

Physical Education Curriculum Booklet



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PE Vision, Intent, Implementation and Impact

Vision

Our school vision 'Transforming lives through God's embrace' underpins and guides our vision for the learning opportunities children experience in PE at Charlton CE Primary School.

Today's society sees our children living more inactive lives, making poorer lifestyle choices and experiencing poor nutrition. These issues could be affecting some of our children. Our locality and the deprivation within our community does not readily provide children with opportunities to be active and in turn raise their health and wellbeing.

Our PE curriculum broadens children's horizons and transforms them into healthy well-rounded young people. Through sport and being physically active they learn to listen to each other and communicate in order to achieve goals and outcomes. They learn to share, not only equipment but views, ideas, experience and expertise. They learn to be thoughtful of others and their needs, both during team games and when learning as an individual. Children learn the skill of patience, especially when learning new skills or when working with others whose needs and skill level vary from their own. Through physical activity and sport children are encouraging of others and champion each other as well as learning to forgive.

It is important that children receive and have access to regular wider opportunities. This encourages a sense of community beyond school. Children of all ages and abilities have opportunities to participate in after school clubs, competitions and events, as well as forging links with other local sporting organisations and schools. Children also engage in physical activity and sport beyond the core national curriculum offer through opportunities such as, Learning Outside of the Classroom (LOTC).

Being outside, connecting with others and being physically active enables children to connect with their own spirituality. Not only that, through the experience of engaging with our PE curriculum our children can develop their health, wellbeing, emotional intuition and maturity, sense of community and belonging and increase their physical skill level.

Our PE curriculum encourages children to learn new skills, take risks, develop life skills and manage their own feelings and behaviours. We use the Bruner's theory of learning-The Spiral Curriculum- so that children can form a good foundation of skills and then build upon these. We use our school vision and values, spirituality, the National Curriculum, the Dover School Games principles and the children's own voices to guide our curriculum design.

Intent	Implementation	Impact
 Intent To enable children to develop and explore physical skills with increasing control and coordination; To encourage children to work and play with others in a range of group situations; To develop the way in which children perform skills and apply rules and conventions for different activities; To increase children's ability to use what they have learnt to improve the quality and control of their performance; To teach children to recognise and describe how their bodies feel during exercise; To develop the children's enjoyment of physical activity through creativity and imagination; To develop cognitive skills by developing an understanding in children of how to succeed in a range of physical activities and how to evaluate their own and others' performances and how to improve. 	 As required in Key Stage 1, we teach creative activities (dance and gymnastics), team games that include ball skills, multi-skills (fundamentals of movement). In Key Stage 2 we teach creative activities (dance, and gymnastics), invasion games, striking & fielding and net/wall games, plus: swimming and water safety, athletics and outdoor and adventurous activities. Fitness and healthy living are also incorporated into our weekly lessons. Planning is based on a mixture of our vision and values, GetSet4PE scheme, teachers own plans and pupil voice. Planning is also informed by ongoing assessment (based around National Curriculum objectives) and in order to build upon the prior learning of the children. Formal assessment is completed termly by the PE teacher and used to inform future planning target children for future after school clubs and competitions. Children in UKS2 have an activity log. This includes photos of their personal achievements, healthy living journal, personal targets etc. In all classes there are children of differing abilities. We therefore provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies: setting tasks of increasing difficulty, where not all children complete all tasks and allowing children to set their own challenges to achieve a personal best, e.g. standing jump; grouping children in different tasks for each group, e.g. different games; providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, balls etc. 	 The subject leader monitors the standard of the children's learning and the quality of teaching in line with the school's monitoring cycle. → Lesson observations, → Work scrutiny (activity logs/floor books/PE board) → Monitoring of assessments → Pupil voice. The subject leader and Sports Coach support colleagues in the teaching of PE. Informs staff about current developments in the subject. Provide lead and direction for the subject in the school.
 To develop communication and 	→ Allowing children in UKS2 to plan and run parts of a session	children that are less active.
speaking and listening skills;	The Foundation Stage	

- To provide children with a skillset which can be used and developed throughout their lives;
- To develop social and emotional skills;
- To develop ability to plan simple activities and motivate others to perform better;
- To develop a sense of wellbeing through physical activity;
- (see assessment and progression grid for more detail)

- We encourage the physical development of our children in the reception class as an integral part of their work.
- We relate the physical development of the children to the objectives set out in the EYFS statutory framework, which underpin the curriculum planning for children from birth to five years of age.
- We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment.
- We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Resources

- There are a wide range of resources to support the teaching of PE across the school. They are stored safely in an easily accessible PE shed.
- Children help to set up and put away this equipment as part of their work.
- If any resources are missing or found to be damaged, the P.E. coordinator should be informed as soon as possible so that such items can be repaired or replaced.
- Updated and improved the outside areas to allow more opportunities for physical activities that engage and enthuse the children

Health and safety

The general teaching requirement for health and safety applies in this subject.

- We encourage the children to consider their own safety and the safety of others at all times.
- The school PE kit is as follows: navy / black shorts and a white t-shirt or a tracksuit (weather dependent) and trainers.
- Staff should set a good example to children and ensure that they are wearing appropriate clothing and footwear at all times.
- Children have access to water at all times

Extra-curricular activities

We promote a wide range of activities for pupils of all ages. The school or outdoor providers provide a range of PE-related activities before and after school that may include:

- Raised profile of PE, fitness and healthy living across the school

 children encourage family members to be more active.
- Improved mental health.
- Increased wellbeing
- Children take safe risks
- Children can manage own feelings and behaviour

→ football,	
→ hockey	
→ multi-sports,	
→ gymnastics,	
→ netball	
→ dance/cheer	
→ yoga	
→ Wellness and wellbeing	
→ SEND specific clubs	
→ LOTC	
→ Healthy eating	
→ Wellbeing	
 These encourage all children to further develop their skills in a range of the 	
activity areas.	
 The school sends details of the current club activities to parents at the 	
beginning of each term.	
 We create community links with organisations and other schools 	
 The school also plays regular fixtures against other local schools and 	
participates in area events and competitions arrange by School Games. This	
may introduce a competitive element to team games and allows the	
children to put into practice the skills that they have developed in their	
lessons. These opportunities foster a sense of team spirit and co-operation	
amongst our children. These wider opportunities may have other focusses	
such as participation and wellbeing.	
 We aim to ensure all children in KS2 take part in at least one participation 	
 event a year or another form of extra-curricular activity. Sports crew members ensure all children are active at break and lunch time 	
 Playleaders work with KS1 children to encourage team work and active play. Children are encouraged to walk to school 	
Active learning	
 We aim for all children to be active for at least 60 minutes a day. 	
the annual an enhance to be active for at least to minutes a day.	

	Active learning is encouraged across the curriculum.	
•	All teachers have been provided with training and ideas through staff	
	meetings and sharing of resources	
•	Active learning board with photos of the children displayed	
•	Outside area has photos of children performing different activities to	
	encourage others to have a go.	
How P	contributes to other curriculum areas	
English		
•	Encourages children to describe what they have done and to discuss how	
	they might improve their performance.	
•	Develops speaking and listening as children listen to and follow	
	instructions and give feedback to peers.	
Compu	ting:	
•	Use of ICT to support PE teaching when appropriate. E.g. in dance and	
	gymnastics children make video recordings of their performance, and	
	use them to develop their movements and actions.	
•	Children use the videos to self-evaluate and peer evaluate.	
PSHE a	nd citizenship:	
•	Learn about the benefits of exercise and healthy eating, and how to	
	make informed choices about these things.	
•	Teaches respect, trust, mutual respect and tolerance through team work	
	and competitions.	
Spiritua	al, moral, social and cultural development:	
•	Offers opportunities to support the social development of our children	
	through the way we expect them to work with each other in lessons.	
•	Their work in general enables them to develop a respect for other	
	children's levels of ability, and encourages them to co-operate across a	
	range of activities and experiences.	
•	Children learn to respect and work with each other, and develop a better	
	understanding of themselves and of each other.	

Spiritual, Moral, Social and Cultural Aspects of PE

Spiritual Development in Physical Education

During the range of lessons, clubs and competition our students participate in, our pupils develop a sense of enjoyment and intrigue about themselves and the world around them. Students at Charlton are consistently encouraged to use imagination and creativity in their learning, whilst being questioned and challenged in order to reflect the experiences of themselves and others.

Examples of Spiritual lessons in Physical Education:

- Explore, creativity through producing routines and displays.
- Creating and developing strategies for success within games.
- Reflecting on the impact of their and their peer roles.
- Displaying emotions.
- Questioning of themselves and eachother

Moral Development in Physical Education

Physical Education teaches pupils about sportsmanship. Pupils at Charlton are exposed to sporting etiquette and the impact that sport has on the individual. Students are taught to abide by the rules and regulations, understanding the consequences of their actions in game situations and their consequences on the individual and the team.

Examples of Moral lessons in Physical Education:

- Promote fair play and teamwork in lessons.
- Encourage good sportsmanship throughout.
- Respect the equipment used at all times.
- Following instructions and decisions made by officials/umpires/referees.
- Respecting the school environment.
- Listening to teacher and peer feedback on particular sporting skills.
- Promote trust with peers through team building activities.
- Using students as sports leaders/ambassadors e.g Active Team.

Social Development in Physical Education

Pupils at Charlton use of a range of social skills in different contexts, including working and socialising with pupils from different socio-economic backgrounds and levels of SEN. Pupils show a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Pupils can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

Examples of Social lessons in Physical Education:

- Developing community within clubs.
- Interact with the community and primary schools through inter school competitions.
- Encourage students to recognise and respect social differences and similarities.
- Celebrate sporting success both in and out of school.
- Use of sports leaders to facilitate activities.
- Encouraging the attendance to extracurricular activities.
- Promoting a collaborative ethos.
- Peer mentoring
- Engaging in community events such as with Dover Athletic.
- Engaging in The Aquila Cup and Aquila Games

Cultural Development in Physical Education

At Charlton we encourage pupils to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

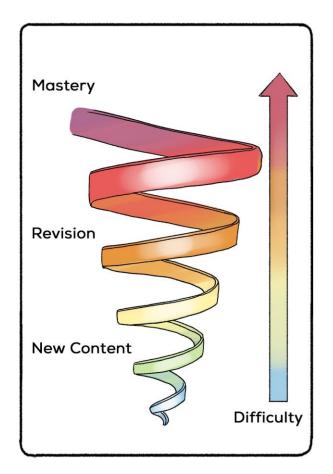
Examples of Cultural lessons in Physical Education:

- Learning about the developments of sports in different countries.
- Learning where different sports originate and what national sports are.
- World Cups and Olympic games.
- Exploring and respect a variety of different cultural dances.
- Use of international examples of different athletes and their achievements.
- Considering the cultural significance of sport across the world.
- Engaging in community events such as the Peace Run.

Pedagogical Approach

The Spiral Curriculum

The Spiral curriculum, a concept widely attributed to Jerome Bruner, refers to a curriculum design in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications. We use scaffolding techniques to ensure that all children can achieve in PE.



Pedagogical Approach

Cognitive Load Theory

<u>Cognitive Load Theory</u> — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much new information the brain can hold. (Working memory—processing new information results in 'cognitive load' which can affect outcomes.)

2. There is no known limit to how much stored information that can be processed at one time. (Long term memory—stores information as schemas.)

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice. Thus, reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long-term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic — difficulty of subject matter being learnt; it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge.

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

Pedagogical Approach

Types of Knowledge

Adapted from Ofsted: Research and Review Series: PE

'In PE, pupils learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. PE provides a gateway into the world of sport and participation.'

Knowledge in PE can be split into two sections, declarative knowledge (knowing what) and procedural knowledge (knowing how). Both forms of knowledge, declarative and procedural, are vitally important in ensuring pupils are physically educated. Pupils need to be taught what the links are between declarative and procedural knowledge and apply to both their learning and participation in activities. Without the declarative knowledge of movement, rules, strategies, tactics and healthy participation pupils may not be able to fully engage critically in physical activity and instead just perform physically, therefore not enriching their experiences.

Declarative Knowledge - Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. It is important for the declarative knowledge to be linked to the content that is being taught in the lessons because it is not enough to physically educate pupils on its own. Declarative knowledge can be communicated though verbal or written means either as question and answers of as an observation of an activity. When pupils have a strong foundation of declarative knowledge, they can better verbalise their strengths and limitations as well as communicating their ideas, decisions and choices during an activity or an observation of one.

Procedural Knowledge - Procedural knowledge is knowing how to apply declarative knowledge. Procedural knowledge is applying the declarative knowledge into practice during participation in physical education lessons. Procedural knowledge is best gained through practice through physical demonstration or physical participation.

Subject Leader Action Plan

	ACTION PLAN 2023-24	SUBJECT: PE	SUBJECT LEADER: Amy Moat	
KEY PRIO	DRITIES			
2023-24				Link to SIP:
			and contribute to their 60 active daily minutes	TBC
	 Embed assessment procedure 	s using GetSet4PE		
	 Continue to use the Sports Pre 	emium funding eff	ectively to enhance PE and sport provision in school	Budget for 2023-24
		50°	Ily communicated and embedded across school and hout PE Lessons to ensure engagement, enjoyment and	TBC

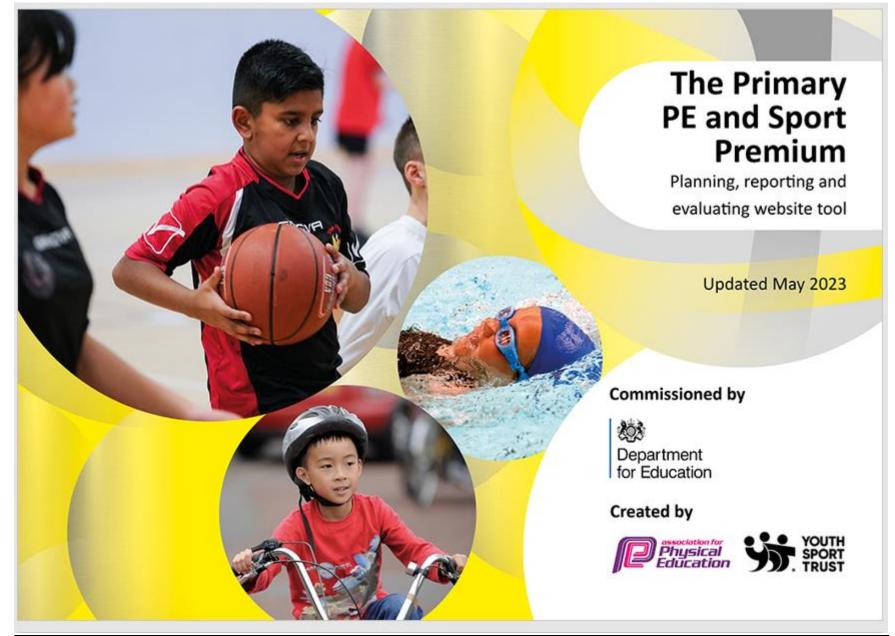
School Values	Resilience	Resourceful	Reflective	Reciprocal		
Christian Values	Listening	Encouraging	Forgiving	Thoughtful	Patient	Sharing

Objective What outcome are we trying to achieve?	To ensure a curriculum for teaching PE is consistently communicated and embedded across school and continue to embed the COACH approach throughout PE Lessons to ensure engagement, enjoyment and progress for all To embed the use of GetSet4PE assessments	Overall success criteria How will we know if we have reached the objective?	All staff are confident and skilled when teaching PE and use the COACH approach and the Charlton SOW to deliver the PE curriculum and a clea idea of the children's learning is evidenced by assessments.	
Specific actions	Success criteria for actions	Timeframe and owner	Costs	Monitoring
	How will we know if the actions	When will the actions be completed and	What are the financial/resource	How will improvements be
	have been successful?	by whom?	implications?	monitored?

What will be the specific actions taken to achieve the objective?				
Equipment ordered and organized in the PE Shed allowing teachers to access equipment needed to teach planned lessons and meet curriculum objectives.	A range of equipment is available and utilized in lessons and at playtimes	Amy Moat Karen Lanigan Ongoing	Sports Premium Budget	Drop ins PE Board Supervision at lunchtime
To review and communicate the PE scheme of work and overview across the school in order to cover sequencing of lessons and embedding of skills and knowledge.	A successful PE SOW is in place	Amy Moat Karen Lanigan Ongoing	Sports Premium Budget	Drop his Class Dojo PE Board Assessments
Research and consider implementing Opal Play				
All children are assessed in all areas of PE	A clear idea of children's knowledge, skills and abilities is known and communicated	Teaching Staff	-	GetSet4 PE assessments
Sign up and confirm partnership The Dover Games for academic year including participation in events across the year.	All available sport events are attended.	Karen Lanigan	Sports Premium Budget	Dover Games Partnership certificates
Timetable PE lessons across the school to enable use of appropriate resources in order to undertake lessons.	Each class has 2 hours of quality PE a week	Amy Moat Termiy	-	Timetable Class Dojo Drop ins
Meet with staff to discuss lesson planning and coverage prior to sessions	A successful PE SOW is in place that has the COACH approach at its centce	Amy Moat Termly	-	

beginning. Include				
COACHH approach.				
To ensure swimming	All children can swim 25 metres	Amy Moat	£10 per child in year 3-6	GetSetSRE swimming assessments
lessons are booked.	by the end of KS2	Karen Lanigan		
			£900-£1000 per term for	
		Termly	swimming lessons- PE Budget	
Develop the use of Class	PE and sporting activities are	Amy Moat	Cost of Class Dojo	Class Dojo
Dojo to evidence PE	evidenced using Class Dojo.	ongoing		
Dojo to evidence PE	evidenced using class bojb.	ongoing	1	1

Sports Premium at Charlton CEP School



It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the Quality of Education judgement, <u>Ofsted</u> inspectors consider: Intent - Curriculum design, coverage and appropriateness Implementation - Curriculum delivery, teaching (pedagogy) and assessment Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilize the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that <u>you should</u> use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit <u>https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</u> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report <u>your</u> spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.

