

# Stanford in the Vale – September 2021



Foundation

<p><b>Core Targets</b></p> <p><b>Games/Athletics</b>          I can control a ball and move it round my body          I can move a ball in a range of ways.          I can travel confidently in a range of ways (jumping).          I can travel confidently in a range of ways (jogging).          I can throw an object at a target.          I can travel confidently in a range of ways (hopping).          I show good control when using equipment in a range of ways          I can coordinate my movements when using small equipment.          I can travel confidently in a range of ways (skipping &amp; galloping)          I can pat a large ball, making it bounce.          I can catch a range of objects.          I can control an object when it is coming towards me          I can travel confidently in a range of ways (jogging backwards &amp; Jogging sideways).          I can kick a range of objects towards a target.          I can kick a range of objects into a target</p> <p><b>Gymnastics</b>          I can experiment with different ways of moving.          I can create my own ways of moving.          I can confidently climb on a range of equipment.          I can confidently move in a range of ways around different objects.          I can confidently move in a range of ways including when moving over equipment.          I can hold a four-point balance.          I can coordinate my movements.          I can confidently move around, under, over, and through different objects and equipment.</p> <p><b>Dance</b>          I can create movements to music.          I can find suitable moves to suit the music.          I can combine a range of dance movements.          I can create sequences of movement or gesture in response to an experience          I can remember a range of movements to create a short dance.          I can build up a repertoire of dances.          I can talk about a dance performance.          I can share my ideas about a dance performance.</p>	<p><b>Must Teach (minimum):</b>          Gym x 2          Games x 2          Dance x 1</p> <p><b>Gross Motor Skills</b>          Negotiate space and obstacles safely, with consideration for themselves and others.          Demonstrate strength, balance and coordination when playing.          Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills</b>          Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.          Use a range of small tools, including scissors, paintbrushes and cutlery.          Begin to show accuracy and care when drawing.</p>
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Year 1

<p><b>Core Targets</b></p> <p><b>Games</b></p> <p>I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways. I show control when rolling a ball (<i>benchball, dodgeball</i>) I can hit a ball with control, using appropriate equipment (<i>tennis</i>) I can catch a ball / moving object (<i>benchball, dodgeball</i>) I can kick with control (<i>football, kickball</i>)</p> <p><b>Gymnastics</b></p> <p>I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. I can move with some control and awareness of space. I can link two or more actions to make a sequence. I can show contrasts (eg: small / tall, straight / curved, wide / narrow) I can climb safely on low level equipment. I can stretch and curl to develop flexibility. I can jump in a variety of ways and land with some control and balance.</p> <p><b>Dance</b></p> <p>I can move to music. I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space. I can move with control and co-ordination. I can link two or more actions in a sequence.</p> <p><b>Athletics</b></p> <p>I can run at different speeds, walk, jog, sprint. I can use a simple underarm throw. I can jump from a standing position with accuracy. I can run with control. I can jump with control.</p>	<p><b>Must Teach (minimum):</b></p> <p>Gym x 2 Dance x 1 Ball control (Rolling, Kicking, Throw and Catch) x1 'Athletics' – running, jumping, etc x1 Games involving space and movement x1</p> <p><b>Other suggestions for the targets:</b></p> <p>Striking games Travelling in a variety of ways (linked to gym) Probably another Dance</p>
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Year 2

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## Core Targets

### Games

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use tactic in a game.
- I can follow rules.
- I understand the terms 'opponent' and 'team mate' (*football, hockey, volleyball*)
- I can develop basic tactics for small team games (*football, hockey, volleyball*)
- I can lead others in small game situations (*football, hockey*)
- I can set myself targets to improve my performance. (*athletics*)

### Gymnastics

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.
- I can copy and remember actions.
- I can travel by rolling forwards, backwards and sideways.
- I can hold a position whilst balancing on different points of my body.
- I can climb safely on large equipment.
- I can stretch and curl to develop increasing flexibility.
- I can jump in a variety of ways and land with increasing control and balance.

### Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.
- I can copy and remember moves and positions.
- I can choose appropriate movements to communicate mood / feelings / ideas

### Athletics

- I can run 100m.
- I can sprint 60m.
- I can overarm and underarm throws to throw items in a straight light.
- I can jump side to side, both feet together, one foot to another.

## Must Teach (minimum):

- Gym x 2
- Dance x 1
- Ball control (Rolling, Kicking, Throw and Catch) x1
- Athletics – running, jumping, throwing for distance etc x1

## Other suggestions for the targets:

- Striking games
- Create basic games with basic rules (You create then they create)
- Probably another Dance
- (In term 5/6 could start with games with basic rules such as Danish longball or kick rounders/cricket)

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## Core Targets

### Games

- I can throw and catch with control.
- I am aware of space and use it to support team-mates and to cause problems for the opposition.
- I know and use rules fairly.
- I can throw and catch various objects / balls with control and accuracy. (*netball, cricket*)
- I follow rules of games and play fairly (*cricket, netball, football*)
- I can maintain possession of a ball (eg: feet, hands) (Football, Netball)
- I can pass to teammates when appropriate (*volleyball, tag rugby*)

### Gymnastics

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastics sequences.
- I can refine movements into sequences.
- I can show changes of direction, speed and level during a performance.
- I can swing and hang from equipment safely using hands.

### Dance

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.
- I can refine movements into sequences.
- I can change speed and level within a performance.
- I can develop suppleness through stretching.

### Athletics

- I can run at fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.
- I can sprint over a short distance up to 60m.
- I can use a range of throwing techniques (underarm / overarm) (*cricket, athletics*)
- I can compete with others.
- I can improve personal best performances.

### Outdoor and adventures

- I can follow a map in a familiar context.
- I can use clues to follow a route.
- I can follow a route safely.

## Must Teach (minimum):

- Gym x 2
- Dance x 1
- Athletics x 1
- (Very) Simple OAA

## Other suggestions for the targets:

- Cricket/ Rounders/ Frisbee
- Netball/ Basketball/ Rugby
- Football

# Stanford in the Vale – September 2021



## Core Targets

### Games

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.
- I can strike a ball and field with control (*cricket, rounders*)
- I can choose appropriate tactics to cause problems for the opposition (*basketball, hockey*)
- I am an effective team member (*tag rugby, hockey*)
- I can lead a team effectively (*tag rugby, hockey*)

### Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.
- I can plan, perform and repeat sequences.
- I can move in a clear, fluent and expressive manner.
- I can travel in a variety of ways - flight by transferring weight to generate power in movement.
- I understand centre and gravity and can use this to create interesting body shapes.

### Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.
- I can plan, perform and repeat sequences.
- I can move in a clear, fluent and expressive manner.
- I can create dances and movements that convey a clear idea.
- I can develop physical strength by practicing moves.

### Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.
- I can run over a longer distance, conserving energy to sustain performance
- I can throw with accuracy to hit a target or cover a distance (*rounders, cricket, athletics*)
- I can jump in a number of ways, using a run up if appropriate.
- I can compete with others and aim to improve personal best performances.

### Outdoor and adventurous

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.

## Must Teach (minimum):

- Gym x 2
- Dance x 1
- Athletics x 1 (or 2 as lots of targets)
- OAA

## Other suggestions for the targets:

- Rounders/ Cricket
- Frisbee
- Hockey/ Tri Golf/ Tennis/ Badminton
- Football/ Rugby

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<p>I can support others.          I can seek support when I need it.          I can orientate a map.          I can lead a team.          I am an effective team member.          I show resilience when plans do not work.          I use my initiative to try new ways of working.          I can use a compass and digital devices to orientate myself.</p>	
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## Year 5

