write a simple sentence from memory using familiar language;
- [] I can write several sentences from memory with familiar language with understandable accuracy;
- [] I can replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
- [] I can write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;



--[] I can manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;

#### **-H5**

--[] I can use a wider range of descriptive language in their descriptions of people, places, things and actions.

--[] I can listen and identify rhyming words and specific sounds in songs and rhymes;

--[] I can follow the text of familiar songs and rhymes, identifying the meaning of words;

--[] I can read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

--[] I can follow the text of a familiar song or story;

--[] I can follow the text of a familiar song or story and sing or read aloud;

--[] I can understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

--[] I can identify word classes;

--[] I can demonstrate understanding of gender and number of nouns and use appropriate determiners;

--[] I can name and use a range of conjunctions to create compound sentences;

--[] I can use some adverbs

--[] I can recognise and use a range of prepositions

#### **PE - Gymnastics**

##### **-H1**

--[] I can describe how my body feels when still and exercising

--[] I can create a short sequence of movements

--[] Roll in different ways with control.

--[] Travel in different ways.

--[] Stretch in different ways.

--[] Jump in a range of ways from one space to another with control.

--[] Begin to balance with control.

--[] Move around, under, over, and through different objects and equipment.

##### **-H2**

--[] Describe how the body feels before, during and after exercise.

--[] Carry and place equipment safely.

- [] Create and perform a movement sequence.
- [] Copy actions and movement sequences with a beginning, middle and end.
- [] Link two actions to make a sequence.
- [] Recognise and copy contrasting actions (small/tall, narrow/wide).
- [] Travel in different ways, changing direction and speed.
- [] Hold still shapes and simple balances.
- [] Carry out simple stretches.
- [] Carry out a range of simple jumps, landing safely.
- [] Move around, under, over, and through different objects and equipment.
- [] Begin to move with control and care.

### **-H3**

- [] Recognise and describe how the body feels during and after different physical activities.
- [] Explain what they need to stay healthy.
- [] Copy, explore and remember actions and movements to create their own sequence.
- [] Link actions to make a sequence.
- [] Travel in a variety of ways, including rolling.
- [] Hold a still shape whilst balancing on different points of the body.
- [] Jump in a variety of ways and land with increasing control and balance.
- [] Climb onto and jump off the equipment safely.
- [] Move with increasing control and care.

### **-H4**

- [] Recognise and describe the effects of exercise on the body.
- [] Know the importance of strength and flexibility for physical activity.
- [] Explain why it is important to warm up and cool down.
- [] Choose ideas to compose a movement sequence independently and with others.
- [] Link combinations of actions with increasing confidence, including changes of direction, speed or level.
- [] Develop the quality of their actions, shapes and balances.
- [] Move with coordination, control and care.
- [] Use turns whilst travelling in a variety of ways.
- [] Use a range of jumps in their sequences.

- [] Begin to use equipment to vault.
- [] Create interesting body shapes while holding balances with control and confidence.
- [] Begin to show flexibility in movements

#### **-H5**

- [] Describe how the body reacts at different times and how this affects performance.
- [] Explain why exercise is good for your health.
- [] Know some reasons for warming up and cooling down.
- [] Create a sequence of actions that fit a theme.
- [] Use an increasing range of actions, directions and levels in their sequences.
- [] Move with clarity, fluency and expression.
- [] Show changes of direction, speed and level during a performance.
- [] Travel in different ways, including using flight.
- [] Improve the placement and alignment of body parts in balances.
- [] Use equipment to vault in a variety of ways.
- [] Carry out balances, recognising the position of their centre of gravity and how this affects the balance.
- [] Begin to develop good technique when travelling, balancing and using equipment.
- [] Develop strength, technique and flexibility throughout performances.

#### **-H6**

- [] Know and understand the reasons for warming up and cooling down.
- [] Explain some safety principles when preparing for and during exercise.
- [] Select ideas to compose specific sequences of movements, shapes and balances.
- [] Adapt their sequences to fit new criteria or suggestions.
- [] Perform jumps, shapes and balances fluently and with control.
- [] Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.
- [] Confidently use equipment to vault in a variety of ways.
- [] Apply skills and techniques consistently.
- [] Develop strength, technique and flexibility throughout performances.
- [] Combine equipment with movement to create sequences.

