

# St John the Baptist Primary School

## P E Policy

### INTENT

At St Johns we recognise the value of Physical Education and it is an integral part of our curriculum that includes and engages all pupils. Our Gospel values are our main curriculum drivers and through giving children opportunities to compete in sport the values of respect and fairness are embedded to ensure sportsmanship and fair play. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. We aim to provide a high-quality PE provision that enables all children to achieve their personal best.

The National Curriculum States:

*'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.'*

*Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'*

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## EYFS

Physical development is one of the prime areas of learning and development in the early years. This area should encourage children's curiosity and enthusiasm for learning and build their capacity to learn. It should help them form relationships and thrive. Physical development in the early years involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control,

and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

By the end of EYFS children should be able to:

- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handling equipment and tools effectively.
- Know the importance of physical exercise and healthy diet for good health.
- Talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **KS1**

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.

By the end of KS1 children should be able 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## KS2

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

By the end of KS2 children should be able to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## **IMPLEMENTATION**

Below (and in Appendix 2) is the Long Term PE Planning for the school from which individual teachers produce medium term planning for their own classes. These medium term plans cover all the knowledge and skills from the PE Progression of Knowledge and Skills document (Appendix 1).

CLASS 1 - YEAR A		
TERM	PE FOCUS	KNOWLEDGE AND SKILLS
AUTUMN 1	MULTI-SKILLS -GAMES	<p>EYFS - Negotiates space when playing chasing games, adjusting speed or changing direction. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving.</p> <p>YEAR 1 - Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.</p>
AUTUMN 2	DANCE	<p>EYFS - Experiments with different ways of moving. Jumps and lands appropriately. Negotiates space when playing chasing games, adjusting speed or changing direction. Travels with confidence around a space.</p> <p>YEAR 1 - Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to range of stimuli.</p>
SPRING 1	GYMNASTICS	<p>EYFS - Experiments with different ways of moving. Jumps and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>YEAR 1 - Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements.</p>

<p>SPRING 2</p>	<p>MULTI-SKILLS -GAMES</p>	<p>EYFS - Negotiates space when playing chasing games, adjusting speed or changing direction. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving.</p> <p>YEAR 1 - Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.</p>
<p>SUMMER 1</p>	<p>ATHLETICS</p>	<p>EYFS - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps and lands appropriately. Experiments with different ways of moving.</p> <p>YEAR 1 - Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.</p>
<p>SUMMER 2</p>	<p>SWIMMING</p> <p>RACKET SPORTS -TENNIS</p>	<p>YEAR 1 - (End of KS2 requirements) Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>EYFS - Experiments with different ways of moving. Negotiates space when playing chasing games, adjusting speed or changing direction. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>YEAR 1 - Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.</p>

CLASS 1 - YEAR B		
TERM	PE FOCUS	KNOWLEDGE AND SKILLS
AUTUMN 1	MULTI-SKILLS -GAMES	<p>EYFS - Negotiates space when playing chasing games, adjusting speed or changing direction. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving.</p> <p>YEAR 1 - Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.</p>
AUTUMN 2	GYMNASTICS	<p>EYFS - Experiments with different ways of moving. Jumps and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>YEAR 1 - Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements.</p>
SPRING 1	DANCE	<p>EYFS - Experiments with different ways of moving. Jumps and lands appropriately. Negotiates space when playing chasing games, adjusting speed or changing direction. Travels with confidence around a space.</p> <p>YEAR 1 - Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to range of stimuli.</p>



<p><b>SPRING 2</b></p>	<p><b>MULTI-SKILLS -GAMES</b></p>	<p>EYFS - Negotiates space when playing chasing games, adjusting speed or changing direction. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Experiments with different ways of moving.</p> <p>YEAR 1 - Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.</p>
<p><b>SUMMER 1</b></p>	<p><b>ATHLETICS</b></p>	<p>EYFS - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps and lands appropriately. Experiments with different ways of moving.</p> <p>YEAR 1 - Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.</p>
<p><b>SUMMER 2</b></p>	<p><b>SWIMMING</b></p> <p><b>RACKET SPORTS - TENNIS ROUNDERS</b></p>	<p>YEAR 1 - (End of KS2 requirements) Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>EYFS - Experiments with different ways of moving. Negotiates space when playing chasing games, adjusting speed or changing direction. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>YEAR 1 - Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.</p>