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Created by:

COACHING US

Details with regard to funding Please complete the table below.

Total amount carried over from 2021/22	£779
Total amount allocated for 2022/23	£17770
How much (if any) do you intend to carry over from this total fund into 2023/24?	£310
Total amount allocated for 2022/23	£18549
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 18239

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have <u>practised</u> safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC <u>programme</u> of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes /No
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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £18,549	Date Updated:	July 2023	
				Percentage of total allocation 3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
 Further Develop PE team PE leader to observe and support teaching and learning work alongside teachers to upskill planning and delivery PE leader and Sports Coach to support staff in PE assessment to ensure progression of skills PE TA leader to enhance sporting knowledge of all staff by team teaching Train midday supervisors in activities at lunchtimes Complete Inclusive Sport Training Complete Yoga Training 	 External support – Yoga Each child has an area on GetSet4 PE. Use to assess participation All staff have a bank of ideas on how to keep children 	£600	 Certificates Confident teaching staff Higher quality lessons – observations. Outside agencies coming in. TAs are trained to support PE lessons GetSet4PE embedded for all children Staff engaging and leading physical activity with the children at play and lunchtimes Progression of skills and other curriculum documents now in place to support pupil's physical development Pupils have developed 	 Continue SEN/PP after school sports session- invite only based on children identified on Get Set for PE Consider applying for the Inclusive Sport Mark HAF and OSFF- team of with Inclusive Sport for delivery Sports Coach and PE lead ensures that staf are competent to deliver high quality PE and sporting lessons. Training ensures teachers are confiden to teach a variety of P lessons

Key indicator 2: The engagement of all primary school pupils undertake at leas			 techniques to support with their own wellbeing. Yoga and wellbeing are built into every PE Lesson They have had opportunity for increased activity as an After School Club has been provided in Yoga for all year groups 	 Continue Yoga after school club Continue to embed the use of yoga and wellbeing techniques into everyday PE. Consider use of Yoga as part of Opal Play Consider introducing Opal Play- research and speak to Aquila Percentage of total allocation: 88 %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
 To improve physical activity: All pupils to access 2 hours high quality PE every week using improved resources Lunchtime sports clubs to be led by play leaders Sports crew to lead and arrange competitions at break times Sports crew to train children for upcoming competitions PE TA to run club on MAZ at lunchtime All staff to run an after school or before school club. 	 PE <u>lead</u> to monitor and ensure activities take place Sports Coach to set up Sports Crew to champion lunchtime clubs Sports Coach to monitor and guide play leaders Work with school council to encourage active lives Equipment is available for all children Create a playground that is stimulating and encourages children to move frequently outdoors- focus = increased 	£16,293	 All children participating in physical activity Children leading PE and physical activity Improved fitness Increased activity Increased Active Learning across the curriculum Min 30 minutes' activity each day Active learning External visitors to advocate being active Increased participation of pupils at playtime 	 Continue to provide after school clubs provided by Staff and outside providers Continue SEN/PP after school sports session- invite only based on children identified on Get Set for PE Explore further providers e.g. Revolution Skatepark/ Betteshanger Park Ensure swimming lessons are booked so that children can

 Outside people to come in to 	equipment for KS1	participate in lessons
run clubs	 Celebrate physical 	 Consider Wake and
 Improve outside space to 	achievements in whole	Shake reintroduction
engage all children in activity	school assemblies.	 Continue training Peer
 Encouraged children to walk 	 Involve parents – ask send in 	Mentors
to school	pictures of them and their	Continue Sports
 Maintain swimming offer for 	children being active over	Crew/Playground
years 3-6	the holidays/ weekends <u>etc</u> –	leaders etc.
 Tool to track, monitor and 	display on board.	 Consider using other
evaluate children's physical	 Continue to embed and use 	tools such as Class Dojo
activity so that children not	Getset4PE	to document PE
achieving minimum	 Set up <u>BeActive</u> Club for 	
requirement can be quickly	children with SEND	
identified.		
 Improve physical activity for 		
SEND children		
 Introduction of Peer Mentors 		

Key indicator 3: The profile of PE and	sport is raised across the school as a	a tool for whole s	chool improvement	Percentage of total allocation:
				2%
Intent	Implementation		Impact	
	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
 To maintain <u>Gold</u> award and aim for Platinum in 2023-2024 Review and update PE policy 	 Register and apply and provide proof that guidelines are adhered to 	£309.77	 Raises the profile of PE in the school and wider community – recognition 	 To ensure sport remains embedded across the school and i

 Update PE notice board PE to be included in regular newsletter Update website Sports reports in assembly to celebrate Sports crew – child led Continue to build on collaboration to ensure increased PE profile Review and audit resources and storage Active Learning in all Year groups across the curriculum Active Learning board Encourage active travel. 	 Increase the variety of resources available – opportunities for new sports- Purchased for the pupils and pupils trained Ensure profile of PE is raised through newsletters and communication with parents Storage for play equipment Used School Communications to promote physical activities Sports Week 	of impact of PE leader PE has a high profile across the school and improves pupil outcomes Children take a pride in their sporting achievements Collaboration (Aquila and Dover) support ensures that the profile of PE is high and supports a broad and balanced curriculum	held in high regard. The children are always striving to reach their full potential • Children and parents are aware of all the competitions and participation events that take place <u>all</u> results are celebrated and shared.
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Key indicator 4: Broader experience o	f a range of sports and physical activi	ties offered to all	pupils	Percentage of total allocation:	
Intent	Implementation		Impact	5%	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?		
 Additional achievements: Evaluate and plan upcoming events and long-term plan for PE to ensure broad range of experiences Expectation that all teaching staff will run an after-school club for at least 3 terms Variety of sports events across KS1 and KS2 Sports events in both Key Stages where all children have the opportunity to participate in an event Year 6-7 transition events Invite external agencies in to show children all possibilities Sports crew to organise and run inter school competitions 	 Pupil voice to guide clubs led by staff Broaden links with other agencies and intra school competitions <u>e.g.</u> Dynamic Sport PE leader to invite quests/athletes/local 	£909.20 Swimming	 Long term plans monitored Sports Crew take lead Pupil voice shows wide range of clubs are offered. Attendance to a wide range of events for all abilities Successful sports week and sports day with high engagement from pupils. Engagement with events such as Aquila Games Opportunities created for children to participate in outdoor learning. 	 Continue to provide after school clubs provided by Staff and outside providers Embed SEN/PP after school sports session- invite only based on children identified on Get Set for PE Explore further providers e.g. Revolution Skatepark/ Betteshanger Park Continue to ensure Sports Week and Sports Day are high profile with a variety of opportunities available. 	





 Sports Week – run interschool competitions Outside provision of range activities not currently available to all children Outdoor learning curriculum introduced Participate in Aquila Cup and Aquila Games 		 Continue to engage in community events Explore hiring a minibus to provide transport and trains staff
 Links to Dover Athletic 		



Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation
				2%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
 Continue to sign up and attend all Sport Games events both participation and competition. Encourage competitions during PE lessons and lunchtimes (MAZ with Sports Coach) Take part and run inter school competitions with Dover collaboration. Ensure all KS2 children have taken part in at least one event across the year Organise events specifically for children that are less active with other schools Provide opportunities for participation events not covered in School Games calendar Take part / organise Aquila 	 Build on success from previous year 'Gold Mark' work towards 'Platinum for 2023-2024' Build competitions into long term plans and ensure release time is available for training. Ensure sports week introduces children to a variety of sports Continue to engage with SGO and the Dover Games 	£437.03	 All KS2 children have taken part in an external event and enjoyed the experience Pupil voice shows children are positive and enthusiastic about all competitions. High level of volunteers for all events. School attended many events e.g. basketball, transition event, dodgeball 	 Introduce more KS1 events to raise participation Continue to use Get S 4 PE to track and monitor participation to ensure less active children are given opportunities. Continue to engage in community events Explore hiring a minibus to provide transport and trains staff

athletics event		
 Sports Week – range of 		
participation and competitive		
elements.		
 Take part in festivals for 		
inactive low confidence pupils		
 Links to Dover Athletic 		

Signed off by				
Head Teacher:	Sally- Anne Hanson			
Date:	18 th July 2023			
Subject Leader:	Amy Moat			
Date:	18 th July 2023			
Governor:	Hazel Groves			
Date:	18 th July 2023			





DOVER SCHOOL GAMES PARTNERSHIP - PROGRAMME OVERVIEW 2023-24

School Games Vision

The School Games will continue to make a clear and meaningful difference to the lives of even more children and young people

School Games Outcomes

- To maintain and grow school engagement in the School Games and their delivery of 60 active minutes for every child Supporting schools to prioritise the delivery of 60 active minutes as an entitlement for every child to support improvements in their physical literacy, social, emotional and physical wellbeing
- 2. To create positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of young people and has clear intent

Targeting young people who need the intervention most (particularly but not exclusively those from low socio-economic backgrounds, minority ethnic groups, SEND, girls) to improve their physical literacy, social, emotional and physical wellbeing

- To have a clear focus on secondary and in particular transition points (Yr.3 and Yr.7/8) Continuing to prioritise the engagement and delivery in secondary schools but also recognising the impact in early Key Stage 2
- 4. To advocate to key stakeholders how the School Games makes a meaningful difference to the lives of children and young people, including engaging and educating parents

Participation in physical activity and competition will impact on young people's physical, emotional and social wellbeing and influence the likelihood of continued engagement both at school and in the community, creating habits for life

Creating positive experiences that support the character development of targeted young people

Principles of School Games

- 1. The young person's motivation, competence and confidence are at the centre of the competition.
- 2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).
- 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.
- 4. The environment is safe and creates opportunities to learn and maximise social development.
- The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.
- 6. Creating positive experiences for all.



-						
	WHY	WHO	WHAT	YEAR	WHEN	WHERE
				GROUP		
			Girls Football	5/6 GIRLS	WEDNESDAY 15 NOVEMBER	GOODWIN ACADEMY
					2.15-4PM	(No Spectators)
	Develop physical					
	literacy and	Pupils who lack	WAKE UP AND SHAKE UP	1-6 MIXED	WEDNESDAY 17 JANUARY 2024	BOUGHTON VILLAGE HALL
Physical Me	movements of the	movement competence	FESTIVAL		AM AND PM SESSION	(Joint event east Kent coastal)
	body					(Spectators welcome)
	· ·					
			RAPID FIRE CRICKET	3/4 MIXED	THURSDAY 6 JUNE 1-3PM	BETTESHANGER SPORTS CLUB
						(spectators welcome)
	• • • • • • • • • • • • • • • • • • •	The sector of the sector				
	Develop teamwork,	Pupils who find it				
Social Me	cooperation, and	difficult working in	TAG RUGBY	5/6 MIXED	FRIDAY 3 NOVEMBER 1-3	DOYRMS (Spectators welcome)
	leadership	groups				
			FOOTBALL	1/2 MIXED	TBC	CRABBLE (Spectators welcome)
			BASKETBALL	5/6 MIXED	WEDNESDAY 6 DECEMBER	GOODWIN ACADEMY
					2.15-4PM	(No Spectators)
	Make effective	Pupils who need to				
Thinking Me	decisions and	identify what they need	KWIK CRICKET	5/6 MIXED	TUESDAY 18 JUNE 10-3PM	BETTESHANGER SPORTS CLIUB
	evaluations	to do to improve				(Spectators welcome)

DOVER SCHOOL GAMES PARTNERSHIP - PROGRAMME OVERVIEW 2023-24

			DODGEBALL	3/4 MIXED	WEDNESDAY 8 NOVEMBER 2.15-4.00PM	GOODWIN ACADEMY (No Spectators)
Personal Me	Control emotions, behaviours, and self- esteem	Pupils who lack the motivation and have low self-esteem & resilience	ROUNDERS	KEY STAGE 2 GIRLS	WEDNESDAY 22 MAY 2.15-4.00PM	GOODWIN ACADEMY (No Spectators)
			HANDBALL	5/6 MIXED	WEDNESDAY 3 JULY 1-3PM	DGSB <u>(No</u> Spectators)
			CHEERLEADING	Year 2/3	TUESDAY 6 FEBRUARY	THE BASE
	Choose healthy	Pupils who find it			1-3PM	(Limited Space for Spectators)
Healthy Me	behaviours and attitudes	difficult to sustain physical activity	BENCHBALL	KEY STAGE 2 - Mixed	WEDNESAY 24 JANUARY 2.15- 4.00PM	GOODWIN ACADEMY (No Spectators)

	WHY	WHO	WHAT	YEAR GROUP	WHEN	WHERE
	Provide the appropriate competition format	Pupils who have practiced either in lessons or during an after-school club and have the skills and confidence for	Sportshall athletics SPORTSHALL ATHLETICS X country	3/4 MIXED 5/6 MIXED YEAR 5 MIXED, YEAR 6 MIXED	MONDAY 22 ND JANUARY 2024 WEDNESDAY 27 TH MARCH 2024 TBC	TBC SANDWICH DOYRMS
Competitive Me	for a school team and where required, to identify a school to represent Dover in the	competition This strand of the School	Swimming Gala	3/4/5/6 MIXED	FRIDAY 1 ST MARCH 2024	DOVER LEISURE CENTRE
	County offer.	Games is offered as an additional Competition	Netball	5/6 MIXED	TBC	DOYRMS
		package	Track Athletics	4/5/6 MIXED	TUESDAY 9 TH JULY 2024	DOYRMS



Physical Education – EYFS Statutory Framework 2023 and The National Curriculum

ELG: Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will: - 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.

ELG: Fine Motor Skills

Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Characteristics of effective learning:				
Playing & Exploring - Engagement		Active Learning - Motivation	Creating & Thinking Critically - Thinking	
 Finding out & exploring Playing with what they know Being willing to 'have a go' Enjoying achieving what they set out to do Making links (building theories) Being willing to 'have a go' Enjoying achieving what they set out to do Working with ideas (critical thinking) Working with ideas (critical thinking) Working with ideas (critical thinking) Negotiate space & obstacles safely, with consideration for themselves & others Demonstrate strength, balance & coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping & climbing Discusses the effect exercise/activity has on their body. Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene) Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Uses a range of small tools, including scissors, paintbrushes and cutlery. Begins to show accuracy and care when drawing 				
Focus	Gymnastic movements	Basic movements, athletics and games	Dance	Other Physical , cognition, social and emotional
Nursery	 Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability 	 Can grasp & release with two hands to throw & catch a large ball, beanbag or object Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles Develop their movement, balancing, riding (scooters, trikes & bikes) Starting to use a spoon or fork to eat independently. Uses mark-making tools such as paintbrushes, pens and chalk. Attempts to write in a way that they can recognise. Starting to use tools safely such as scissors. Drawing pre-writing strokes using a form of pencil grip. 	 Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm Use large muscle movements to wave flags & streamers 	 Start to dress and undress independently. Start to follow directions from others. Can identify some changes to the body during exercise. Is usually clean and dry throughout the day. Can manage some basic hygiene routines e.g. washing hands after using the toilet. Starting to work with other children (teams) with adult input. Start to ask for a drink when they are thirsty.
Reception	 Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility Move in a range of different ways 	 Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles Develop & refine a range of ball skills including: throwing, catching, kicking, batting & aiming 	 Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences Watch & talk about dance & performance art, expressing their feelings & responses 	 Handle tools and objects safely and with increasing control Show a preference for a dominant hand Dress and undress independently Talk about what they are doing and their ideas

- Jump from an object and land safely
- Travel with confidence and skill around, over, under and through balancing and climbing equipment
- Begin to work independently for short periods

developing control and grace Understanding why exercise is good for our bodies and what changes happen during exercise. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics (Exploring simple movements and equipment) Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics Understanding why exercise is good for our bodies and what changes happen during exercise. (Passing, receiving, aiming at a target) Understanding why exercise is good for our bodies and what changes happen during exercise Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (Prepare for Sports day, running, relays, t under/over) Understanding why exercise is good for our bodies and what changes happen during exercise. Year R – Fine motor activities Develop

their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons This could include: Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Use their core

- Develop confidence, competence, precision & accuracy with activities that involve a ball
- Develop overall body strength, coordination, balance & agility e.g. wheelbarrows, balance bikes & pedal bikes
- Show increasing control over an object when pushing, patting, throwing catching or kicking it
- Uses a knife and fork, attempting to cut soft foods.
- Forms all letters of the alphabet with correct formation.
- Working towards or using a tripod grip.
- Uses scissors with effective handpositioning and with control.
- Adds detail to drawings, e.g. eyelashes or windows on a house.