#### **-H7**

- [] Understand the importance of warming up and cooling down.

- [] Carry out warm-ups and cool-downs safely and effectively.
- [] Understand why exercise is good for health, fitness and wellbeing.
- [] Know ways they can become healthier.
- [] Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
- [] Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
- [] Confidently use equipment to vault and incorporate this into sequences.
- [] Apply skills and techniques consistently, showing precision and control.
- [] Develop strength, technique and flexibility throughout performances.

## **PE - Athletics**

### **-H1**

- [] Experiments with different ways of moving
- [] Changes direction to avoid obstacles
- [] Move confidently in a variety of ways safely negotiating space
- [] Run in different ways for a variety of purposes
- [] Roll equipment in different ways.
- [] Throw underarm.
- [] Throw an object at a target.
- [] Control their body when performing a sequence of movements
- [] Participate in simple games
- [] Talk about what they have done.
- [] Talk about what others have done.

### **-H2**

- [] Carry and place equipment safely
- [] Vary their pace and speed when running.
- [] Run with a basic technique over different distances.
- [] Show good posture and balance.
- [] Jog in a straight line.
- [] Change direction when jogging.
- [] Sprint in a straight line.

- [] Change direction when sprinting.
- [] Maintain control as they change direction when jogging or sprinting.
- [] Watch and describe performances.
- [] Begin to say how they could improve.
- [] Begin to perform learnt skills with some control.
- [] Engage in competitive activities and team games.
- [] Throw underarm and overarm.
- [] Throw a ball towards a target with increasing accuracy.
- [] Improve the distance they can throw by using more power.

### **-H3**

- [] Run at different paces, describing the different paces.
- [] Use a variety of different stride lengths.
- [] Travel at different speeds.
- [] Begin to select the most suitable pace and speed for distance.
- [] Complete an obstacle course.
- [] Vary the speed and direction in which they are travelling.
- [] Run with basic techniques following a curved line.
- [] Be able to maintain and control a run over different distances.
- [] Throw underarm and overarm.
- [] Throw a ball towards a target with increasing accuracy.
- [] Improve the distance they can throw by using more power.
- [] Perform learnt skills with increasing control.
- [] Compete against self and others.
- [] Throw different types of equipment in different ways, for accuracy and distance.
- [] Throw with accuracy at targets of different heights.
- [] Investigate ways to alter their throwing technique to achieve greater distance.

### **-H4**

- [] Identify and demonstrate how different techniques can affect their performance.
- [] Focus on their arm and leg action to improve their sprinting technique.
- [] Begin to combine running with jumping over hurdles.
- [] Focus on trail leg and lead leg action when running over hurdles.

- [] Understand the importance of adjusting running pace to suit the distance being run.
- [] Watch, describe and evaluate the effectiveness of a performance.
- [] Describe how their performance has improved over time.
- [] Perform learnt skills and techniques with control and confidence.
- [] Compete against self and others in a controlled manner.
- [] Throw with greater control and accuracy.
- [] Show increasing control in their overarm throw.
- [] Perform a push throw.
- [] Continue to develop techniques to throw for increased distance.
- [] Use one and two feet to take off and to land with.
- [] Develop an effective take-off for the standing long jump.
- [] Develop an effective flight phase for the standing long jump.
- [] Land safely and with control.

#### **-H5**

- [] Confidently demonstrate an improved technique for sprinting.
- [] Carry out an effective sprint finish.
- [] Perform a relay, focusing on the baton changeover technique.
- [] Speed up and slow down smoothly.
- [] Learn how to combine a hop, step and jump to perform the standing triple jump.
- [] Land safely and with control.
- [] Begin to measure the distance jumped.
- [] Perform a pull throw.
- [] Measure the distance of their throws.
- [] Continue to develop techniques to throw for increased distance.
- [] Perform and apply skills and techniques with control and accuracy.
- [] Take part in a range of competitive games and activities.
- [] Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- [] Modify their use of skills or techniques to achieve a better result.