CLASS 2 - YEAR A		
TERM	PE FOCUS	KNOWLEDGE AND SKILLS
AUTUMN 1	MULTI-SKILLS -GAMES	<p>YEAR 2 - Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending</p> <p>YEAR 3 - Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p>
AUTUMN 2	DANCE	<p>YEAR 2 - Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.</p> <p>YEAR 3 - Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p>
SPRING 1	GYMNASTICS	<p>YEAR 2 - Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence</p>

		<p>Link movements together to create a sequence.</p> <p>YEAR 3 - Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>
SPRING 2	MULTI-SKILLS -GAMES	<p>YEAR 2 - Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p> <p>YEAR 3 - Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>
SUMMER 1	ATHLETICS	<p>YEAR 2 - Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely.</p> <p>YEAR 3 - Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p>

		<p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>
SUMMER 2	<p>SWIMMING</p> <p>RACKET SPORTS - TENNIS</p> <p>OUTDOOR ADVENTUROUS ACTIVITIES</p>	<p>YEAR 2 &amp; 3 - (End of KS2 requirements) Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p> <p>YEAR 2 - Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p> <p>YEAR 3 - Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p>YEAR 3 - Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>

CLASS 2 - YEAR B		
TERM	PE FOCUS	KNOWLEDGE AND SKILLS
AUTUMN 1	MULTI-SKILLS -GAMES	<p>YEAR 2 - Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending</p> <p>YEAR 3 - Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p>
AUTUMN 2	GYMNASTICS	<p>YEAR 2 - Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence.</p> <p>YEAR 3 - Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc</p>
SPRING 1	DANCE	<p>YEAR 2 - Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes</p>

		<p>Add change of direction to a sequence          Uses space well and negotiates space clearly.          Can describe a short dance using appropriate vocabulary.          Responds imaginatively to stimuli.</p> <p>YEAR 3 - Beginning to improvise independently to create a simple dance.          Beginning to improvise with a partner to create a simple dance.          Translates ideas from stimuli into movement with support.          Beginning to compare and adapt movements and motifs to create a larger sequence.          Uses simple dance vocabulary to compare and improve work.</p>
SPRING 2	MULTI-SKILLS -GAMES	<p>YEAR 2 - Confident to send the ball to others in a range of ways.          Beginning to apply and combine a variety of skills (to a game situation)          Develop strong spatial awareness.          Beginning to develop own games with peers.          Understand the importance of rules in games.          Develop simple tactics and use them appropriately.          Beginning to develop an understanding of attacking/ defending</p> <p>YEAR 3 - Understands tactics and composition by starting to vary how they respond.          Vary skills, actions and ideas and link these in ways that suit the games activity.          Beginning to communicate with others during game situations.          Uses skills with co-ordination and control.          Develops own rules for new games.          Makes imaginative pathways using equipment.          Works well in a group to develop various games.          Beginning to understand how to compete with each other in a controlled manner.          Beginning to select resources independently to carry out different skills.</p>
SUMMER 1	ATHLETICS	<p>YEAR 2 - Can change speed and direction whilst running.          Can jump from a standing position with accuracy.          Performs a variety of throws with control and co-ordination.  <i>preparation for shot put and javelin</i>          Can use equipment safely.</p> <p>YEAR 3 - Beginning to run at speeds appropriate for the distance.  <i>e.g. sprinting and cross country</i></p>



CLASS 3 - YEAR A		
TERM	PE FOCUS	KNOWLEDGE AND SKILLS
AUTUMN 1	GAMES - TAG RUGBY	<p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i> Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending.</p>



		Uses running, jumping, throwing and catching in isolation and in combination.
AUTUMN 2	DANCE	<p>YEAR 4 - Confidently improvises with a partner or on their own.  Beginning to create longer dance sequences in a larger group.  Demonstrating precision and some control in response to stimuli.  Beginning to vary dynamics and develop actions and motifs.  Demonstrates rhythm and spatial awareness.  Modifies parts of a sequence as a result of self-evaluation.  Uses simple dance vocabulary to compare and improve work.</p> <p>YEAR 5 - Beginning to exaggerate dance movements and motifs (using expression when moving)  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  <i>e.g using various levels, ways of travelling and motifs.</i>  Beginning to show a change of pace and timing in their movements.  Uses the space provided to his maximum potential.  Improvises with confidence, still demonstrating fluency across their sequence.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work.</p> <p>YEAR 6 - Exaggerate dance movements and motifs (using expression when moving)  Performs with confidence, using a range of movement patterns.  Demonstrates a strong imagination when creating own dance sequences and motifs.  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  <i>e.g using various levels, ways of travelling and motifs</i>  Beginning to show a change of pace and timing in their movements.  Is able to move to the beat accurately in dance sequences.  Improvises with confidence, still demonstrating fluency across their sequence.  Dances with fluency, linking all movements and ensuring they flow.  Demonstrates consistent precision when performing dance sequences.  Modifies parts of a sequence as a result of self and peer evaluation.</p>