(Following Instructions, using space and different ways of moving-moving safely) Understanding why exercise is good for our bodies and what changes happen during exercise. (Agility, balance, coordination to develop running and stopping) Understanding why exercise is good for our bodies and what changes happen during exercise. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping skipping – climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility movements and equipment) Progress towards a more fluent style of moving, with confidence

ELG: Fine Motor Skills Children at the expected level of development will: -Hold a pencil effectively in preparation

- Explore & engage in dance, performing solo or in groups
- Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher savs. responding appropriately even when engaged in activity
- Physical Development ELG: Gross Motor Skills Children at the expected level of development will: -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

- Respond appropriately to tasks set
- Say whether they like some activities more than others and why
- Copy and observe others with support and guidance
- Form positive relationships with staff and adults and other children
- Initiate conversation, attend to and take account of what others say
- Ask appropriate questions of others
- Take steps to resolve conflicts with other children
- Begin to share and take turns
 - Show an awareness of the changes to the way they feel when they exercise
- Washes hands independently.
- Understands that some foods are healthier for us and some are less so.
- Talks about how their body feels after exercise and knows that this activity is positive for our health.
- - Move freely using suitable spaces and speed. - Know equipment needs to be used safely. - Demonstrate increasing control over objects. - Move confidently. - Use safety measures without direct supervision. - Demonstrate good control and co-ordination in large and small movement. -Move freely in a variety of different ways. - Show a dominant hand. - Make anticlockwise movement. -Stand on one foot. - Catch a

muscle strength to achieve a good posture when	for fluent writing – using the tripod grip	climbing., and show an	ball Experiment moving in
sitting at a table or sitting on the floor	in almost all cases; - Use a range of small	ability to follow	different ways on equipment
	tools, including scissors, paint brushes		and jump landing safely
	and cutlery; - Begin to show accuracy and		Manage own risk assessment
	care when drawing.		Help to put away equipment
			correctly - Participate in Sports
			day and physical activities that
			are included within this using a
			variety of equipment, taking
			turns and celebrating other's
			successes Write some letters
			and copy their name
			Understand the need for varied
			and healthy food.
			Communication ELG: Listen
			attentively and respond to
			what they hear with relevant
			questions, comments and
			actions when being read to and
			during whole class discussions
			and small group interactions.
			Make comments about what
			they have heard and ask
			questions to clarify their
			understanding. • Hold
			conversation when engaged in
			back-and-forth exchanges with
			their teacher and peers. Offer
			explanations for why things
			might happen, making use of
			recently introduced vocabulary
			from stories, non-fiction,
			rhymes and poems when
			appropriate. • Express their
			ideas and feelings about their
			experiences using full
			sentences, including use of
			past, present and future tenses
			and making use of
			conjunctions, with modelling
			and support from their teacher
			PSED ELG Be confident to try
			new activities and show
			independence, resilience and
	22		perseverance in the face of

Year 1	 Begin to perform a range of required movements/shapes Begin to sequence simple movements together Begin to compare and contrast fundamental movement skills Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and basic vault apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, e.g. two jumps, or two rolls. -I am confident to perform in front of othersI can link simple actions together to create a sequenceI can make my body tense, relaxed, stretched and curledI can recognise changes in my body when I do exerciseI can say what I liked about someone else's performanceI can use apparatus safely and wait for my turn. 	 Begin to demonstrate and explain how to throw and kick the ball in different ways Begin to evaluate my own performance Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis) and games based on striking and fielding games (like rounders and cricket) They have an opportunity to play competitive sports one against one, one against two and one against three Children explore running, jumping and throwing activities, and take part in simple challenges and competitions. Children explore running, jumping and throwing activities, and take part in simple challenges and competitions. Children experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. Children will be practising field events and different race types, specific to Year 1 in preparation for Sports Day. I am beginning to dribble a ball with my hands and feet1 can change direction to move away from a defender1 can send and receive a ball with hands and feet1 can use simple rules to play fairly1 move to stay with another player when defending. 	 Begin to perform controlled body movements Begin to compose dance movements made up of taught skills and invented ones Begin to sequence simple movements together Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of different dances through a choice of themes. -I am beginning to use countsI can copy, remember and repeat actionsI can move confidently and safelyI can use different parts of the body in isolation and 	 challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Copy single movements and skills with a reasonable degree of accuracy and developing control Send and receive a variety of objects with developing control Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes Begin to develop simple dynamic balance Move in a range of different ways with increasing control Perform simple dances using simple movement patterns, with prompts Use appropriate vocabulary to talk about what they are doing Understand and follow simple rules Provide simple feedback to a partner on a specific focus Observe and copy others Follow simple instructions to achieve a task Identify appropriate movements to link to a given theme
		34	togetherI can work with	-

-I understand when I am a defender and when I am	others to share ideas
an attacker	select actionsI choo
-I can catch a beanbag and a medium-sized ballI	appropriate moveme
can roll a ball towards a targetI can strike a ball	for different dance id
using my handI can track a ball that is coming	say what I liked abou
towards meI know how to score pointsI	someone else's
understand the rules and I am beginning to use	performanceI show
these to play honestly and fairlyI understand	some sense of dynam
when I am successful.	and expressive qualit
-I am beginning to catch with two handsI am	my dance.
beginning to dribble /send and receive a ball with	
my hands and feetI am beginning to understand	
simple tacticsI can roll and throw with some	
accuracy towards a targetI can say when	
someone was successfulI can track a ball that is	
coming towards meI can work cooperatively with	
a partnerI can throw a ball to a partner.	
-I can hit a ball using a racketI can throw a ball to	
land over the net and into the court areaI can	
track balls and other equipment sent to meI can	
use a ready position to move to the ballI know	
how to score pointsI recognise changes in my	
body when I do exerciseI show honesty and fair	
play when playing against an opponent.	
-I can change direction when moving at speedI	
can recognise changes in my body when I do	
exerciseI can run at different speedsI can select	
my own actions in response to a taskI can show	
hopping and jumping movementsI can work	
cooperatively with others to complete tasksI	
show balance and co-ordination when static and	
moving at a slow speed.	
-I can recognise changes in my body when I do	
exerciseI can share my ideas with other people in	
the classI can talk about what exercise does to	
my bodyI recognise how exercise makes me feel.	
-I try my best in the challenges I am setI	
understand why it is important to warm up	
-I am able to throw towards a targetI am	
beginning to show balance and co -ordination when	
changing directionI am developing overarm throwingI can recognise changes in my body	
when I do exerciseI can run at different speedsI	
can work with others and make safe choicesI try my bestI understand the difference between a	

- s and ose ents deas. -I ıt nic ties in
- Understand key safety principles eg: using equipment safely, moving and landing safely

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- Work independently on ٠ simple tasks, for short periods, asking for help when needed
- Work with a partner, ٠ sharing and taking turns
- Listen to feedback from a ٠ partner
- Watch while someone ٠ shows them an action
- Show an awareness of • why exercise is good for health
- Talk about how their ٠ bodies feel before, during and after exercise
- Knows the importance of exercise and can manage personal hygiene.
 - -I can communicate simple instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks. -I can work with a partner and a small group. -I understand the rules of the game

jump, a leap and a hop and can choose which	
jump, a leap and a hop and can choose which allows me to jump the furthest.	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum PE Programme of Study	Pupils should develop movement skills, be competent and com broad range of oppo- their agility, balance individually and with should be able to er competitive (both a against others) and physical activities, in increasingly challen Pupils should be tau master basic mov running, jumping, th catching, as well as balance, agility and begin to apply these activities participate in team developing simple to and defending & pe simple movement p	op fundamental come increasingly fident and access a prtunities to extend and coordination, h others. They ngage in gainst self and co-operative n a range of ging situations. Ight to: ements including prowing and developing co-ordination, and a in a range of m games, actics for attacking rform dances using	Pupils should continu how to use them in di sequences of movem competing with each improve in different p recognise their own s Pupils should be taug a use running, jumpin play competitive gam basketball, cricket, for basic principles suitat a develop flexibility, through athletics and a perform dances usi a take part in outdoor within a team a compare their perfi	e to apply and devel ifferent ways and to ent. They should enj other. They should enj other. They should end other. They should end other. They should end other. They should end uccess. (the to: ng, throwing and cat es, modified where a othall, hockey, netba othall, hockey, netba othal	op a broader range link them to make a oy communicating, levelop an understa d sports and learn h ching in isolation ar appropriate [for exa all, rounders and ter defending , control and balance nent patterns activity challenges b ous ones and demo est.	of skills, learning actions and collaborating and anding of how to ow to evaluate and nd in combination ample, badminton, nnis], and apply ce [for example, oth individually and onstrate
Swimming and water safety			All schools must provi 2. In particular, pupils sh swim competently, metres use a range of strol breaststroke] perform safe self-re	nould be taught to: confidently and pro kes effectively [for ex	ficiently over a dist xample, front crawl	ance of at least 25 , backstroke and

Enrichment Opportunities

Whole School Enrichment Opportunities

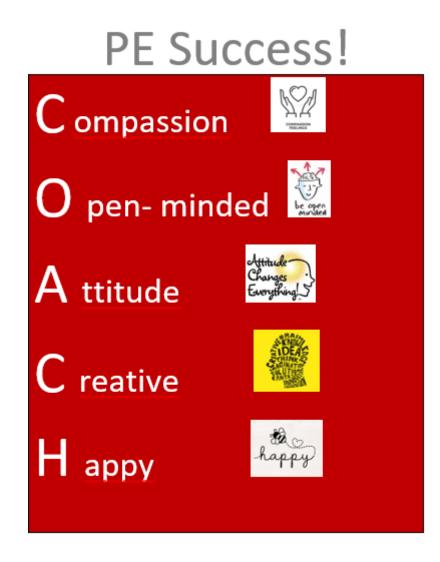
	Whole School Enrichment Opportunities					
Term	Event	PE link				
1-6	Competitions	See Dover Games Calendar, Links with other school DOY and Dover Collaboration				
1-6	After School Clubs	Linked to a range of sporting activities/ promotes inclusion				
1-6	Links with local organisations e.g. Vista Twistas, Peace Run, Dynamic Sport					
1	Peer Mentoring	Support successful play and activity				
4 and 6	Aquila Football and Aquila Games					
6	Sports Day	Whole school Event Applying skills learnt throughout the year.				
6	Year 6 Residential	OAA				
6	Bikeability year 5 and 6					

Parental Involvement 2023-2024

Launch new PE Curriculum—website, Newsletter, Dojo
PE Section on Newsletter
Invited to events such as between other schools
Feature Year Group—on Dojo—showcase the progress across a unit
Invited in to watch and support Sports Day

Inclusion in PE

At Charlton CE Primary School, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability. We worked closely with Inclusive Sport to adopt the COACH Approach. In PE this will look like: *adapted from: <u>CSIE Legislation and Guidance for Inclusive Education and Ofsted– Research and Review Series: PE</u>*



Learn About PE	Quality first teaching, using Charlton's medium-term plans
	Communication tools –e.g. Language through Colour
	Wider picture offered to show how the learning fits into our world
	VAK – a mixed approach for all learning styles
	Adapt where needed, use targeted teaching— i.e. recognising that learning takes time. Ensure pupils have enough time to revisit and develop their knowledge within a context
	before moving too quickly onto a new sport or physical activity.
	Pupils have opportunities to learn component knowledge. Teachers will move onto more complex knowledge once pupils have secured important foundational knowledge.
Learn about sports	Diverse selection of sports people studied throughout
-	Visiting artists, crafts people and designers – to represent our school community and the wider community
people and	Different ways of thinking offered through diversity being celebrated
significant sports	Encourage families to know where to go to see sporting activities and encourage interests to be developed beyond the class
•	Avoidance of stereotyping – show a global picture of sports and encourage a fusion of influences
people journeys in	Cognitive load—if needed, isolate important aspects
reaching their goals.	
Technical	Barriers to learning techniques are identified and removed so every child has access to equal opportunities.
	Procedural knowledge
Knowledge	Procedural knowledge
	Build confidence & interest - we are all seen as sports people
Engaging in sporting	Pupil Voice
	Work collaboratively – peer to peer, child and adult
activities	Active learning – practical
	Provide opportunities beyond PE lessons to develop motor and social knowledge that pupils need to purposefully engage in PE with enjoyment.
	Extra-curricular activities available for all pupils, offering opportunities to build, develop and refine knowledge.
	Communication – self-express own ideas through pupil voice
	Consider the space/area of the class that the child works in
	Modified equipment—talk to the PE leader if we need to purchase or adapt equipment
	TA and Adult support including outside agencies
	COACH Approach and Inclusive Sport training utilised
	Nurture Team
Assessment of skills	Charlton's Progression in PE – offers clear progressive steps so all children can been identified as making progress
	Self-confidence built by children being able to discuss their sporting journey because the learning has been a progressive process
	Critical and reflective
	Feedback for pupils focuses on helping pupils to improve their skills
	For some children PAGs or the Engagement model may need to be considered for assessment.

Teacher responsibilities as laid out in the SEND Code of Practice:

"6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum."

How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards (Blue text example is PE Specific or generic)

Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)

Subject specific Support for this aspect of SEND	Strategies to overcome potential barriers arising from this subject
Minimal language load involved in achieving a successful outcome Visual representation of intended outcome A multisensory approach	"Now (you are doing this) and Next (you are going to be doing that)" boards and sequence strips Communication support software such as Communicate in Print or Widgit Use the learner's name to gain their attention before giving instructions Keep instructions simple Awareness of own tone of voice (calm and not too loud) Encourage 'thinking time'.
Cognition & Learning (Dyslexia, approaches and attitudes to learning	, reasoning, organisational skills, problem solving skills and independent learning)
Subject specific Support for this aspect of SEND	Strategies to overcome potential barriers arising from this subject
Reduced memory load	Brain Breaks Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture) Task management boards Visual support/reminders – multisensory approach. Check suitability of placement in the room. Chunk instructions
Social Emotional and Mental Health (ADHD, ADD, Self-image, confid	dence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)
Subject specific Support for this aspect of SEND	Strategies to overcome potential barriers arising from this subject
Opportunities for success / raised self-esteem through creativity	Help / exit cards Positive relationships / support co-regulation Evidenced ad specific praise Peer grouping / support Plan opportunities for success and celebrate those successes Focus on reducing anxiety and thereby behaviours Flexible and creative use of rewards and consequences. e.g. 'catch them being good'
Physical and Sensory (motor skills, coordination, hearing or visual diffi	culties, daily living skills and self-help)
Subject specific Support for this aspect of SEND	Strategies to overcome potential barriers arising from this subject
Minimal language load involved in achieving a successful outcome Visual representation of intended outcome	Increased ventilation to support hypersensitivity to smells from resources Ear defenders to support hyper sensitivity to noise Ensure that learners have easy access to the equipment they require.

Early Years Overview

luui	Autumn 1	Autumn 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SING ME A NURSERY RHYME!	CELEBRATE GOOD TIMES COME ON!	HELP – I NEED SOMEBODY!	FANTASTIC BEASTS AND WHERE TO FIND THEM!	THE GREAT OUTDOORS!	THE WHITE CLIFFS OF Dover!
PHYSICAL DEVELOPMENT	co-ordination and positional awareness throug spatial awareness, co-ordination and agilty. G	tummy time, crawling and play movement wit ross motor skills provide the foundation for deve	h both objects and adults. By creating games a loping healthy bodies and social and emotional	periences develop incrementally throughout early nd providing opportunities for play both indoors a well-being. Fine motor control and precision hel- and support from adults, allow children to devel	ind outdoors, adults can support children to de ps with hand-eye co-ordination, which is later	welop their core strength, stability, balance,
FINE MOTOR Continuously check the process of children's handwriting (pancil prip and letter formation, becading	Threading, cutting, waiving, playdough, Fine Motor accivitie. Manipulate abjects with good fine motor skills Draw lines and circles using gross motor movement. Hold pencilypain brush beyond whole hand grapp Pencil diap Taking these off and putting them on Write dance – gross motor skills (style tawke dance – gross motor skills	Threading, cutting, washing, playdough, Fine Mo achibites. Develop muscle tone to put pancif pressure on pape taols to effect charges to materials (Dou perference denicant bio materials). Charge perference is a fana, with our cape. Tack and model correct is a fana, with our cape. Tack and model correct formation. CIFTER BANK AND EXT UNION ALCORN TO TRUE (RELIVE NEE) ADDITIONE, NEWFOLT FOR THEIR FIDE AND LARS MODEL	Mator activities is for close interns correctly Handle to a for colorise construction and maileable mati- what coursage children to draw theyin there is a course children to draw theyin is a course children to draw theying is a course children theying is a course children to draw theying is a course course children to draw theying is	Militaria activities. Hold genecial effectively with comfortable pro- Formes recognisable interest most correctly formed CEDER MAIN AND EAST LATURES ARE CAVEN TO THIS (REDER MAIN NEE) AND TANK SHOULD THE TOWARD CAVES AND THE THE	Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with obscort / Start to cut along a curved line, like a circle	Threading, cutiting, versiving, playdough, Fine Muttor activities. Form Hetters connectly Cut a shape out using schoors Regist to a draw day and then, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognicable Rudo thang, with smaller inside pickch, such as Dayles or tago CHTH RHOY AND LINE OF CHAPTER THREE CHILDREY MID: MEDIA ADDITIONER (SPORT IN THEIL REME AND LINE MOTOR WED):
inter franzisch, including directionality). Provide auto holp and guidance when needed. DALLY OPPORTUNETLES FOL FINE MOTOR ACTIVITIES GROSS MOTOR WEEKLY COSMIC KIDS TOGA LESSON FIZZY/ CLEVEL BANDS INTERVENTIONS.	PE: Introduction of PE LISSONI Therme: Witches and witards. To move suffly and sensibly in a space with consideration of others. LISSON 2 Theme: Frates. To develop moving safely and stopping with control. LISSON 3 Therme: Mythical creatures To use equipment safely and responsibly. LISSON 4 Therme: To the casile. To use different travelling actions whilst following a path. LISSON 5 Therme: Superfereors. To work with others co-operatively and play as a group. LISSON 6 Therme: Nontern. To follow, copy and lead a partner	PC: Fundamentals of PI and Games LESSON 1 Thems: Body parts To develop balancing while stationary and on the n LESSON 2 Thems: Cellus, To develop n and stopping. LESSON 3 Thems: Cur usernes. To develop curvelows. To develop lumping and laws ourselves. To develop lumping and laws nunning and stopping. LESSON 3 Thems: Cur Junping and develop throwing and laws how to keep soc throws and stopping. LESSON 3 Thems: Cur Low to keep soc throws and stopping. LESSON 3 Thems: Cur Low to keep soc throw throwing and laws how to keep soc LESSON 3 Thems: Curch To be able to games showing an understanding of the different roles within it. LESSON 4 Thems: Busc. To follow inthus and move safely when playing tagging go	sove. space. To use counts of it to a when to change action. • LESSON 2 Theme: Head, should knees and toos: To explore diff body parts and how they mov remember and repeat action ing, knees and toos: To explore diff body parts and how they mov remember and repeat action body parts and how they mov remember and repeat action body parts and how they movi remember and repeat action body parts and how they movi remember and repeat actions through movement explore through movement explore throug	avimals. To copy and create shaps with your body. fers, LESSON 2 Therms: Woodland animals. To be able to create en, baper whith on apparatus. Fers, LESSON 3 Therms: Lastiand and taking weight on different body to Develop balancing and and taking weight on different body to Develop balancing and and taking weight on different body to Develop balancing and anding taking weight on different body to LESSON 3 Therms: Develop balancing taking LESSON 5 Therms: Sea animals. To develop toroking and rolling. LESSON 5 Therms: Pet animals. To balang actions together. and	LESSON 2 Therms: Bacy bees: To develop topping a rolling ball. LESSON 3 Therms: Ladybirds and butterfiles: To develop accuracy when throwing to a target. LESSON 4 Therms: Grasshoppen:. To develop bouncing and catching a ball. LESSON 5 Therms: Caterpillars. To develop dribbling a ball with your feet. LESSON 6 Thems: Spiden. To develop kicking a ball.	PC: Fundamentals of PT 2 and Athletics (Sports Week) • LESCIN 1 Therms: At the circus To develop talancing, • LESCIN 2 Therms: On safar: To develop running and stopping. • LESCIN 3 Therms: Under the san. To develop thonging direction. • LESCIN 4 Therms: Space explorers. To develop jumping. • LESCIN 5 Therms: At the farm. To develop phopping. • LESCIN 5 Therms: Into the woods. To explore different ways to travel using equipment.
WE PARTICIPATE IN ACTIVE LEARNING!	tailance, ut or ritle on, or pail and push. Two-where it of From Development Matters 202. Repairs a transferrer that devented intervent shift in the Program to the first of a source fitness of the of movies, which Develop the overall hold venerative, or conductance, tails Develop the small most shifts to achieve a good pear. Use their case mounds strength to achieve a good pear. Confidently and other was an one of large and unrail as	ulance bikes and, sikateboards, wheelbarrows, prams an 1: y have already acquired: -rolling - crawling - walking - ju weloping control and gracs. cs and agilty needed to engage successfully with future ange of tools competently, angle and confidently. Sugg	d carts are all good options mping - running - happing - tikipping – climbing physical education sessions and other physical disciplin test dook: period rowing and writing, pairethudu iop overall body-strength, balance, co-ordination and a	e, scissore, knives, forks and spoons. gilty.	handwashing and taileting. Grates play-climbing, Provi	de a range of wheeled resources for children to