#### **-H6**

- [] Accelerate from a variety of starting positions and select their preferred position.
- [] Identify their reaction times when performing a sprint start.

- [] Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.
- [] Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.
- [] Identify and demonstrate stamina, explaining its importance for runners.
- [] Improve techniques for jumping for distance.
- [] Perform an effective standing long jump.
- [] Perform the standing triple jump with increased confidence.
- [] Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- [] Land safely and with control.
- [] Measure the distance and height jumped with accuracy.
- [] Investigate different jumping techniques.
- [] Perform a fling throw.
- [] Throw a variety of implements using a range of throwing techniques.
- [] Measure and record the distance of their throws.
- [] Continue to develop techniques to throw for increased distance.
- [] Consistently perform and apply skills and techniques with accuracy and control.
- [] Take part in competitive games with a strong understanding of tactics and composition.
- [] Choose and use criteria to evaluate own and others' performance.
- [] Explain why they have used particular skills or techniques, and the effect they have had on their performance.

## **-H7**

- [] Recap, practise and refine an effective sprinting technique, including reaction time.
- [] Build up speed quickly for a sprint finish.
- [] Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.
- [] Accelerate to pass other competitors.
- [] Work as a team to competitively perform a relay.
- [] Confidently and independently select the most appropriate pace for different distances and different parts of the run.
- [] Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
- [] Develop the technique for the standing vertical jump.
- [] Maintain control at each of the different stages of the triple jump.

- [] Land safely and with control.
- [] Develop and improve their techniques for jumping for height and distance and support others in improving their performance.
- [] Perform and apply different types of jumps in other contexts.
- [] Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
- [] Perform a heave throw.
- [] Measure and record the distance of their throws.
- [] Continue to develop techniques to throw for increased distance and support others in improving their personal best.
- [] Develop and refine techniques to throw for accuracy.
- [] Perform and apply a variety of skills and techniques confidently, consistently and with precision.
- [] Take part in competitive games with a strong understanding of tactics and composition.
- [] Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

## **PE – Games**

### **-H1**

- [] Show good control in large and small movements
- [] Shows increasing control over an object in pushing, patting, throwing, catching or kicking
- [] Negotiates space successfully when playing games with other children
- [] Experiments with different ways of moving
- [] Move confidently in a variety of ways safely negotiating space

### **-H2**

- [] Hit a ball with a bat or racquet.
- [] Roll equipment in different ways.
- [] Throw underarm.
- [] Throw an object at a target.
- [] Catch equipment using two hands.
- [] Move a ball in different ways, including bouncing and kicking.
- [] Use equipment to control a ball.
- [] Kick an object at a target.
- [] Move safely around the space and equipment.



--[] Travel in different ways, including sideways and backwards.

### **-H3**

--[] Use hitting skills in a game.

--[] Practise basic striking, sending and receiving.

--[] Throw underarm and overarm.

--[] Catch and bounce a ball.

--[] Use rolling skills in a game.

--[] Practise accurate throwing and consistent catching.

--[] Travel with a ball in different ways.

--[] Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.

--[] Pass the ball to another player in a game.

--[] Use kicking skills in a game.

--[] Use different ways of travelling in different directions or pathways.

--[] Run at different speeds.

--[] Begin to use space in a game.

### **-H4**

--[] Strike or hit a ball with increasing control.

--[] Learn skills for playing striking and fielding games.

--[] Position the body to strike a ball.

--[] Throw different types of equipment in different ways, for accuracy and distance.

--[] Throw, catch and bounce a ball with a partner.

--[] Use throwing and catching skills in a game.

--[] Throw a ball for distance.

--[] Use hand-eye coordination to control a ball.

--[] Vary types of throw used.

--[] Bounce and kick a ball whilst moving.

--[] Use kicking skills in a game.

--[] Use dribbling skills in a game.

--[] Know how to pass the ball in different ways.

--[] Use different ways of travelling at different speeds and following different pathways, directions or courses.

- [] Change speed and direction whilst running.
- [] Begin to choose and use the best space in a game.