<p><b>Core Targets</b></p> <p><b>Games</b></p> <p>I can gain possession by working a team.          I can pass in different ways.          I can use forehand and backhand with a racket.          I can field.          I can choose a tactic for defending and attacking.          I can use a number of techniques to pass, dribble and shoot.          I can choose and combine techniques in games (eg: running, throwing, catching, passing, jumping and kicking) (<i>tag rugby, netball</i>)          I can work alone or with team mates in order to gain points or possession (<i>netball, rugby</i>)          I can strike a bowled or volleyed ball with some accuracy (<i>tennis, cricket, rounders, football</i>)          I can choose appropriate tactics for a game.          I uphold the spirit of fair play and respect in all competitive situations (<i>football, tag rugby</i>)</p> <p><b>Gymnastics</b></p> <p>I can make complex extended sequences.          I can combine action, balance and shape.          I can perform consistently to different audiences.          I can create complex and well executed sequences that include a range of movements:-travelling,- balances,- swinging,- bending,- stretching,- twisting,- gestures,- linking shapes.          I can link sequences of movements effectively.          I can practice and refine gymnastic techniques.          I demonstrate good kinaesthetic awareness.</p> <p><b>Dance</b></p> <p>I can compose my own dances in a creative way.          I can perform to an accompaniment.          My dance shows clarity, fluency, accuracy and consistency.</p>	<p><b>Must Teach (minimum):</b></p> <p>Gym x 2          Dance x 1          OAA x1          Athletics x1</p> <hr/> <p><b>Other suggestions for the targets:</b></p> <p>Rugby/ American Football          Football/ Hockey/ Rugby/ Netball/ Basketball          Tennis/ Badminton          Cricket/ Rounders/ Danish Longball          Frisbee</p>
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I can compose creative and imaginative dance sequences.  
I can express an idea in original and imaginative ways.

### Athletics

I am controlled when taking off and landing.  
I can throw with accuracy.  
I can combine running and jumping.  
I can combine sprinting with low hurdles over 60m.  
I can throw accurately and refine performance by analysing technique and body shape (*cricket, rounders, athletics*)  
I can compete with others and keep track of personal best performances, setting targets for improvement.

### Outdoor and adventurous

I can follow a map in an unknown location.  
I can use clues and a compass to navigate a route.  
I can change my route to overcome a problem.  
I can use new information to change my route.

Year 6

### Core Targets

#### Games

I can play to agreed rules.  
I can explain rules.  
I can umpire.  
I can make a team and communicate a plan.  
I can lead others in a game situation (*football, tag rugby*).  
I can strike a bowled or volleyed ball with increasing accuracy (*cricket, rounders*)  
I can use forehand and backhand strokes in racket games (*tennis, badminton*)  
I can field, defend and attack tactically by anticipating the direction of play. (*football, tag rugby*)  
I am a good role model to other (*football, tag rugby*).

#### Must Teach (minimum):

Gym x 2  
Dance x 1  
Athletics x1  
OAA x 1

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## Gymnastics

I can combine my own work with that of others.  
I can link sequences to specific things.  
I can create complex and well executed sequences that include a range of movements:- springing,- flight,- vaults,- inversions,- rotations,- hold shapes that are strong, fluent and expressive.  
I can vary speed, direction, level and body rotation during floor performances.  
I can practice and refine the gymnastic techniques listed above.  
I can use equipment to vault and to swing, remaining upright.

## Dance

I can develop sequences in a specific style.  
I can choose my own music and style.  
I can perform expressively and hold a precise and strong body posture.  
I can create and perform complex sequences.  
I can perform with high energy, slow grace or other themes and maintain this throughout a performance.  
I can perform complex moves that combine strength and stamina gained through gymnastics, (eg: cartwheels and handstands)

## Athletics

I can demonstrate stamina.  
I can choose the best place for running over a variety of distances.  
I show control in take-off and landing when jumping.  
I compete with others and keep track of personal best performances, setting challenging targets for improvement.

## Outdoor and adventurous

I can plan a route and a series of clues for someone else.  
I can plan with others taking account of safety and danger.  
I can select appropriate equipment for OAA.  
I embrace leadership/ team roles.  
I can gain the commitment and respect of my team.  
I remain positive even in the most challenging of circumstance.  
I show empathy towards others and offer support without being asked.  
I seek support from the team and experts if in any doubt.  
I can use a range of devices in order to orientate myself.

## Other suggestions for the targets:

Invent own games  
Rugby/ Football/ Frisbee/ American Football  
Basketball  
Cricket  
Possibly another OAA – covered during residential