Curriculum Overview – PE at Charlton CE Primary School

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Introduction to PE	Fundamentals of Movement - A B C	Fundamentals of Movement - A B C	Fundamentals of Movement	Fundamentals of Movement	Fitness	Fitness
	(Following Instructions, using	(Agility, balance, coordination)	(Agility, balance, coordination)			Sport specific skills	Sport specific skills
	space and different		,	Ball skills	Ball skills		SWIMMING
	ways of moving)	Fitness	Fitness				
	Fundamentals of	Team Games	Team Games	Invasion Games	Invasion Games	Invasion Games	Invasion Games
	Movement - A B C	Ball Skills	Ball Skills				
	(Agility, balance, coordination)			Attacking and defending	Attacking and defending	Attacking and defending	Attacking and defending
"	Games					SWIMMING	
	Dance	Creative Activities	Creative Activities	Creative Activities	Creative Activities	Creative Activities	Creative Activities
	(Exploring simple	Accivicies	Activities	Accivicies		Activities	
	movements and equipment)	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
"		Dance	Dance	Dance	Dance SWIMMING	Dance	Dance
	Gymnastics	Outdoor Adventure	Outdoor Adventure	Outdoor Adventure	Outdoor Adventure	Outdoor Adventure	Outdoor Adventure
	(Exploring simple movements and	Play/ Teambuilding	Play/ Teambuilding	Activities	Activities	Activities	Activities
	equipment)	Invasion	Invasion	Team Games	Team Games	Team Games	Team Games
				SWIMMING			BIKEABILITY
11	Ball Skills	Target games	Target games	Striking and	Striking and	Striking and	Striking and
	(Passing, receiving, aiming at a target)	Striking and Fielding	Striking and Fielding	Fielding	Fielding	Fielding	Fielding
"	5 5,	,	thistor				RESIDENTIAL TRIP
	Fundamentals	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
3	(Prepare for Sports	Net & wall	Net & wall	Net & wall	Net & wall	Net & wall	Net & Wall
	day, running, relays, throwing and catching)	games	games	games	games	games	games
	and catching)						SPORTS DAY

Sport Specific Curriculum Overview

			2024/2025			Edit
	TERI	VI 1	TER	M 2	TER	M 3
Reception Duckling (R)	Introduction to PE : Unit 1 Introduction to PE : Unit 2	Fundamentals : Unit 1 Fundamentals : Unit 2	Dance : Unit 1 Dance : Unit 2	Gymnastics : Unit 1 Gymnastics : Unit 2	Games : Unit 1 Games : Unit 2	Ball Skills : Unit 1 Ball Skills : Unit 2
Year 1 Wren (1)	Fundamentals Fitness	Ball Skills Sending and Receiving	Gymnastics Dance	Team Building	Striking and Fielding Games Target Games	Athletics Net and Wall Games
Year 2 Robin (2)	Fundamentals Fitness	Ball Skills Sending and Receiving	Gymnastics Dance	Team Building	Striking and Fielding Games	Athletics Net and Wall Games
Year 3 Swan (3)	Fundamentals Y3/4 Ball Skills Y3/4	Hockey Basketball	Gymnastics Yoga	OAA Football	Rounders Cricket	Athletics Tennis
Year 4 Jackdaw (4)	Fundamentals Y3/4 Ball Skills Y3/4	Hockey Basketball	Gymnastics Yoga	OAA Football	Cricket Rounders	Athletics Tennis
Year 5 Starling (5)	Fitness Tag Rugby	Basketball Dodgeball	Gymnastics Yoga	OAA Netball	Rounders Cricket	Athletics Tennis
Year 6 Owl (6)	Fitness Tag Rugby	Basketball Dodgeball	Gymnastics Yoga	OAA Netball	Rounders Cricket	Athletics Tennis

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Knowledge Progression

Charlton CE Primary School

Transforming lives through God's embrace

We are a place of sanctuary where we follow the teachings of Jesus to embrace, love, nurture and celebrate everyone in our school family. We encourage high aspirations for all, so that children flourish into confident, independent and reflective learners who go on to make a positive contribution to the world



Progression Document

Progression of Knowledge in Physical Education

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Athletics	EYFS	 Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe. 	Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.
	Year 1	 Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly. 	 Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.
	Year 2	Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.Jumping: know that swinging my arms forwards will help me to jump further.Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.Rules: know how to follow simple rules when working with others.	Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.
	Year 3	Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land quickly it will help me to jump further. Throwing: understand that the speed of the movement helps to create power.	 Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.

Area of Learning Y	Year Group	groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk. Declarative Knowledge	technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put. Procedural Knowledge
		Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events	technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique
	Year 6	Running: understand that I need to prepare my body for running and know the muscle	Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting
	Year 5	Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment.	Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.
	Year 4	Rules: know the rules of the event and begin to apply them.Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further.Rules: know and understand the rules to be able to manage our own events.	Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.

Ball Skills	EYFS	Sending: know to look at the target when	Sending: explore sending an object with hands and
Ban oking		sending a ball.	feet.
		Catching: know to have hands out ready to	Catching: explore catching to self and with a partner.
		catch.	Tracking: explore stopping a ball with hands and feet.
		Tracking: know to watch the ball as it comes	Dribbling: explore dropping and catching with two
		towards me and scoop it with two hands.	hands and moving a ball with feet.
		Dribbling: know that keeping the ball close	
		will help with control.	
	Year 1	Sending: know to face my body towards my	Sending: roll and throw with some accuracy towards
		target when rolling and throwing underarm	a target.
		to help me to balance.	Catching: begin to catch with two hands. Catch after
		Catching: know to watch the ball as it	a bounce.
		comes towards me.	Tracking: track a ball being sent directly.
		Tracking: know to move my feet to get in	Dribbling: explore dribbling with hands and feet.
		the line with the ball.	
		Dribbling: know that moving with a ball is	
		called dribbling.	
	Year 2	Sending: know that stepping with opposite	Sending: roll, throw and kick a ball to hit a target.
		foot to throwing arm will help me to	Catching: develop catching a range of objects with
		balance.	two hands. Catch with and without a bounce.
		Catching: know to use wide fingers and pull the ball in to my chest to help to securely	Tracking: consistently track and collect a ball being sent directly.
		catch.	Dribbling: explore dribbling with hands and feet with
		Tracking: know that it is easier to move	
		towards a ball to track it than chase it.	increasing control on the move.
		Dribbling: know to keep my head up when	
		dribbling to see space/opponents.	
	Veer 2	Sending: know that pointing my	Sending: send a ball with accuracy and increasing
	Year 3	hand/foot/stick to my target on release will	consistency to a target.
		help me to send a ball accurately.	Catching: catch a range of objects with increasing
		Catching: know to move my feet to the ball.	consistency.
		Tracking: know that using a ready position	Tracking: track a ball not sent directly.
		will help me to react to the ball.	Dribbling: dribble a ball with hands and feet with
		Dribbling: know that dribbling is an	control.
		attacking skill used in games which helps us	
		to move towards a goal or away from	
		defenders.	
	Year 4	Sending: know that I can use a variety of	Sending: accurately use a range of techniques to
		ways to send the ball and it may depend on	send a ball to a target.

		'Knowing what'	'Knowing how'
Area of Learning	Year Group	Declarative Knowledge	Procedural Knowledge
		to. Catching: know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. Tracking: know how to track a ball for different situations, considering trajectory, speed, height and size of the ball. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.	under pressure. Catching: demonstrate increasing consistency of catching under pressure in a variety of game situations. Tracking: demonstrate a wider range of techniques when tracking a ball under pressure Dribbling: dribbl consistently using a range of techniques with increasing control under pressure.
	Year 6	directions will help me to lose a defender in game situations. Sending: understand and make quick decisions about when, how and who to pass	Sending: show good technique when sending a ball with increasing control, accuracy and consistency
		me to collect/stop/receive it quickly and successfully. Dribbling: know that dribbling in different	Dribbling: dribble with some control under pressure.
		accurately. Catching: understand when to use different types of catching. Tracking: know that tracking a ball will help	Catching: demonstrate good technique under pressure. Tracking: demonstrate a range of techniques when tracking and collecting a ball.
	Year 5	Dribbling: know that dribbling with soft hands/touches will help me to keep control.Sending: know that controlling a ball before sending it will allow me to send it	Sending: demonstrate clear technique when sending a ball under pressure.
		Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.	Dribbling: dribble a ball with increasing control and co-ordination.
		the situation e.g. distance, speed, if there is a defender. Catching: know to adjust my hands to the height of the ball.	Catching: catch different sized objects with increasin consistency with one and two hands. Tracking: consistently track a ball sent directly and indirectly.

Dance	EYFS	 Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting. 	Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.
	Year 1	Actions: understand that actions can be sequenced to create a dance.Dynamics: understand that I can create fast and slow actions to show an idea.Space: understand that there are different directions and pathways within space.Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.	Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience
	Year 2	 Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. 	Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.

	Performance: know that using facial	
	expressions helps to show the mood of my	
	dance.	
	Strategy: know that if I practice my dance	
	my performance will improve.	
Year 3	Actions: understand that sharing ideas with	Actions: create actions in response to a stimulus
	others enables my group to work	individually and in groups.
	collaboratively and try ideas before deciding	Dynamics: use dynamics effectively to express an
	on the best actions for our dance.	idea.
	Dynamics: understand that all actions can	Space: use direction to transition between
	be performed differently to help to show	formations.
	effect.	Relationships: develop an understanding of
	Space: understand that I can use space to	formations.
	help my dance to flow.	Performance: perform short, self-choreographed
	Relationships: understand that 'formation'	phrases showing an awareness of timing.
	means the same in dance as in other	
	activities such as football, rugby and	
	gymnastics.	
	Performance: understand that I can use	
	timing techniques such as canon and unison	
	to create effect.	
	Strategy: know that if I show sensitivity to	
	the music, my performance will look more	
	complete.	
Year 4	Actions: understand that some actions are	Actions: respond imaginatively to a range of stimuli
	better suited to a certain character, mood	related to character and narrative.
	or idea than others.	Dynamics: change dynamics confidently within a
	Dynamics: understand that some dynamics	performance to express changes in character.
	are better suited to a certain character,	Space: confidently use changes in level, direction and
	mood or idea than others.	pathway.
	Space: understand that space can be used	Relationships: use action and reaction to represent
	to express a certain character, mood or	an idea.
	idea.	Performance: perform complex dances that
	Relationships: understand that some	communicate narrative and character well,
	relationships are better suited to a certain	performing clearly and fluently.
	character, mood or idea than others.	
	Performance: know that being aware of	
	other performers in my group will help us to	
	move in time.	

	Strategy: know that I can select from a range of dance techniques to translate my idea.	
Year 5	 Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood. 	 Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.
Year 6	 Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. 	Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Fitness	EYFS	Agility: know that moving into space away from others helps to keep me safe.Balance: know that I can hold my arms out to help me to balance.Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.Speed: know that I use big steps to run and small steps to stop.Strength: understand that I can hold my weight on different parts of my body.Stamina: understand that moving for a long 	 Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time
	Year 1	 Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster. 	 Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.
	Year 2	Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance.	Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment.

Year 3	 Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time. Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities. 	 Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time. Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time
Year 4	 Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: understand that if I begin in a ready position I can react quicker. Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Strength: understand that strength comes from different muscles and know how I can improve my strength. 	 Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when coordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups. Stamina: demonstrate using my breath to maintain my work rate

	Stamina: understand that I need to pace myself when running further or for a long period of time.	
Year 5	Agility: understand that to change directionI push off my outside foot and turn my hips.Balance: understand that dynamic balancesare harder than static balances as my centreof gravity changes.Co-ordination: understand that people willhave varying levels of co-ordination andthat I can get better with practice.Speed: understand that taking bigconsistent strides will help to create arhythm that allows me to run faster.Strength: know the muscles I am using byname.Stamina: understand that keeping a steadybreath will help me to move for longerperiods of time.	Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time
Year 6	Agility: understand that agility requiresspeed, strength, good balance and co- ordination.Balance: know where and when to apply force to maintain control and balance.Co-ordination: understand that co- ordination also requires good balance and know how to achieve this.Speed: know that speed can be improved by training and know which speed to select for the distance.Strength: understand that I can build up my strength by practicing in my own time.Stamina: know which exercises can develop stamina and understand that I can be improved by training over time.	 Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.

Area of Learning	Year Group	Declarative Knowledge	Procedural Knowledge
		'Knowing what'	'Knowing how'

		Bunning: know that Luca hig store to run	Bunning: evaluate stunning and stopping. Evaluate
Fundamentals	EYFS	Running: know that I use big steps to run	Running: explore running and stopping. Explore
		and small steps to stop. Know that moving	changing direction safely.
		into space away from others helps to keep	Balancing: explore balancing whilst stationary and on
		me safe.	the move.
		Balancing: know that I can hold my arms	Jumping: begin to explore take off and landing safely.
		out to help me to balance.	Hopping: explore hopping on both feet.
		Jumping: know that bending my knees will	Skipping: explore skipping as a travelling action.
		help me to land safely.	
		Hopping: understand that i use one foot to	
		hop.	
		Skipping: know that if I hop then step that	
		will help me to skip.	
	Year 1	Running: understand that bending my	Running: explore changing direction and dodging.
		knees will help me to change direction.	Discover how the body moves at different speeds.
		Understand that if I swing my arms it will	Balancing: move with some control and balance.
		help me to run faster.	Explore stability and landing safely.
		Balancing: know that looking ahead will	Jumping: demonstrate control in take off and landing
		help me to balance. Know that landing on	when jumping.
		my feet helps me to balance.	Hopping: begin to explore hopping in different
		Jumping: know that landing on the balls of	directions.
		my feet helps me to land with control.	Skipping: show co-ordination when turning a rope.
		Hopping: know that I should hop with a soft	Use rhythm to jump continuously in a French rope
		bent knee.	
		Skipping: know that I should use the	
		opposite arm to leg when I skip. Know that	
		jumping on the balls of my feet helps me to	
		keep a consistent rhythm.	
	Year 2	Running: know that putting weight into the	Running: demonstrate balance when changing
		front of my feet helps me to stop in a	direction. Clearly show different speeds when
		balanced position. Know that running on	running.
		the balls of my feet, taking big steps and	Balancing: demonstrate balance when performing
		having elbows bent will help me to run	movements.
		faster.	Jumping: demonstrate jumping for distance, height
		Balancing: understand that squeezing my	and in different directions.
		muscles helps me to balance.	Hopping: demonstrate hopping for distance, height
		Jumping: know that swinging my arms	and in different directions.
		forwards will help me to jump further.	