#### **-H5**

- [] Demonstrate successful hitting and striking skills.
- [] Develop a range of skills in striking (and fielding where appropriate).
- [] Practise the correct batting technique and use it in a game.
- [] Strike the ball for distance.
- [] Throw and catch with greater control and accuracy.
- [] Practise the correct technique for catching a ball and use it in a game.
- [] Perform a range of catching and gathering skills with control.
- [] Catch with increasing control and accuracy.
- [] Throw a ball in different ways (e.g. high, low, fast or slow).
- [] Develop a safe and effective overarm bowl.
- [] Move with the ball in a variety of ways with some control.
- [] Use two different ways of moving with a ball in a game.
- [] Pass the ball in two different ways in a game situation with some success
- [] Know how to keep and win back possession of the ball in a team game.
- [] Find a useful space and get into it to support teammates.
- [] Use simple attacking and defending skills in a game.
- [] Use fielding skills to stop a ball from travelling past them.
- [] Apply and follow rules fairly.
- [] Understand and begin to apply the basic principles of invasion games.
- [] Know how to play a striking and fielding game fairly.
- [] Develop the quality of the actions in their performances.
- [] Perform learnt skills and techniques with control and confidence.
- [] Compete against self and others in a controlled manner.
- [] Watch, describe and evaluate the effectiveness of a performance.
- [] Describe how their performance has improved over time.

#### **-H6**

- [] Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- [] Accurately serve underarm.

- [] Build a rally with a partner.
- [] Use at least two different shots in a game situation.
- [] Use hand-eye coordination to strike a moving and a stationary ball.
- [] Develop different ways of throwing and catching.
- [] Move with the ball using a range of techniques showing control and fluency.
- [] Pass the ball with increasing speed, accuracy and success in a game situation.
- [] Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
- [] Make the best use of space to pass and receive the ball.
- [] Use a range of attacking and defending skills and techniques in a game.
- [] Use fielding skills as an individual to prevent a player from scoring.
- [] Vary the tactics they use in a game.
- [] Adapt rules to alter games.
- [] Perform and apply skills and techniques with control and accuracy.
- [] Take part in a range of competitive games and activities.
- [] Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- [] Modify their use of skills or techniques to achieve a better result.

## **-H7**

- [] Use different techniques to hit a ball.
- [] Identify and apply techniques for hitting a tennis ball.
- [] Explore when different shots are best used.
- [] Develop a backhand technique and use it in a game.
- [] Practise techniques for all strokes.
- [] Play a tennis game using an overhead serve.
- [] Consolidate different ways of throwing and catching, and know when each is appropriate in a game.
- [] Use a variety of ways to dribble in a game with success.
- [] Use ball skills in various ways, and begin to link together.
- [] Pass a ball with speed and accuracy using appropriate techniques in a game situation.
- [] Keep and win back possession of the ball effectively in a team game.
- [] Demonstrate an increasing awareness of space.
- [] Choose the best tactics for attacking and defending.

- [] Shoot in a game.
- [] Use fielding skills as a team to prevent the opposition from scoring.
- [] Know when to pass and when to dribble in a game.
- [] Devise and adapt rules to create their own game.
- [] Consistently perform and apply skills and techniques with accuracy and control.
- [] Take part in competitive games with a strong understanding of tactics and composition.
- [] Choose and use criteria to evaluate own and others' performance.
- [] Explain why they have used particular skills or techniques, and the effect they have had on their performance.

### **-H8**

- [] Hit a bowled ball over longer distances.
- [] Use good hand-eye coordination to be able to direct a ball when striking or hitting.
- [] Understand how to serve in order to start a game.
- [] Throw and catch accurately and successfully under pressure in a game.
- [] Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
- [] Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
- [] Keep and win back possession of the ball effectively and in a variety of ways in a team game.
- [] Demonstrate a good awareness of space.
- [] Think ahead and create a plan of attack or defence.
- [] Apply knowledge of skills for attacking and defending.
- [] Work as a team to develop fielding strategies to prevent the opposition from scoring.
- [] Follow and create complicated rules to play a game successfully.
- [] Communicate plans to others during a game.
- [] Lead others during a game.
- [] Perform and apply a variety of skills and techniques confidently, consistently and with precision.
- [] Take part in competitive games with a strong understanding of tactics and composition.
- [] Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.