

4	Gym 1	<ul style="list-style-type: none"> • I can decide on ways to improve a piece of work using compositional elements and implement changes • I apply a broader range of more challenging skills executed with precision • I can create a unison sequence • I can demonstrate control when taking weight on hands • I can perform actions such as balance, body shapes and flight with control • I can implement compositional elements into sequences • I can adapt actions and sequences to work with partners and small groups • I work as a group to combine sequences • I judge other performances using appropriate communication 	
	Gym 2	<ul style="list-style-type: none"> • I can identify 'core muscles' and use them to improve the quality of shapes and actions • Using knowledge of core muscles I can explain the importance of 'engaging the core' • I can challenge myself to use more complex versions of a skill/ action • I show smooth transitions and flow in sequences • I am developing an increased range of body actions and shapes to use in longer, more complex sequences • I can remember and perform all parts of a sequence • I show good body tension throughout a sequence • I can compare their performances to previous ones • I show maturity when watching others' sequences 	
	Athletics	<ul style="list-style-type: none"> • I can decide on ways to improve, run, jumps and throws and implement changes • I can compare different throws when using various equipment • I can demonstrate patience and determination • I can show differences between sprinting and running speeds over a variety of distances • I can throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone • I can perform a range of jumps with consistency, sometimes approaching jump with a run-up • I can compete in running, jumping and throwing activities and compare their performance with previous • I work with others to score and record distance and times accurately 	

		<ul style="list-style-type: none"> • I am developing control in baton exchange and analyse as a team how to improve handover 	
	Dance 1	<ul style="list-style-type: none"> • I can demonstrate and discuss performance skills • I can remember movements and routines from previous weeks • I can incorporate a freeze-frame into a dance • I can dance using a variety of formations confidently • I can clearly show set start positions for the beginning of the dance • I can perform with increasing musicality with control and confidence • I can use transitions to move from different dance positions • I work as part of a group to listen to and give ideas • I include unison and cannon in the dance sequence 	
	Dance 2	<ul style="list-style-type: none"> • I can respond sensitively to professional work • I can suggest how professional work shapes our own • I can use peer-assessment to identify strengths and weaknesses in performance • I can use devices to change actions individually and as a group, e.g. facing, levels etc • I can show rhythm and style when performing as an individual and with others • I can refine, repeat and remember short dance phrases • I perform dances with consistency • I work sensibly when completing close contact work with others • I show sensitivity to a dance idea/theme or story • I show self-control and maturity to perform a partner/ group contact work 	
	Tag Rugby	<ul style="list-style-type: none"> • I can decide on ways to improve a piece of teamplay • I can identify when to run and when to pass • I can play using passing back and sideways rules • I can run with the ball using the correct technique • I can use different length passes to attack • I can send and receive the ball with accuracy and control to score tries • I can move into space with the ball • I work as part of a team to attack and score in a defined area • I recognise how playing as a team can improve your communication skills 	

	OAA	<ul style="list-style-type: none"> ● I can plan and refine strategies to solve problems ● I can identify what I have done well and suggest ways to improve ● I can work out answers from clues, working independently from the teacher ● I can use maps, symbols and compass confidently to navigate ● I can confidently undertake tasks with time limits and other restrictions ● I can remember and recall map symbols and additional relevant key information ● I work well as part of a team or group within well-defined role ● I listen and be directed by others 	
	Hockey	<ul style="list-style-type: none"> ● I can implement some tactics in a game ● I can decide as a team how to make things difficult for your opponent ● I can use a push pass with some accuracy ● I can move into space to receive the ball ● I can attempt a slap pass in isolation ● I can, with some control, turn with the ball ● I can attempt to stop the ball with your reverse stick ● I work as a team to attack a goal ● I suggest ways to improve your and your team's performance 	
	Netball	<ul style="list-style-type: none"> ● I show some awareness of high five positions ● I can act as a scorer and timekeeper ● I can protect the ball after catching ● I can catch the ball executing correct footwork rules ● I can show speed and endurance in a game situation ● I can use basic shooting techniques in isolation and a game ● I can use one to one marking technique in a game ● I can play within positional restrictions ● I can build up the attack as a team ● I recognise how playing as a team can improve your communication skills 	
	Cricket	<ul style="list-style-type: none"> ● With increasing consistency, I can choose where to direct a hit from a bowled ball ● I can use and apply the basic rules of the game ● I can direct hits using taught shots, e.g. pull shot ● I can track and intercept the ball along the ground, sometimes collecting with one hand 	

		<ul style="list-style-type: none"> • I can attempt overarm bowling with some accuracy • I can show more consistency in throwing and catching over a variety of distances • I can field a bouncing ball • I show fair play such as accepting when run out or stumped • I work with a partner to anticipate when to run 	
	Tennis	<ul style="list-style-type: none"> • I can use basic defensive tactics to defend the court, i.e. moving to different positions on the court • I can play the role of the umpire to keep score • I can show good positioning to moving around the court to return balls • I can use forehand shots in a game • I can attempt to self-feed backhand shots • I can choose and send the ball to different areas of the opposition's court • I am alert and aware ready to move around the court • I take part in a doubles game • I play competitively with others and against others in modified games 	
	Swimming	<ul style="list-style-type: none"> • I can swim a complete length of the pool (25m), on my front and back without stopping. • I can use the correct arm and leg movements to swim at least a width of the pool (10m) breaststroke. • I can tread water for at least 2 minutes. • I can put my head in the water when using different strokes and am beginning to explore and use breathing patterns. • I can enter and exit the water safely in a variety of ways. • I can enter the water, swim 25m unaided and then exit the water safely. • I can swim greater distances (10-25m) using at least one consistent stroke. • I can take part in problem-solving activities such as group floats and team challenges 	