	Hopping: know that if I look straight ahead	Skipping: explore single and double bounce when
	it will stop me falling over when I land.	jumping in a rope
	Skipping: know that I should swing opposite	
	arm to leg to help me balance when	
	skipping without a rope.	
Year 3	Running: understand that leaning slightly	Running: change direction. Show an increase and
	forwards helps to increase speed	decrease in speed.
	(acceleration). Leaning my body in the	Balancing: demonstrate balance when performing
	opposite direction to travel helps to slow	other fundamental skills.
	down (deceleration). Understand how	Jumping and hopping: link jumping and hopping
	agility helps us with	actions.
	everyday tasks.	Skipping: jump and turn a skipping rope.
	Balancing: understand how balance helps	
	us with everyday tasks.	
	Jumping and hopping: know that if I jump	
	and land in quick succession, momentum	
	will help me to jump further.	
	Skipping: understand that I should turn the	
	rope from my wrists with wide hands to	
	create a gap to step through.	
Year 4	Running: know that keeping my elbows	Running: change direction quickly under pressure.
	bent when changing direction will help me	Demonstrate when and how to accelerate and
	to stay balanced.	decelerate.
	Balancing: understand that I need to	Balancing: demonstrate good balance and control
	squeeze different muscles to help me to	when performing other fundamental skills.
	stay balanced in different activities.	Jumping and hopping: link hopping and jumping
	Jumping and hopping: know that swinging	actions with other fundamental skills.
	my non-hopping foot helps to create	Skipping: consistently skip in a rope.
	momentum.	
	Skipping: understand that keeping my chest	
	up helps me to stay balanced.	
Year 5	Running: understand that to change	Running: demonstrate improved body posture and
Tear 5	direction, I push off my outside foot and	balance when changing direction. Accelerate and
	turn my hips.	decelerate appropriately for the situation.
	Balancing: understand that balance is a skill	Balancing: consistently demonstrate good balance
	used in many different activities and	when performing other fundamental skills.
	everyday life.	when performing other fundamental skins.
	everyddy me.	

	Jumping and hopping: understand that	Jumping and hopping: demonstrate good technique
	there are different techniques for different	and co-ordination when linking jumps.
	situations.	Skipping: show a range of skills when skipping in a
	Skipping: understand that people will have	rope.
	varying levels of skipping ability and that I	
	can get better with practice.	
Year 6	Running: know that running develops	Running: change direction with a fluent action.
	stamina and speed and both can be	Transition smoothly between varying speeds.
	improved by training over time. Understand	Balancing: show fluency and control when travelling,
	that agility requires speed, strength, good	landing, stopping and changing direction.
	balance and co-ordination.	Jumping and hopping: demonstrate good technique
	Balancing: know that balance underpins	when jumping and hopping for distance and height.
	many skills in PE and everyday life and this	Fluently link jumps together.
	feels different in different situations.	Skipping: consistently show a range of skills when
	Jumping and hopping: understand when to	skipping in a rope
	jump for height or jump for distance in	
	different activities and what to do to	
	achieve this.	
	Skipping: understand that skipping helps to	
	develop co-ordination, stamina and	
	balance.	

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Gymnastics	EYFS	Shapes: understand that I can make different shapes with my body.Balances: know that I should be still when holding a balance.Rolls: know that I can change my body shape to help me to roll.Jumps: know that bending my knees will help me to land safely.Strategy: know that if I hold a shape and count to five people will see it clearly.	 Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.
	Year 1	Shapes: understand that I can improve my shapes by extending parts of my body.	Shapes: explore basic shapes straight, tuck, straddle, pike.

	 Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has 	Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.
Year 2	ended.Shapes: know that some shapes link well together.Balances: understand that squeezing my muscles helps me to balance.Rolls: understand that there are different teaching points for different rolls.Jumps: understand that looking forward will help me to land with control.Strategy: know that if I use shapes that link well together it will help my sequence to flow.	 Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.
Year 3	Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.	Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.
Year 4	Shapes: understand how shapes can be used to improve my sequence.	Shapes: develop the range of shapes I use in my sequences.

		
	Inverted movements: know that inverted	Inverted movements: develop strength in bridge and
	movements are actions in which my hips go	shoulder stand.
	above my head.	Balances: develop control and fluency in individual
	Balances: know how to keep myself and	and partner balances.
	others safe when performing partner	Rolls: develop the straight, barrel, forward and
	balances.	straddle roll and perform them with increased
	Rolls: understand that I can keep the shape	control.
	of my roll using body tension.	Jumps: develop control in performing and landing
	Jumps: know that I can control my landing	rotation jumps.
	by landing toes first, looking forwards and	
	bending my knees.	
	Strategy: know that if I use different	
	directions it will help to make my sequence	
	look interesting.	
Year 5	Shapes: understand that shapes underpin	Shapes: perform shapes consistently and fluently
	all other skills.	linked with other gymnastic actions.
	Inverted movements: understand that	Inverted movements: explore progressions of a
	sometimes I need to move slowly to gain	cartwheel.
	control and other times I need to move	Balances: explore symmetrical and asymmetrical
	quickly to build momentum.	balances.
	Balances: understand how to use	Rolls: develop control in the straight, barrel, forward,
	contrasting balances to make my sequences	straddle and backward roll.
	look interesting.	Jumps: select a range of jumps to include in sequence
	Rolls: understand that I need to work	work.
	within my own capabilities and this may be	
	different to others.	
	Jumps: understand that I can use jumps to	
	link actions and changing the shape of these	
	will make my sequence look interesting.	
	Strategy: know that if I use different	
	pathways it will help to make my sequence	
	look interesting.	
No.c. C	Shapes: know which shapes to use for each	Shapes: combine and perform gymnastic shapes
Year 6	skill.	more fluently and effectively.
	Inverted movements: understand that	Inverted movements: develop control in
		progressions of a cartwheel bridge and shoulder
	spreading my weight across a base of	I DIOBLESSIOUS OF A CALLWHEEL DHOBE AND SHOULDED

Balances: know where and when to apply	Balances: explore counter balance and counter
force to maintain control and balance.	tension.
Rolls: understand that I can use momentum	Rolls: develop fluency and consistency in the
to help me to roll and where that	straddle, forward and backward roll.
momentum comes from.	Jumps: combine and perform a range of gymnastic
Jumps: understand that taking off from two	jumps more fluently and effectively
feet will give me more height and therefore	
more time in the air.	
Strategy: know that if I use changes in	
formation it will help to make my sequence	
look interesting.	

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Invasion Games (e.g. handball, netball, basketball, football, tag rugby and hockey)	EYFS	 Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. 	 Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.
	Year 1	 Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. 	 Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner

	Defending: know that staying with a partner	
	makes it more difficult for them to receive	
	the ball.	
	Tactics: know that tactics can help us when	
	playing games.	
	Rules: know that rules help us to play fairly.	
Year 2	Sending & receiving: know to control the	Sending & receiving: developing s&r with increased
	ball before sending it.	control.
	Dribbling: know that keeping my head up	Dribbling: explore dribbling with hands and feet with
	will help me to know where defenders are.	increasing control on the move.
	Space: know that moving into space away	Space: explore moving into space away from others.
	from defenders helps me to pass and	Attacking: developing moving into space away from
	receive a ball.	defenders.
	Attacking: know that when my team is in	Defending: explore staying close to other players to
	possession of the ball, I am an attacker and	try and stop them getting the ball.
	we can score.	
	Defending: know that when my team is not	
	in possession of the ball, I am a defender	
	and we need to try to get the ball. Know	
	that standing between the ball and the	
	attacker will help me to stop them from	
	getting the ball.	
	Tactics: understand and apply simple tactics	
	for attack and defence.	
	Rules: know how to score points and follow	
	simple rules.	
Year 3	Sending & receiving: know that pointing my	Sending & receiving: explore s&r abiding by the rules
	hand/foot/stick to my target on release will	of the game.
	help me to send a ball accurately.	Dribbling: explore dribbling the ball abiding by the
	Dribbling: know that dribbling is an	rules of the game under some pressure.
	attacking skill which helps us to move	Space: develop using space as a team.
	towards a goal or away from defenders.	Attacking: develop movement skills to lose a
	Space: know that by spreading out as a	defender. Explore shooting actions in a range of
	team we move the defenders away from	invasion games.
	each other.	Defending: develop tracking opponents to limit their
	Attacking and defending: know my role as	scoring opportunities.
	an attacker and defender.	

	Tactics: know that using simple tactics will	
	help my team to achieve an outcome e.g.	
	we will each mark a player to help us to gain	
	possession.	
	Rules: know the rules of the game and	
	begin to apply them.	
Year 4	Sending & receiving: know that cushioning	Sending & receiving: develop passing techniques
	a ball will help me to control it when	appropriate to the game with increasing success.
	receiving it.	Catch a ball using one and two hands and receive a
	Dribbling: know that protecting the ball as I	ball with feet/object with increasing success.
	dribble will help me to maintain possession.	Dribbling: link dribbling the ball with other actions
	Space: know that moving into space will	and change direction whilst dribbling with some
	help my team keep possession and score	control.
	goals.	Space: develop moving into space to help my team.
	Attacking: recognise when to pass and	Attacking: change direction to lose an opponent with
	when to shoot.	some success.
	Defending: know when to mark and when	Defending: develop defending one on one and begin
	to attempt to win the ball.	to intercept.
	Tactics: know that applying attacking tactics	
	will help to maintain possession and score	
	goals. Know that applying defending tactics	
	will help to deny space, gain possession and	
	stop goals.	
	Rules: know and understand the rules to be	
	able to manage our own game.	
Year 5	Sending & receiving: know that not having	Sending & receiving: develop control when s&r under
	a defender between myself and a ball	pressure.
	carrier enables me to s&r with better	Dribbling: dribble with some control under pressure.
	control.	Space: explore moving to create space for themselves
	Dribbling: know that dribbling in different	and others in their team.
	directions will help to lose a defender.	Attacking: use a variety of techniques to lose an
	Space: know that by moving to space even	opponent e.g. change of direction or speed.
	if not receiving the ball will create space for	Defending: develop tracking and marking with
	a teammate.	increased success. Explore intercepting a ball using
	Tactics: understand the need for tactics and	one and two hands.
	identify when to use them in different	
	situations.	

	Rules: understand and apply rules in a	
	variety of invasion games whilst playing and	
	officiating.	
Year 6	Sending & receiving: understand and make	Sending & receiving: s&r consistently using a range
	quick decisions about when, how and who	of techniques with increasing control under pressure
	to pass to.	Dribbling: dribble consistently using a range of
	Dribbling: choose the appropriate skill for	techniques with increasing control under pressure.
	the situation under pressure e.g. a V dribble	Space: move to the correct space when transitioning
	in basketball to keep the ball away from a	from attack to defence or defence to attack and
	defender.	create and use space for self and others.
	Space: understand that transitioning quickly	Attacking: confidently change direction to lose an
	between attack and defence will help my	opponent
	team to maintain or gain possession.	Defending: use a variety of defending skills (tracking,
	Tactics: know how to create and apply a	interception, jockeying) in game situations.
	tactic for a specific situation or outcome.	
	Rules: understand, apply and use rules	
	consistently in a variety of invasion games	
	whilst playing and officiating.	

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Net and Wall Games (e.g. tennis, volleyball and badminton)	EYFS	 Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe. 	 Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.
	Year 1	Hitting: know to use the centre of the racket for control.Feeding: know to use an underarm throw to feed to a partner.	Hitting: explore hitting a dropped ball with a racket.Feeding: throw a ball over a net to land into the court area.Rallying: explore sending a ball with hands and a racket.

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	Rallying: know that throwing/hitting to my	Footwork: use the ready position to move towards a
	partner with not too much power will help	ball.
	them to return the ball.	
	Footwork: know that using a ready position	
	will help me to move in any direction.	
	Tactics: know that tactics can help us to be	
	successful when playing games.	
	Rules: know that rules help us to play fairly.	
Year 2	Hitting: know to watch the ball as it comes	Hitting: develop hitting a dropped ball over a net.
	towards me to help me to prepare to hit it.	Feeding: accurately underarm throw over a net to a
	Feeding: know to place enough power on a	partner.
	ball to let it bounce once but not too much	Rallying: explore underarm rallying with a partner
	so that my partner can't return it.	catching after one bounce.
	Rallying: know that sending the ball	Footwork: consistently use the ready position to
	towards my partner will help me to keep a	move towards a ball.
	rally going.	
	Footwork: know that using a ready position	
	helps me to react quickly and return/catch a	
	ball.	
	Tactics: understand that applying simple	
	tactics makes it difficult for my opponent.	
	Rules: know how to score points and follow	
	simple rules.	
Year 3	Shots: know that pointing the racket	Shots: explore returning a ball using shots such as the
	face/my hand where I want the ball to go	forehand and backhand.
	and turning my body will help me to hit	Rallying: explore rallying using a forehand.
	accurately.	Footwork: consistently use and return to the ready
	Rallying: know that hitting towards my	position in between shots.
	partner will help them to return the ball	
	easier and keep the rally going.	
	Footwork: know that moving to the middle	
	of my court will enable me to cover the	
	most space.	
	Tactics: know that using simple tactics will	
	help to achieve an outcome e.g. if we	
	spread out, we can cover more space.	
	Rules: know the rules of the game and	
	begin to apply them.	

Year 4	 Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game. 	Shots: dewolon the range of chots used in a variety of
Year 5	 Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. 	 Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.
Year 6	Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.	Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally.

Serving: begin to apply tactics when serving	Footwork: demonstrate a variety of footwork
e.g. aiming to serve short on the first point	patterns relevant to the game I am playing.
and then long on the second point.	
Rallying: understand how to play different	
shots depending on if a rally is co-operative	
or competitive.	
Footwork: know that using the appropriate	
footwork will help me to react to a ball	
quickly and give me time to prepare to play	
a shot.	
Tactics: understand when to apply some	
tactics for attacking and/or defending.	
Rules: understand, apply and use rules	
consistently in a variety of net and wall	
games whilst playing and officiating.	

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
ΟΑΑ	EYFS	 Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe. 	 Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.
	Year 1	 Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. 	Problem solving: suggest ideas in response to a task Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.

	Rules: know that rules help us to play fairly.	
Year 2	 Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules. 	 Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.
Year 3	 Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other. Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe. 	 Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.
Year 4	 Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of 	 Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.

Year 5	Problem solving: recognise that there may	Problem solving: explore tactical planning within a
	be more than one way to solve a challenge	team to overcome increasingly challenging tasks.
	and that trial and error may help to guide	Navigational skills: develop navigational skills and
	me to the best solution.	map reading in
	Navigational skills: use a key to identify	increasingly challenging tasks.
	objects and locations.	Communication: explore a variety of communication
	Communication: know to be descriptive but	methods with increasing success.
	concise when giving instructions e.g. 'two	
	steps to the left'.	
	Reflection: reflect on when I am successful	
	at solving challenges and alter my methods	
	in order to improve.	
	Rules: know that abiding by rules will	
	enable my classmates to complete the	
	course e.g. not moving controls.	
Year 6	Problem solving: understand that being	Problem solving: pool ideas within a group, selecting
Tear o	able to solve problems is an important life	and applying the best method to solve a problem.
	skill.	Navigational skills: orientate a map efficiently to
	Navigational skills: understand why having	navigate around a course with multiple points.
	good navigational skills are important.	Communication: inclusively communicate with
	Communication: know that good	others, share job roles and lead when necessary.
	communication skills are key to solving	······································
	problems and working effectively as a team.	
	Reflection: with increasing accuracy, reflect	
	on when and how I am successful at solving	
	challenges and alter my methods in order to	
	improve.	
	Rules: understand the rules and think	
	creatively to solve the challenge whilst	
	abiding by the rules.	
	abiding by the rules.	

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Striking and Fielding (e.g. cricket and rounders)	EYFS	Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands.	Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.

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	Throwing and catching: know to point my	
	hand at my target when throwing. Know to	
	have hands out ready to catch.	
	Tactics: make simple decisions in response	
	to a task.	
	Rules: know that rules help us to stay safe.	
Year 1	Striking: understand that the harder I strike,	Striking: explore striking a ball with their hand and
	the further the ball will travel.	equipment.
	Fielding: know that throwing the ball back is	Fielding: develop tracking and retrieving a ball.
	quicker than running with it.	Throwing: explore technique when throwing over
	Throwing: know which type of throw to use	and underarm.
	to throw over longer distances.	Catching: develop co-ordination and technique when
	Catching: know to watch the ball as it	catching.
	comes towards me.	
	Tactics: know that tactics can help us when	
	playing games.	
	Rules: know that rules help us to play fairly.	
Year 2	Striking: understand the role of a batter.	Striking: develop striking a ball with their hand and
	Know that striking quickly will increase the	equipment with some consistency.
	power.	Fielding: develop tracking a ball and decision making
	Fielding: understand that there are	with the ball.
	different roles within a fielding team. Know	Throwing: develop co-ordination and technique
	to move towards the ball to collect it to	when throwing over and underarm.
	limit a batter's points.	Catching: catch with two hands with some co-
	Throwing: know that stepping with	ordination and technique.
	opposite foot to throwing arm will help me	
	to balance.	
	Catching: know to use wide fingers and pull	
	the ball in to my chest to help me to	
	securely catch.	
	Tactics: understand and apply simple tactics	
	for attack (batting) and defence (fielding).	
	Rules: know how to score points and follow	
	simple rules.	
Year 3	Striking: know that striking to space away	Striking: begin to strike a bowled ball after a bounce
	from fielders will help me to score.	with different equipment.

	Fielding: know to look at where a batter is	Fielding: explore bowling to a target and fielding skills
	before deciding what to do. Know to	to include a two-handed pick up.
	communicate with teammates before	Throwing: use overarm and underarm throwing in
	throwing them a ball.	game situations.
	Throwing: know that overarm throwing is	Catching: catch with some consistency in game
	used for long distances and underarm	situations.
	throwing for shorter distances.	
	Catching: know to move my feet to the ball.	
	Tactics: know that using simple tactics will	
	help my team to achieve an outcome e.g.	
	we will spread out to deny space.	
	Rules: know the rules of the game and	
	begin to apply them.	
Year 4	Striking: know that using the centre of the	Striking: develop batting technique with a range of
	bat will provide the most control and	equipment.
	accuracy.	Fielding: develop bowling with some consistency,
	Fielding: know that it easier to field a ball	abiding by the rules of the game.
	that is coming towards me rather than away	Throwing: use overarm and underarm throwing with
	so set up accordingly.	increased consistency in game situations.
	Throwing: understand that being balanced	Catching: begin to catch with one and two hands with
	before throwing will help to improve the	some consistency in game situations
	accuracy of the throw.	
	Catching: know to track the ball as it is	
	thrown to help to improve the consistency	
	of catching.	
	Tactics: know that applying attacking tactics	
	will help to score points and avoid getting	
	out. Know that applying defending tactics	
	will help to deny space, get opponents out	
	and limit points.	
	Rules: know and understand the rules to be	
	able to manage our own game	
Year 5	Striking: understand that stance is	Striking: explore defensive and driving hitting
	important to allow me to be balanced as I	techniques and directional batting.
	hit.	Fielding: develop over and underarm bowling
		technique. Develop long and short barrier and two
		handed pick up.

	Fielding: know that backing up a fielder as a	Throwing: demonstrate good technique when using a
	ball is being thrown will help to increase the	variety of throws under pressure.
	chances of fielding successfully.	Catching: explore catching skills (close/deep and
	Throwing: understand where to throw the	wicket keeping) and apply these with some
	ball in relation to where a batter is.	consistency in game situations.
	Catching: understand when to use a close	
	catch technique or deep catch technique.	
	Tactics: understand the need for tactics and	
	identify when to use them in different	
	situations.	
	Rules: understand and apply rules in a	
	variety of striking and fielding games whilst	
	playing and officiating.	
Year 6	Striking: understand that the momentum	Striking: strike a bowled ball with increasing accuracy
Teal U	and power for striking a ball comes from	and consistency.
	legs as well as arms.	Fielding: use a wider range of fielding skills with
	Fielding: know which fielding action to	increasing control under pressure.
	apply for the situation.	Throwing: consistently demonstrate good technique
	Throwing and catching: consistently make	in throwing skills under pressure.
	good decisions on who to throw to and	Catching: consistently demonstrate good technique
	when to throw in order to get batters out.	in catching skills under pressure
	Know that accuracy, speed and consistency	
	of throwing and catching will help to limit a	
	batter's score.	
	Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.	
	Rules: understand, apply and use rules	
	consistently in a variety of striking and	
	fielding games whilst playing and officiating.	

Area of Learning	Year Group	Declarative Knowledge 'Knowing what'	Procedural Knowledge 'Knowing how'
Target Games	EYFS	Throwing: know to point my hand at my target when throwing.	Throwing: explore throwing using a variety of equipment.

	[
(e.g. golf and dodgeball)		Catching: know to have hands out ready to	Catching: explore catching using a variety of
		catch.	equipment.
		Tactics: make simple decisions in response	
		to a task.	
		Rules: know that rules help us to stay safe.	
	Year 1	Throwing: know which type of throw to use	Throwing overarm: explore technique when
		for distance and accuracy. Know that my	throwing overarm towards a target.
		body position will affect the accuracy of my	Throwing underarm: explore technique when
		throw.	throwing underarm towards a target.
		Tactics: know that tactics can help us when	
		playing games.	
		Rules: know that rules help us to play fairly	
	Year 2	Throwing: know that stepping with	Throwing overarm: develop co-ordination and
		opposite foot to throwing arm will help you	technique when throwing overarm towards a target.
		to balance. Know that moving my arm	Throwing underarm: develop co-ordination and
		quicker will give me more power.	technique when throwing underarm towards a
		Striking: know to finish with my	target.
		object/hand pointing at my target.	Striking: develop striking a ball with equipment with
		Tactics: understand and apply simple	some consistency.
		tactics.	
		Rules: know how to score points and follow	
		simple rules.	
	Year 3	Throwing: know to throw slightly ahead of a	Throwing: explore throwing at a moving target.
		moving target.	Catching (dodgeball): begin to catch whilst on the
		Catching (dodgeball): know that beginning	move.
		in a ready position will help me to react to	Striking: begin to strike a ball with accuracy and
		the ball.	balance.
		Striking: know that using a bigger swing will	
		give me more power.	
		Tactics: know that using simple tactics will	
		help my team to achieve an outcome e.g.	
		spread out so that we are harder to aim for.	
		Rules: know the rules of the game and	
		begin to apply them.	
	Year 4	Throwing: know that one handed throws	Throwing: throw with increasing accuracy at a target.
		are used for speed and accuracy. Know that	Catching (dodgeball): catch with increasing
		keeping my elbow high and stepping with	consistency.

	my opposite foot will help to increase the	Striking: strike a ball with increasing consistency.
	power.	
	Catching (dodgeball): know that moving my	
	feet to a ball and pulling it in to my chest	
	will help me to catch more consistently.	
	Striking: know that using a smooth action	
	will help to increase accuracy.	
	Tactics: know that applying attacking tactics	
	will help me to score points and get	
	opponents out. Know that applying	
	defending tactics will help me to stay in the	
	game.	
	Rules: know and understand the rules to be	
	able to manage our own game.	
Year 5	Throwing: know to aim low to make it	Throwing: demonstrate clear technique and accuracy
	difficult for an opponent to catch.	when throwing at a target.
	Catching (dodgeball): know to stay towards	Catching (dodgeball): demonstrate good technique
	the back of the court area to give me more	and consistency in catching skills.
	time to catch.	Striking: develop a wider range of striking techniques
	Striking: know that aligning my body and	and begin to use them under pressure.
	equipment before striking will help me to	
	be balanced.	
	Tactics: understand the need for tactics and	
	identify when to use them in different	
	situations.	
	Rules: understand and apply rules in a	
	variety of target games whilst playing and	
	officiating.	
Year 6	Throwing: know who to throw at and when to throw in order to get opponents out.	Throwing: throw with increasing control under
	Catching (dodgeball): know that I need to	pressure. Catching (dodgeball): catch with increasing control
	make quick decisions on if to catch or if to	under pressure.
	dodge the ball.	Striking: use a variety of striking techniques with
	Striking: know which skill to select for the	control and under pressure.
	situation.	· · · · · · · · · · · · · · · · · · ·
	Tactics: know how to create and apply a	
	tactic for a specific situation or outcome.	

Rules: understand, apply and use rules	
consistently in a variety of target games	
whilst playing and officiating.	

Progression of skills and Assessment

Charlton CE Primary School

Transforming lives through God's embrace

We are a place of sanctuary where we follow the teachings of Jesus to embrace, love, nurture and celebrate everyone in our school family. We encourage high aspirations for all, so that children flourish into confident, independent and reflective learners who go on to make a positive contribution to the world



Progression of Skills Document I can assessment focus statements

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum PE Programme of Study		Pupils should developmovement skills, be competent and com broad range of opp extend their agility, coordination, indivi- others. They should in competitive (both against others) and physical activities, i increasingly challen Pupils should be tau master basic mov- running, jumping, th catching, as well as balance, agility and begin to apply these activities participate in tea developing simple to and defending a pe- using simple mover	ecome increasingly fident and access a ortunities to balance and dually and with l be able to engage h against self and co-operative n a range of ging situations. ught to: vements including hrowing and developing co-ordination, and e in a range of m games, actics for attacking erform dances	Pupils should continue how to use them in di sequences of movem competing with each improve in different precognise their own se Pupils should be taug a use running, jumpi play competitive ge badminton, basketba and apply basic prince develop flexibility, through athletics and perform dances us take part in outdoo and within a team compare their perf improvement to achi	lifferent ways and to eent. They should en other. They should en physical activities an success. ght to: ang, throwing and ca ames, modified whe ill, cricket, football, h iples suitable for att strength, technique d gymnastics] ing a range of move or and adventurous a formances with prev	link them to make a joy communicating, develop an understa d sports and learn h tching in isolation ar re appropriate [for cockey, netball, rour acking and defendin e, control and balance ment patterns activity challenges b ious ones and demo	actions and collaborating and anding of how to ow to evaluate and nd in combination example, nders and tennis], ig ce [for example, oth individually
Swimming and water safety				All schools must prov 2. In particular, pupils s • swim competently metres • use a range of stro breaststroke] • perform safe self-r	hould be taught to: , confidently and pro kes effectively [for e	oficiently over a dist	ance of at least 25 , backstroke and

			1		1	1	· · · · · · · · · · · · · · · · · · ·
	 Move freely using 	 I am beginning to 	-I can describe	-I am beginning to	-I can delay an	-I can	-I can create and
	suitable spaces and speed.	dribble a ball with	how my body	use simple tactics.	opponent and	communicate	use space to help
	 Know equipment needs 	my hands and	feels during	 I am learning the 	help to prevent	with my team	my team.
	to be used safely.	feet.	exercise.	rules of the game	the other team	and move into	-I can dribble,
	 Demonstrate increasing 	-I can change	 I can dodge and 	and am beginning	from scoring.	space to keep	pass, receive and
	control over objects.	direction to move	find space away	to use them	-I can dribble,	possession and	shoot the ball
	- Move confidently.	away from a	from the other	honestly.	pass, receive and	score.	with increasing
	 Use safety measures 	defender.	team.	-I can dribble, pass,	shoot the ball	-I can dribble,	control under
	without direct supervision.	 I can recognise 	-I can move with	receive and shoot	with increasing	pass, receive	pressure.
	- Demonstrate good	space when	a ball towards	the ball with some	control.	and shoot the	-I can select the
	control and co-ordination	playing games.	goal.	control.	-l can move to	ball with some	appropriate
	in large and small	 I can send and 	-I can sometimes	 I can find space 	space to help my	control under	action for the
	movement.	receive a ball with	dribble a ball	away from others	team to keep	pressure.	situation and
	- Move freely in a variety	hands and feet.	with my hands	and near to my	possession and	-I can identify	make this decision
	of different ways.	-I can use simple	and feet.	goal.	score goals.	when I was	quickly.
	- Show a dominant hand.	rules to play	-I can stay with	-I can provide	-l can provide	successful and	-I can use the
	 Make anticlockwise 	fairly.	another player to	feedback using key	feedback using	what I need to	rules of the game
ē	movement.	-I move to stay	try and win the	words.	key terminology	do to improve.	honestly and
and Self- care	- Stand on one foot.	with another	ball.	-I can track an	and understand	-l can use	consistently.
elf-	- Catch a ball.	player when	-l know how to	opponent to slow	what I need to do	tracking and	-I can work
dS	- Experiment moving in	defending.	score points and	them down.	to improve.	intercepting	collaboratively to
an	different ways on	-I recognise	can remember	-I understand my	-I can use simple	when playing in	create tactics with
th	equipment and jump	changes in my	the score.	role as an attacker	tactics to help my	defence.	my team and
lea	landing safely.	body when I do	-I know who is on	and as a defender.	team score or	-I understand	evaluate the
7	- Manage own risk	exercise.	my team and I	-I work co-	gain possession.	the need for	effectiveness of
Ĩ	assessment.	-I understand	can attempt to	operatively with	-I share ideas and	tactics and can	these.
pue	- Help to put away	when I am a	send the ball to	my group to self-	work with others	identify when to	-I can work in
Ξ	equipment correctly	defender and	them.	manage games.	to manage our	use them in	collaboration with
one	- Participate in Sports day	when I am an			game.	different	others so that
38	and physical activities that	attacker.			-I understand the	situations.	games run
Nir Svir	are included within this				rules of the game	-I understand	smoothly.
ž	using a variety of				and I can use	the rules of the	-I recognise my
nt:	equipment, taking turns				them often and	game and I can	own and others
me	and celebrating other's				honestly.	apply them	strengths and
do	successes.					honestly most	areas for
eve	- Write some letters and					of the time.	development and
Physical Development: Moving and Handling/ Health	copy their name.					-I understand	can suggest ways
cal	- Understand the need for					there are	to improve.
iγsi	varied and healthy food.					different skills	-I understand
à	-					for different	when to use

Games Invasion Games Attacking and Defending

	- Use scissors and other			situations and I	different styles of
	tools safely. - Draw lines and circles.			am beginning to	defence in game situations.
	Hold a pen correctly.			apply this.	situations.

- Understand their own	-l can catch a	-I am beginning	-I am able to bowl	-I am able to	-I am beginning	-I can strike a
needs	beanbag and a	to provide	a ball towards a	bowl a ball with	to strike a ball	bowled ball with
hunger/toilet/personal	medium-sized	feedback using	target.		with a rounders	increasing
hygiene.	ball.	key words.	-I am beginning to	some accuracy, and consistency.	bat.	consistency.
-Dress with support.	-I can roll a ball	-I am developing	strike a bowled			-l can use a wider
				-I am learning the	-lam	
- Use tools to change to	towards a target.	underarm and	ball.	rules of the game	developing a	range of skills
materials.	-I can strike a ball	overarm	-I am developing	and I am	wider range of	with increasing
	using my hand.	throwing skills.	an understanding	beginning to use	fielding skills	control under
	-I can track a ball	-I can hit a ball	of tactics and I am	them to play	and I am	pressure.
(Following Instructions,	that is coming	using equipment	beginning to use	honestly and	beginning to	-I can use the
using space and different	towards me.	with some	them in game	fairly.	use these under	rules of the game
ways of moving- moving	-I know how to	consistency.	situations.	-I can	some pressure.	consistently to
safely)	score points.	-I can track a ball	-I am learning the	communicate	-I can identify	play fairly.
Understanding why	-I understand the	and collect it.	rules of the game	with my	when I was	-I can work
exercise is good for our	rules and I am	-I can use simple	and I am beginning	teammates to	successful and	collaboratively
bodies and what changes	beginning to use	tactics.	to use them.	apply simple	what I need to	with others to get
happen during exercise.	these to play	-l know how to	-l can provide	tactics.	do to improve.	batters out.
(Agility, balance,	honestly and	score points and	feedback using key	-l can explain	-I can work co-	-I can work in
coordination to develop	fairly.	can remember	words.	what happens to	operatively with	collaboration with
running and stopping)	-I understand	the score.	-l can use overarm	my body when I	others to	others so that
Understanding why	when I am	-I understand the	and underarm	exercise and how	manage our	games run
exercise is good for our	successful.	rules of the game	throwing and	this helps to	game.	smoothly.
bodies and what changes		and can use	catching skills.	make me	-I understand	-l recognise my
happen during exercise.		these to play	-I work co-	healthy.	the need for	own and others
Revise and refine the		fairly in a small	operatively with	-l can provide	tactics and can	strengths and
fundamental movement		group.	my group to self-	feedback using	identify when to	areas for
skills they have already			manage games.	key terminology	use them in	development and
acquired: - rolling -				and understand	different	can suggest ways
crawling - walking -				what I need to do	situations.	to improve.
jumping - running -				to improve.	-I understand	-I understand and
hopping - skipping –				-l can strike a	the rules of the	can apply some
climbing				bowled ball with	game and I can	tactics in the
Confidently and safely use				adapted	apply them	game as a batter,
a range of large and small				equipment (e.g. a	honestly most	bowler and
apparatus indoors and				tennis racket).	of the time.	fielder.
outside, alone and in a				-l can use	-I understand	
group. Develop overall				overarm and	there are	
body-strength, balance, co-				underarm	different skills	
ordination and agility				throwing and	for different	
				catching skills	situations and I	

(Exploring simple		with increasing	am beginning to	
movements and		accuracy.	use this.	
equipment) Progress		-I share ideas and		
towards a more fluent		work with others		
style of moving, with		to manage our		
		game.		

graceto provide feedback using feedback using teckies also divert with and use simple to engage successfully with future physical education sessions and other physical disciplines including dance, gymasticscatch with two hands.to provide feedback using to understand and use simple tactics.different sized objects with increasing consistency with two hands.use a range of throwing techniques to throwing and increasing consistency with to anderstand and use simple tactics.different sized objects with increasing consistency with trow to a target.grace bevelop the overall body strength, co-ordination, future physical education sessions and other physical disciplines including dance, gymnasticscat and ind eccive a ball throw with some i can roll and throw a ball to throw a ball to throw and surget.different sized objects with i can catch(Exploring simple equipment Progress strength, co-ordination, balance and agility needed to engage successfull, with disciplines including dance, gymnasticscar say when i can track a ball that is coring throw and kick a ad a partner.disciplines including dance, i can work co- operatively with a i can track a ball to a partner.car and ball receive a ball and collect it.can drobe i can work co- operatively with a partner and a small group.i can track ball and collect it.different sized objects with i can rack ball wards me.different sized i can acak works.different sized i can acak ball with i can say when i can send and cashing skills.different sized i can work co- i can work co- <th></th> <th></th> <th></th> <th></th> <th>1</th> <th></th>					1	
Understanding why exercise is good for our bodies and what changes happen during exercise.hands. 	developing control and	-I am beginning to	-I am beginning		-I can accurately	
exercise is good for our bodies and what changes happen during exercise1 am beginning to indible /send and receive a ball with my hands and tere and aglity needed to engage successfully with future physical education sessions and other physical equipment) Progress someone was-1 can dribble and target. -1 can dribble and and use simple tartics.techniques to throw to a target. -1 can dribble a ball with control.techniques to throw to a target. -1 can dribble a ball with control.techniques to throw to a target. -1 can dribble a ball with control.techniques to throw to a target. -1 can dribble a ball with control.techniques to throw to a target. -1 can dribble a ball with some -1 can dribble a ball with some -1 can dribble a ball with some -1 can provide feedback using key words.techniques to throw to a target. -1 can dribble a ball with some -1 can provide feedback using key words.techniques to throw to a target. -1 can dribble a balance and aglity needed partner with a target.techniques. -1 can trow with ad co- or consistency to a trace and target. -1 can trow with ad co- ordination.techniques. -1 can trow with ad co- ordination.balance and aglity needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymmatics-1 can trow co- operatively with a a partner and a small group. -1 can trok ta ball amal group. -1 can trok ta ball small group. -1 can trok ta ball amal group. -1 can trok ta ball small group. -1 can trok ta ball small group. -1 can trok ta ball that is coming to a partner and amal group.<			•		-	
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bodies and what changes with and without			-			
	exercise is good for our		passed to me,			
hannen during exercise	bodies and what changes		with and without			
	happen during exercise.		a bounce.			

Further develop and refine	-I can roll a ball	
a range of ball skills	to hit a target.	
including: throwing,	-I can track a ball	
catching, kicking, passing,	and stop it using	
batting, and aiming.	my hands and	
Develop confidence,	feet.	
competence, precision and	-I can work safely	
accuracy when engaging in	to send a ball	
activities that involve a ball	towards a	
	partner using a	
(Prepare for Sports day,	piece of	
running, relays, throwing	equipment.	
and catching,		

 under/over)	-I can hit a ball	-I can defend	-I am learning the	-I can	-I am	-I can select the
Understanding why	using a racket.	space on my	rules of the game	communicate	developing a	appropriate
exercise is good for our	-I can throw a ball	court using the	and I am beginning	with my	wider range of	action for the
bodies and what changes	to land over the	ready position.	to use them to play	teammates to	skills and I am	situation and
happen during exercise.	net and into the	-I can describe	fairly.	apply simple	beginning to	make this decision
Year R – Fine motor	court area.	how my body	-I can provide	tactics.	use these under	quickly.
activities Develop their	-I can track balls	feels during	feedback using key	-I can explain		-l can use a wider
small motor skills so that	and other	exercise.	words.	•	some pressure. -I can identify	range of skills
they can use a range of		-I can hit a ball	-I can return a ball	what happens to	how different	with increasing
tools competently, safely	equipment sent	over the net and		my body when I exercise and how	activities can	0
	to me.		to a partner.			control under
and confidently. Suggested	-I can use a ready	into the court	-l can use basic	this helps to	benefit my	pressure.
tools: pencils for drawing	position to move	area.	racket skills.	make me	physical health.	-I can use
and writing, paintbrushes,	to the ball.	-I can throw	-I understand the	healthy.	-I can identify	feedback
scissors, knives, forks and	-I know how to	accurately to a	aim of the game.	-I can provide	when I was	provided to
spoons This sould include:	score points.	partner.	-I understand the	feedback using	successful and	improve the
This could include:	-l recognise	-I can use simple	benefits of	key terminology	what I need to	quality of my
Threading, cutting,	changes in my	tactics to make it	exercise.	and understand	do to improve.	work.
weaving, playdough, Fine	body when I do	difficult for an	-I work	what I need to do	-l can use	-I can use the
Motor activities.	exercise.	opponent.	cooperatively with	to improve.	feedback	rules of the game
Form letters correctly	-I show honesty	-I know how to	my group to self-	-I can return to	provided to	consistently to
Cut a shape out using	and fair play	score points and	manage games.	the ready	improve my	play honestly and
scissors	when playing	can remember		position to	work.	fairly.
Begin to draw diagonal	against an	the score.		defend my own	-I can work	-I can work
lines, like in a triangle /	opponent.	-I show good		court.	cooperatively	collaboratively to
Start to colour inside the		sportsmanship		-l can sometimes	with others to	create tactics with
lines of a picture		when playing		play a continuous	manage our	my team and
Draw pictures that are		against an		game.	game.	evaluate the
recognisable		opponent.		-l can use a range	-I understand	effectiveness of
Build things with smaller				of basic racket	the need for	these.
linking blocks, such as				skills.	tactics and can	-I can work in
Duplo or Lego				-I share ideas and	identify when to	collaboration with
Use their core muscle				work with others	use them in	others so that
strength to achieve a good				to manage our	different	games run
posture when sitting at a				game.	situations.	smoothly.
table or sitting on the floor				-I understand the	-I understand	-l recognise my
				rules of the game	the rules of the	own and others
				and I can use	game and I can	strengths and
Communication ELG:				them often and	apply them	areas for
Listen attentively and				honestly.	honestly most	development and
respond to what they hear					of the time.	

Games Net and Wall

with	n relevant questions,		-I understand	cap suggest ways
				can suggest ways
com	ments and actions		there are	to improve.
whe	en being read to and		different skills	-I understand that
duri	ng whole class		for different	there are
disc	ussions and small		situations and I	different areas of
grou	up interactions. • Make		am beginning to	fitness and how
com	ments about what		apply this.	this helps me in
they	/ have heard and ask			different
que	stions to clarify their			activities.

nderstanding. • Hold onversation when ngaged in back-and-forth xchanges with their eacher and peers. Iffer explanations for why nings might happen, naking use of recently ntroduced vocabulary rom stories, non-fiction, nymes and poems when ppropriate. • Express neir ideas and feelings bout their experiences sing full sentences,	 -I can communicate simple instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks. -I can work with a 	-I can follow instructions carefully. -I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co- operatively with	 -I am developing map reading skills. -I can follow and give instructions. -I can listen to and am accepting of others' ideas. -I can plan and attempt to apply strategies to solve problems. -I can reflect on 	 -I can accurately follow and give instructions. -I can confidently communicate ideas and listen to others. -I can identify key symbols on a map and use a key to help 	 -I am inclusive of others and can share job roles. -I can navigate around a course using a map. -I can orientate a map confidently. -I can reflect on 	 -I am inclusive of others, can share job roles and lead when necessary. -I can orientate a map efficiently to navigate around a course. -I can pool ideas within a group,
ngaged in back-and-forth xchanges with their eacher and peers. Iffer explanations for why hings might happen, haking use of recently htroduced vocabulary rom stories, non-fiction, hymes and poems when ppropriate. • Express heir ideas and feelings bout their experiences	simple instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks.	carefully. -I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co- operatively with	 -I can follow and give instructions. -I can listen to and am accepting of others' ideas. -I can plan and attempt to apply strategies to solve problems. 	instructions. -I can confidently communicate ideas and listen to others. -I can identify key symbols on a map and use a	can share job roles. -I can navigate around a course using a map. -I can orientate a map confidently.	job roles and lead when necessary. -I can orientate a map efficiently to navigate around a course. -I can pool ideas within a group,
Achanges with their eacher and peers. Iffer explanations for why hings might happen, haking use of recently throduced vocabulary from stories, non-fiction, hymes and poems when ppropriate. • Express heir ideas and feelings bout their experiences	instructions. -I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks.	-I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co- operatively with	give instructions. -I can listen to and am accepting of others' ideas. -I can plan and attempt to apply strategies to solve problems.	 -I can confidently communicate ideas and listen to others. -I can identify key symbols on a map and use a 	roles. -I can navigate around a course using a map. -I can orientate a map confidently.	when necessary. -I can orientate a map efficiently to navigate around a course. -I can pool ideas within a group,
eacher and peers. Iffer explanations for why hings might happen, haking use of recently htroduced vocabulary rom stories, non-fiction, hymes and poems when ppropriate. • Express heir ideas and feelings bout their experiences	-I can follow instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks.	was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co- operatively with	-I can listen to and am accepting of others' ideas. -I can plan and attempt to apply strategies to solve problems.	communicate ideas and listen to others. -I can identify key symbols on a map and use a	 -I can navigate around a course using a map. -I can orientate a map confidently. 	-I can orientate a map efficiently to navigate around a course. -I can pool ideas within a group,
ffer explanations for why nings might happen, naking use of recently ntroduced vocabulary rom stories, non-fiction, nymes and poems when ppropriate. • Express neir ideas and feelings bout their experiences	instructions. -I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks.	solving challenges. -I can share my ideas and help to solve tasks. -I can work co- operatively with	am accepting of others' ideas. -I can plan and attempt to apply strategies to solve problems.	ideas and listen to others. -I can identify key symbols on a map and use a	around a course using a map. -I can orientate a map confidently.	map efficiently to navigate around a course. -I can pool ideas within a group,
nings might happen, naking use of recently ntroduced vocabulary rom stories, non-fiction, nymes and poems when ppropriate. • Express neir ideas and feelings bout their experiences	-I can follow path and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks.	challenges. -I can share my ideas and help to solve tasks. -I can work co- operatively with	others' ideas. -I can plan and attempt to apply strategies to solve problems.	to others. -I can identify key symbols on a map and use a	using a map. -I can orientate a map confidently.	navigate around a course. -I can pool ideas within a group,
haking use of recently introduced vocabulary from stories, non-fiction, mymes and poems when ppropriate. • Express heir ideas and feelings bout their experiences	and lead others. -I can listen to others' ideas. -I can suggest ideas to solve tasks.	-I can share my ideas and help to solve tasks. -I can work co- operatively with	-l can plan and attempt to apply strategies to solve problems.	-I can identify key symbols on a map and use a	-I can orientate a map confidently.	course. -I can pool ideas within a group,
ntroduced vocabulary rom stories, non-fiction, nymes and poems when ppropriate. • Express neir ideas and feelings bout their experiences	-l can listen to others' ideas. -l can suggest ideas to solve tasks.	ideas and help to solve tasks. -l can work co- operatively with	attempt to apply strategies to solve problems.	symbols on a map and use a	a map confidently.	-I can pool ideas within a group,
om stories, non-fiction, nymes and poems when ppropriate. • Express neir ideas and feelings bout their experiences	others' ideas. -I can suggest ideas to solve tasks.	solve tasks. -I can work co- operatively with	strategies to solve problems.	map and use a	confidently.	within a group,
nymes and poems when ppropriate. • Express neir ideas and feelings bout their experiences	-l can suggest ideas to solve tasks.	-l can work co- operatively with	problems.			
ppropriate. • Express neir ideas and feelings bout their experiences	ideas to solve tasks.	operatively with	•	key to help	I can reflect on	
neir ideas and feelings bout their experiences	tasks.		-I can reflect on	, ,		selecting and
bout their experiences		a northographic		navigate around	when I was	applying the best
	-I can work with a	a partner and a	when and why I	a grid.	successful at	method to solve a
sing full sentences.		small group.	was successful at	-I can plan and	solving	problem.
	partner and a	-I show honesty	solving challenges	apply strategies	challenges and	-I can use critical
cluding use of past,	small group.	and can play	and am beginning	to solve	alter my	thinking skills to
resent and future tenses	-I understand the	fairly.	to understand	problems.	methods in	form ideas and
nd making use of	rules of the game.	-I understand	why.	-l can reflect on	order to	strategies to solve
onjunctions, with		how to use,	-I can work	when and why I	improve.	challenges.
nodelling and support		follow and create	collaboratively	was successful at	-l can use	-I can work
om their teacher		a simple	with a partner and	solving	critical thinking	effectively with a
		diagram/map.	a small group.	challenges.	to approach a	partner and a
				-I can work	task.	group to solve
SED ELG				collaboratively	-I can work	challenges.
e confident to try new				and effectively	effectively with	-With increasing
ctivities and show				with a partner	a partner and a	accuracy, I can
ndependence, resilience				and a small	small group,	reflect on when
nd perseverance				group.	sharing ideas	and how I
the face of challenge.					and agreeing on	successful at
Explain the reasons for					a team strategy.	solving challenges
ules, know right from						and alter my
rong and try to behave						methods in order
ccordingly.						to improve.
n o o o S S S S S S I I I I I I I I I I I	ad making use of injunctions, with odelling and support om their teacher ED ELG e confident to try new tivities and show dependence, resilience id perseverance the face of challenge. Explain the reasons for les, know right from rong and try to behave	rules of the game. rules of the	rules of the game. -I understand how to use, follow and create a simple diagram/map. FD ELG e confident to try new tivities and show dependence, resilience id perseverance the face of challenge. Explain the reasons for les, know right from rong and try to behave	rules of the game. -I understand how to use, follow and create a simple diagram/map. -I can work collaboratively with a partner and a small group. -I can work collaboratively with a partner and a small group. -ED ELG e confident to try new tivities and show dependence, resilience d perseverance the face of challenge. Explain the reasons for les, know right from rong and try to behave	rules of the game. -I can reflect on when and why I -I can reflect on when and why I vas successful at solving challenges. -I can work collaboratively with a partner and a small group. -I can reflect on when and why I was successful at solving challenges. -I can work collaboratively with a partner and a small group. -I can reflect on when and why I was successful at solving challenges. -I can work collaboratively and effectively with a partner and a small group.	Ind making use of injunctions, with odelling and supportrules of the game1 understand how to use, follow and create a simple diagram/map.why. -1 can work collaboratively with a partner and a small group1 can reflect on when and why I was successful at solving challenges. -1 can use critical thinking to approach a task.EED ELG e confident to try new tivities and show dependence, resilience did perseverance the face of challenge. Explain the reasons for les, know right from rong and try to behaverules of the game1 understand how to use, follow and create a simple diagram/map1 can work collaboratively with a partner and a small group1 can reflect on when and why I was successful at solving challenges. -1 can work collaboratively and effectively with a partner and a small group1 can use critical thinking to approach a task. -1 can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

		1	1		
 Manage their own basic 	-I can change	-I am beginning	-I am able to jump	-I can change	
hygiene and personal	direction when	to provide	and turn a skipping	direction quickly	
needs, including dressing,	moving at speed.	feedback using	rope.	under pressure.	
going to the	 I can recognise 	key words.	-I can change	-I can explain	
toilet and understanding	changes in my	-I am beginning	direction quickly.	what happens	
the importance of healthy	body when I do	to turn and jump	-I can identify	when I exercise.	
food choices.	exercise.	in an individual	when -I was	-I can identify	
	-l can run at	skipping rope.	successful.	when I was	
 Work and play 	different speeds.	-l can describe	 I can link hopping 	successful and	
cooperatively and take	 I can select my 	how my body	and jumping	what I need to do	
turns with others.	own actions in	feels during	actions.	to improve.	
 Form positive 	response to a	exercise.	-I demonstrate	-I can link	
attachments to adults and	task.	-I can show	balance when	hopping and	
friendships with peers.	-I can show	balance when	performing other	jumping actions	
 Show sensitivity to their 	hopping and	changing	fundamental skills.	with other	
own and to others' needs.	jumping	direction.	-I understand how	fundamental	
Show an understanding of	movements.	-I can show	the body moves	skills.	
their own feelings and	-I can work co-	hopping, skipping	differently at	-I can work with	
those of others, and begin	operatively with	and jumping	different speeds.	others to	
to regulate	others to	movements with	-I understand why	complete	
their behaviour	complete tasks.	some balance	it is important to	skipping	
accordingly.	-I show balance	and control.	warm up.	challenges.	
 Set and work towards 	and co-ordination	-I can work co-		-I demonstrate	
simple goals, being able to	when static and	operatively with		good balance and	
wait for what they want	moving at a slow	a partner and a		control when	
and control	speed.	small group.		performing other	
their immediate impulses		-I show balance		fundamental	
when appropriate.		and co-		skills.	
 Give focused attention to 		ordination when		-I understand and	
what the teacher says,		running at		can demonstrate	
responding appropriately		different speeds.		how and when to	
even when				speed up and	
engaged in activity, and				slow down when	
show an ability to follow				running.	

	I					
instructions involving	-l can recognise	-I can describe	-I can collect and	-I can collect and	-I can analyse	-I can change my
several ideas	changes in my	how my body	record my scores,	record my scores	my fitness	running technique
or actions	body when I do	feels during	recognising my	and identify	scores to	to adapt to
	exercise.	exercise.	strengths.	areas -I need to	identify areas	different
	-I can share my	-I can show	-I can complete	improve.	for	distances.
	ideas with other	hopping and	exercises with	-I can use key	improvement.	-I can collect,
	people in the	jumping	control.	points to help me	-l can choose	record and
Physical Development ELG:	class.	movements with	 I can persevere 	to improve my	the best pace	analyse scores to
Gross Motor Skills Children	-I can talk about	some balance	when I find a	sprinting	for a running	identify areas
at the expected level of	what exercise	and control.	challenge hard.	technique.	event and	where I have
development will: -	does to my body.	-I persevere with	-I can provide	-I share ideas and	maintain speed.	made the most
Negotiate space and	-I recognise how	new challenges.	feedback using key	work with others	-l can	improvement.
obstacles safely, with	exercise makes	-I show	words.	to manage	encourage and	-I can work with
consideration for	me feel.	determination to	-I can use key	activities.	motivate others	others to
themselves and others; -	-I try my best in	continue working	points to help me	-I show balance	to work to their	organise, manage
Demonstrate strength,	the challenges I	over a longer	to improve my	when changing	personal best.	and record
balance and coordination	am set.	period of time.	sprinting	direction at	-I can identify	information at a
when playing; - Move	-I understand why	-I understand	technique.	speed.	how different	station.
energetically, such as	it is important to	that running at a	 I can work safely 	-I show control	activities can	 I encourage and
running, jumping, dancing,	warm up.	slower speed will	with others.	when completing	benefit my	motivate others
hopping, skipping and		allow me to run	-I show balance	activities to	physical health.	to work to their
climbing.		for a longer	when changing	improve balance.	-I can work with	best.
ELG: Fine Motor Skills		period of time.	direction.	-I show	others to	-I understand that
Children at the expected		-I work with	-I understand that	determination to	manage	there are
level of development will: -		others to turn a	there are different	continue working	activities.	different areas of
Hold a pencil effectively in		rope and	areas of fitness.	over a period of	-I understand	fitness and how
preparation for fluent		encourage others		time.	the different	this helps me in
writing – using the tripod		to jump at the		-I understand	components of	different
grip in almost all cases; -		right time.		there are	fitness and how	activities.
Use a range of small tools,				different areas of	to test them.	-I understand the
including scissors, paint				fitness and that	-I understand	different
brushes and cutlery; -				each area	what my	components of
Begin to show accuracy				challenges my	maximum effort	fitness and ways
and care when drawing.				body differently.	looks and feels	to test and
5				. ,	like and I am	develop them.
					determined to	-I work to my
					achieve it.	maximum
						consistently when
						presented with
						challenges.
	1	1	l	1	l	

						· · · ·
	-l am confident to	-I am beginning	-I can adapt	-I can adapt	-l can create	-I can combine
	perform in front	to provide	sequences to suit	sequences to suit	and perform	and perform
	of others.	feedback using	different types of	different types of	sequences using	gymnastic actions,
	-I can link simple	key words.	apparatus.	apparatus.	apparatus,	shapes and
	actions together	-I am proud of	-I can choose	-I can choose	individually and	balances with
	to create a	my work and	actions that flow	actions that flow	with a partner.	control and
	sequence.	confident to	well into one	well into one	-I can lead a	fluency.
	-I can make my	perform in front	another.	another.	partner through	-I can create and
	body tense,	of others.	-I can choose and	-I can choose and	short warm-up	perform
	relaxed, stretched	-I can perform	plan sequences of	plan sequences	routines.	sequences using
	and curled.	the basic	contrasting	of contrasting	-l can use canon	compositional
	-I can recognise	gymnastic	actions.	actions.	and	devices to
	changes in my	actions with	-l can complete	-l can complete	synchronisation,	improve the
	body when I do	some control and	actions with	actions with	and matching	quality.
	exercise.	balance.	increasing balance	increasing	and mirroring	-I can lead a small
	-I can remember	-I can plan and	and control.	balance and	when	group through a
	and repeat	repeat simple	-I can move in	control.	performing with	short warm-up
	actions and	sequences of	unison with a	-l can move in	a partner and a	routine.
	shapes.	actions.	partner.	unison with a	group and say	-I can use
	-I can say what I	-l can use	-I can provide	partner.	how it affects	appropriate
	liked about	directions and	feedback using key	-l can provide	the	language to
	someone else's	levels to make	words.	feedback using	performance.	evaluate and
	performance.	my work look	-l use a greater	key words.	-l can use	refine my own
	-I can use	interesting.	number of my own	-l use a greater	feedback	and others' work.
	apparatus safely	-I can use shapes	ideas for	number of my	provided to	-I can work
	and wait for my	when performing	movements in	own ideas for	improve my	collaboratively
	turn.	other skills.	response to a task.	movements in	work.	with others to
		 I can work safely 	-With help, I can	response to a	-I can use set	create a
		with others and	recognise how	task.	criteria to make	sequence.
		apparatus.	performances	-With help, I can	simple	-I understand how
			could be improved.	recognise how	judgments	to work safely
				performances	about	when learning a
				could be	performances	new skill.
				improved.	and suggest	-I understand
					ways they could	what counter
					be improved.	balance and
					-l can use	counter tension is
					strength and	and can show
					flexibility to	examples with a
					improve the	partner.

	quality of a performance. -I can work safely when learning a new
	skill to keep myself and
	others safe.

I am beginning use counts. t can copy.I am beginning to provide feedback using key vords.I can respectful of others when watching them watching them others when drames to convey a convey a character or idea.I can accourately actions and convey and convey a character or idea.I can choreograph. to can lead a small orgop.I can icead a small orgop.I can anove confidently and safely.I can accourately tacan nove confidently and safely.I can copy.I can copy.I can lead a small orgop.I can accourately i can use different parts of the body in to loation and together.I can describe phrase.I can secourts partner and paropriate actions and actions actions and duarepressive appropriat actions act	 1			-	_		
Image:		• •		•			
remember and repeat actions. -1 can nove confidently and 							• •
repeat actions. -1 can copy. repeat actions. -1 can consectory. repeat actions. -1 can consectory. repeat actions. -1 can copy. repeat actions. -1 can copy. repoints and appropriate -1 can copy. repeat actions. -1 can copy. repeat aco		-l can copy,	-	-	dynamics to		
I can move confidently and safely.remember, repeat and create dance phrases.feedback using key words1 can copy and remember and phrases-1 can copy and remember and -1 can respond-1 can copy and remember and phrases-1 can copy and remember and -1 can respond-1 can copy and remember and -1 can -1 can-1 can copy and -1 can-1 can copy and -1 can-1 can copy and -1 can-1 can copy and -1 can -1 can -1 can		remember and		•	convey a	choreography.	safely using a
confidently and safely.repeat and create dance phrase.words.remember set charepeat, remember and perform a dance phrase.phrase.group through a short warm-up routine1 can use different parts of together1 can describe rees during together1 can use counts character and idea through the actions1 can use counts character and idea through the actions1 can use counts others to share character and idea through the actions1 can use counts others to share character and idea through the actions1 can use dynamic and expressive qualities in mel character and idea through the about someone else's unison in our at espent to isonfidence to perform1 can vort character and indea1 can use character and indea1 can use confidently and expressive and characters1 can vort different dance partner using mirroring and unison in our atoms efform1 can vort character and indive1 can vort different dance dance phrases1 can vort dance phrase1 can vort dance phrase1 can vort dance phrase1 can vort		repeat actions.					prop.
safely.create dance phrases1 can repeat, remember and phrases1 can repeat, remember and phrase1 can repeat, remember and phrase1 can reprovide routine.short warm-up routine1 can work with otgether1 can show a others to share ideas and select actions and othorset to share to choose-1 can work with otharcet routine1 can repeat, remember and phrase1 can vork with others' and gaugae relating to the lesson1 can show a other lesson1 can secounts other lesson1 can reprorm actions and different styles of dance, clearly and fluently with acturacy and of dance, clearly and fluently with eactions, and fluently, donance, eactions, and fluently, donance, eactions, donance, eactions, eactions, eactions, eactions, donance, eactions, e			remember,	• •	 I can copy and 	choreograph	 I can lead a small
 -1 can use different parts of the body in isolation and isolation and together. -1 can work with -1 can work witha -1 can use -1 can use -		•	repeat and	words.		•	• • •
Image: series of the body in together. -1 can describe how my body feels during et actions and together. -1 can use counts of the body in together. -1 can use counts of the body in together. -1 can use counts of the body in together. -1 can use counts of the body in together. -1 can use counts of the body in together. -1 can use counts of the body in together. -1 can use dy ance. -1 can respond confidently and together. -1 can use dy ance.		safely.	create dance	-l can repeat,	choreography.	individually and	short warm-up
the body in isolation and together. -1 can work with others to share ideas and select actions.how my body feels during exercise. -1 can work with others to share ideas and select actions.how my body feels during exercise. -1 can work with actions and 1 can use durants uideas and select actions.how my body feels during exercise. -1 can work with actions and to the lesson. -1 can respond to an lesson.actions and dynamics. I can use durants in age of stimuli and expressive and fluently, with a apartner and group. -1 can use counts to stay in time gearformance. -1 show some sense of dynamic and expressive qualities in my dance.how my body feels during to an lese. -1 can use counts to stay in time partner using mirroring and partner using and expressive actions.phrase. -1 can use counts to stay in time small group, sharing ideas. -1 can use counts to stay in time and expressive qualities in my dance.how my body feels durants to stay in time partner using mirroring and partner using and expressive comfidence to perform.phrase. -1 can work witha partner and in a to the lesson. -1 can use to an lesa and expressive to an lesa and expressive own, with a group.actions and to the lesson. -1 can a scange of timing; -1 can use there and y and thera' work. -1 can use and space in my dance.dance's can's movement and space in my dance in my own, with a group. -1 can use and space in my own, with a group.actions and to take can's and space in my dance in my own, with a group. -1 can work creatively and immy own with a g		-l can use	phrases.	remember and	-I can provide		routine.
isolation and together.feels during exercise1 can use counts to keep in time with a clan vork with others to share ideas and select actions1 can use counts to heap true rand group.Ianguage relating to the lesson.dynamics. -1 can respond to the lesson.confidently and fluently with accuracy and good timing1 choose appropriate ideas1 can use dynamics dance1 can use dynamic to an idea1 can use dynamic to an idea1 can use dynamic and expressive qualities in relation to stay in time with the music1 can use dynamic and spares to stay in time with the music1 can use dynamic and spares to stay in time with the music1 can use to the lesson1 can use to the lesson1 can use to the lesson1 can use and characters1 show some sense of dynamic and expressive qualities in my dance1 show to findence to perform1 show to findence to perform1 can use to findence-1 can use and space in my own, with a pattner and in a group1 can use to the lesson1 can use to tan use to tan use-1 can use to tan use-1 show <b< td=""><td></td><td>different parts of</td><td>-I can describe</td><td>perform a dance</td><td>feedback using</td><td>considering</td><td>-I can perform</td></b<>		different parts of	-I can describe	perform a dance	feedback using	considering	-I can perform
together. -1 can work with others to share ideas and select actions. -1 choose appropriate different dance ielse'sexercise. -1 can show a character and idea through the actions. -1 can show a character and to an idea.i to the lesson. -1 can respond imaginatively to a range of stimuli relating to character and and fluently, and fluently, <b< td=""><td></td><td>the body in</td><td>how my body</td><td>phrase.</td><td>appropriate</td><td>actions and</td><td>dances</td></b<>		the body in	how my body	phrase.	appropriate	actions and	dances
 -1 can work with others to share ideas and select ideas and select actions. -1 choose -1 can use dynamic -1 can use -1 can us		isolation and	feels during	-I can use counts to	language relating	dynamics.	confidently and
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Dance

			watching others	-l can use	choreograph and
			perform.	counts when	structure dances.
				choreographing	
				to stay in time	
				with others and	
				the music.	
				-I can use	
				feedback	
				provided to	
				improve my	
				work.	
-I am able to	-l can describe	 I am developing 	-l can	-l can choose	-l can compete
throw towards a	how my body	jumping for	demonstrate the	the best pace	within the rules
target.	feels during	distance.	difference in	for a running	showing fair play
-I am beginning to	exercise.	-I can identify	sprinting and	event.	and honesty.
show balance and	-I can identify	when I was	jogging	-I can identify	-I can help others
co-ordination	good technique.	successful.	techniques.	good athletic	to improve their
when changing	-I can jump and	-I can take part in a	-l can explain	performance	technique using
direction.	land with control.	relay activity,	what happens in	and explain why	key teaching
-I am developing	-l can use an	remembering	my body when I	it is good.	points.
overarm	overarm throw to	when to run and	warm up.	-l can perform a	-I can identify my
throwing.	help me to throw	what to do.	-I can identify	range of jumps	own and others'
-I can recognise	for distance.	-I can throw a	when I was	showing some	strengths and
changes in my	-I can work with	variety of objects,	successful and	technique.	areas for
body when I do	others, taking	changing my action	what I need to do	-I can show	development and
exercise.	turns and sharing	for accuracy and	to improve.	control at take-	can suggest ways
-l can run at	ideas.	distance.	-I can jump for	off and landing	to improve.
different speeds.	-I show balance	 I can use different 	distance with	in jumping	-I can perform
-I can work with	and co-	take off and	balance and	activities.	jumps for distance
others and make	ordination when	landings when	control.	-I can take on	using good
safe choices.	running at	jumping.	-I can throw with	the role of	technique.
-I try my best.	different speeds.	-I can use key	some accuracy	coach, official	-I can select and
-I understand the	-I try my best.	points to help me	and power to a	and timer when	apply the best
difference		to improve my	target area.	working in a	pace for a running
between a jump,		sprinting	-I show	group.	event.
a leap and a hop		technique.	determination to	-l can use	-I can show
and can choose		-I can work with a	improve my	feedback to	accuracy and
which allows me		partner and in a	personal best.	improve my	good technique
to jump the		small group,	-I support and	sprinting	when throwing
furthest.		sharing ideas.	encourage others	technique.	for distance.

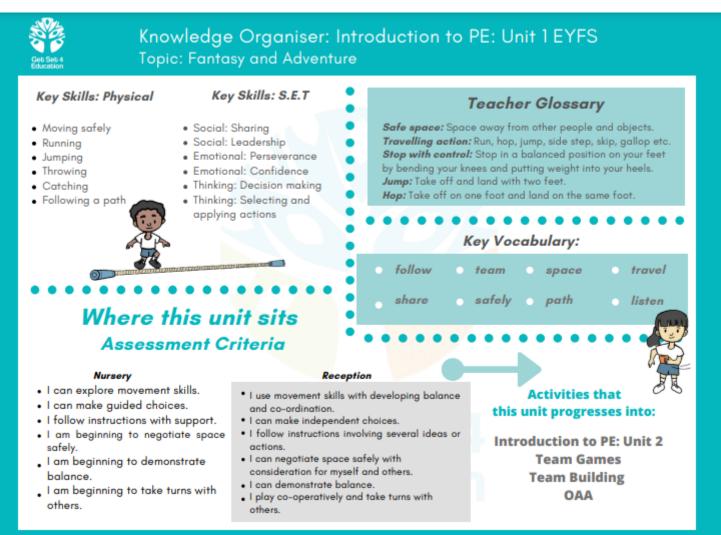
Athletics

	-I show	to work to their	-I persevere to	-I understand that
	determination to	best.	achieve my	there are
	achieve my		personal best.	different areas of
	personal best.		-I show	fitness and how
			accuracy and	this helps me in
			power when	different
			throwing for	activities.
			distance.	-I use different
				strategies to
				persevere to
				achieve my
				personal best.

Examples of Knowledge Organisers

(Can be found on GetSet4PE and in PE Folders in classrooms)

<u>EYFS</u>







Knowledge Organiser: Ball Skills Year 2

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

Rolling

Kicking

Throwing

Catching

Bouncing

Dribbling

Social: Co-operation

Key Skills: S.E.T

- Social: Communication
- Social: Leadership
- · Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions

Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules Boccia	Netball Football	Rounders	Tennis
New Age Kurling Dodgeball	Tag Rugby Handball Basketball	Cricket Baseball	Volleyball Badminton

Key Vocabulary:

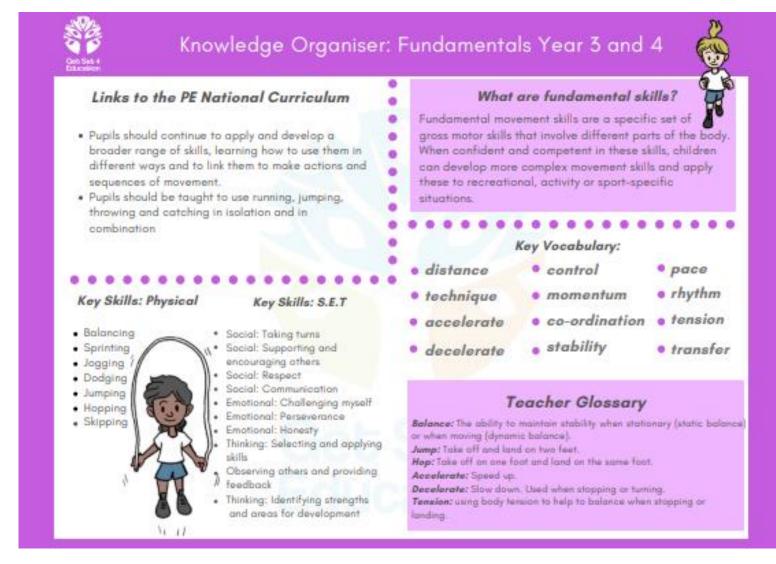
overarm
 overarm
 overarm
 overarm
 collect
 target

Teacher Glossary

Dribble: To move the ball using your feet or your hands. **Track:** To track is when a player moves their body to get in line with a ball that is coming towards them.

Send: To pass to someone with using either your feet or hands. Receive: To collect or stop a ball that is sent to you using either your hands or feet.

<u>LKS2</u>



<u>UKS2</u>



Knowledge Organiser: Dance Y6

Links to the PE National Curriculum

 Performance Ideas
 Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without

consuming if not structured correctly.

Performing, some good ideas:

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

Key Skills: S.E.T

- Performing a variety of dance actions
- Using canon, unison, formation, dynamics, character, emotion, transitions, matching

& mirroring



- Social: Sharing ideas
 Social: Consideration of others
 Social: Inclusion
- Social: Respect
- Social: Leadership
- Social: Supporting others
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing & providing feedback
- Thinking: Using feedback to improve Thinking: Selecting & applying skills

Key Vocabulary:

levels actions formation timng

1 1 - 1

o unison 🕤 posture 🕜 dynamics 🔍 canon

o choreograph
o contrast
o structure

Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
Help the audience to structure their feedback with positive comments first, followed by areas to improve.

forcing them. Performance is an important part of dance but can also be time

- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers. Action: The movement a dancer does e.g. travel, jump, kick. Level: High, medium and law. Pathway: Designs traced in space (on the floor or in the air). Unison: Two or more dancers performing the same movement at the same time. Dynamics: How a movement is performed e.g. robatically, softly. Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward. Space: The 'where' of movement such as levels, directions, pathways, shapes. Formation: Where dancers are in relation to each other. Canon: Performing the same movement, motif or phrase one after the other. Structure: The way in which a dance is ordered or organized.

Phrose: A short sequence of linked movements.

Evidence on Class Dojo, Tapestry, PE Boards and PE books for Year 5 and Year 6