		Uses more complex dance vocabulary to compare and improve work.
SPRING 1	GYMNASTICS	<p>YEAR 4 - Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p> <p>YEAR 5 - Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences.</p> <p>YEAR 6 - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.</p>
SPRING 2	GAMES	YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity.

	<p><b>-NETBALL</b></p>	<p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
<p><b>SUMMER 1</b></p>	<p><b>ATHLETICS</b></p>	<p>YEAR 4 - Beginning to build a variety of running techniques and use with confidence.</p>



**OUTDOOR ADVENTUROUS  
ACTIVITIES**

Uses running, jumping, throwing and catching in isolation and combination.

YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.

Uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Can make suggestions as to what resources can be used to differentiate a game.

Apply basic skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and combination.

YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity.

Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking*

Keeps possession of balls during games situations.

Consistently uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Modifies competitive games.

Compares and comments on skills to support creation of new games.

Can make suggestions as to what resources can be used to differentiate a game.

Apply knowledge of skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and in combination.

YEAR 4 - Develops strong listening skills.

Uses simple maps.

Beginning to think activities through and problem solve.

Choose and apply strategies to solve problems with support.

Discuss and work with others in a group.

Demonstrates an understanding of how to stay safe.

YEAR 5 - Develops strong listening skills.

Use s and interprets simple maps.

Think activities through and problem solve using general knowledge.

Choose and apply strategies to solve problems with support.

		<p>Discuss and work with others in a group.          Demonstrates an understanding of how to stay safe.          YEAR 6 - Develops strong listening skills.          Use s and interprets simple maps.          Think activities through and problem solve using general knowledge.          Choose and apply strategies to solve problems with support.          Discuss and work with others in a group.          Demonstrates an understanding of how to stay safe.</p>
<b>CLASS 3 - YEAR B</b>		
<b>TERM</b>	<b>PE FOCUS</b>	<b>KNOWLEDGE AND SKILLS</b>
<b>AUTUMN 1</b>	<b>GAMES -FOOTBALL</b>	<p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity.          Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i>          Uses skills with co-ordination, control and fluency.          Takes part in competitive games with a strong understanding of tactics and composition.          Can create their own games using knowledge and skills.          Works well in a group to develop various games.          Compares and comments on skills to support creation of new games.          Can make suggestions as to what resources can be used to differentiate a game.          Apply basic skills for attacking and defending.          Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity.          Shows confidence in using ball skills in various ways, and can link these together.          Uses skills with co-ordination, control and fluency.          Takes part in competitive games with a strong understanding of tactics and composition.          Can create their own games using knowledge and skills.          Can make suggestions as to what resources can be used to differentiate a game.          Apply basic skills for attacking and defending.          Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p>

		<p>Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
AUTUMN 2	GYMNASTICS	<p>YEAR 4 - Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> <p>YEAR 5 - Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>YEAR 6 - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p>

		<p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
<p>SPRING 1</p>	<p>DANCE</p>	<p>YEAR 4 - Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>YEAR 5 - Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>YEAR 6 - Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p>



		<p><i>e.g using various levels, ways of travelling and motifs</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
<p><b>SPRING 2</b></p>	<p><b>GAMES -BASKETBALL</b></p>	<p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>

		<p>Can create their own games using knowledge and skills.  Modifies competitive games.  Compares and comments on skills to support creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply knowledge of skills for attacking and defending.  <i>Uses running, jumping, throwing and catching in isolation and in combination.</i></p>
SUMMER 1	ATHLETICS	<p>YEAR 4 - Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  YEAR 5 - Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  YEAR 6 - Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.</p>
SUMMER 2	SWIMMING  ROUNDERS	<p>YEAR 4,5 &amp; 6 - (End of KS2 requirements) Swims competently, confidently and proficiently over a distance of at least 25 metres  Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.  Performs safe self-rescue in different water-based situations.</p> <p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity.  Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i>  Uses skills with co-ordination, control and fluency.</p>

**OUTDOOR ADVENTUROUS  
ACTIVITIES**

Takes part in competitive games with a strong understanding of tactics and composition.  
Can create their own games using knowledge and skills.  
Works well in a group to develop various games.  
Compares and comments on skills to support creation of new games.  
Can make suggestions as to what resources can be used to differentiate a game.  
Apply basic skills for attacking and defending.  
Uses running, jumping, throwing and catching in isolation and combination.

YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity.  
Shows confidence in using ball skills in various ways, and can link these together.  
Uses skills with co-ordination, control and fluency.  
Takes part in competitive games with a strong understanding of tactics and composition.  
Can create their own games using knowledge and skills.  
Can make suggestions as to what resources can be used to differentiate a game.  
Apply basic skills for attacking and defending.  
Uses running, jumping, throwing and catching in isolation and combination.

YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity.  
Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking*  
Keeps possession of balls during games situations.  
Consistently uses skills with co-ordination, control and fluency.  
Takes part in competitive games with a strong understanding of tactics and composition.  
Can create their own games using knowledge and skills.  
Modifies competitive games.  
Compares and comments on skills to support creation of new games.  
Can make suggestions as to what resources can be used to differentiate a game.  
Apply knowledge of skills for attacking and defending.  
Uses running, jumping, throwing and catching in isolation and in combination.

YEAR 4 - Develops strong listening skills.  
Uses simple maps.  
Beginning to think activities through and problem solve.  
Choose and apply strategies to solve problems with support.  
Discuss and work with others in a group.

		<p>Demonstrates an understanding of how to stay safe.</p> <p>YEAR 5 - Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p>YEAR 6 - Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
<b>CLASS 3 - YEAR C</b>		
<b>TERM</b>	<b>PE FOCUS</b>	<b>KNOWLEDGE AND SKILLS</b>
<b>AUTUMN 1</b>	<b>GAMES -TRI-GOLF</b>	<p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>

		<p>Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i> Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>
AUTUMN 2	DANCE	<p>YEAR 4 - Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p> <p>YEAR 5 - Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>

		<p>YEAR 6 - Exaggerate dance movements and motifs (using expression when moving)  Performs with confidence, using a range of movement patterns.  Demonstrates a strong imagination when creating own dance sequences and motifs.  Demonstrates strong movements throughout a dance sequence.  Combines flexibility, techniques and movements to create a fluent sequence.  Moves appropriately and with the required style in relation to the stimulus.  <i>e.g using various levels, ways of travelling and motifs</i>  Beginning to show a change of pace and timing in their movements.  Is able to move to the beat accurately in dance sequences.</p>
<p>SPRING 1</p>	<p>GYMNASTICS</p>	<p>YEAR 4 - Links skills with control, technique, co-ordination and fluency.  Understands composition by performing more complex sequences.  Beginning to use gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Creates sequences using various body shapes and equipment.  Combines equipment with movement to create sequences.  YEAR 5 - Select and combine their skills, techniques and ideas.  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.  Draw on what they know about strategy, tactics and composition when performing and evaluating.  Analyse and comment on skills and techniques and how these are applied in their own and others' work.  Uses more complex gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Links skills with control, technique, co-ordination and fluency.  Understands composition by performing more complex sequences.</p> <p>YEAR 6 - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.  Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.  Adapts sequences to include a partner or a small group.  Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>

		<p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
SPRING 2	GAMES -HANDBALL	<p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p>YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. <i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p>

		<p>Compares and comments on skills to support creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply knowledge of skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and in combination.</p>
SUMMER 1	ATHLETICS	<p>YEAR 4 - Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  YEAR 5 - Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.  YEAR 6 - Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  <i>e.g. hop skip jump (triple jump)</i>  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control.</p>
SUMMER 2	<p>SWIMMING</p> <p>GAMES  -KWIK CRICKET</p>	<p>YEAR 4,5 &amp; 6 - (End of KS2 requirements) Swims competently, confidently and proficiently over a distance of at least 25 metres  Uses a range of strokes effectively <i>e.g.</i> front crawl, backstroke and breaststroke.  Performs safe self-rescue in different water-based situations.</p> <p>YEAR 4 - Vary skills, actions and ideas and link these in ways that suit the games activity.  Shows confidence in using ball skills in various ways, and can link these together. <i>e.g.</i> <i>dribbling, bouncing, kicking</i>  Uses skills with co-ordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.</p>



**OUTDOOR ADVENTUROUS  
ACTIVITIES**

Can create their own games using knowledge and skills.  
Works well in a group to develop various games.  
Compares and comments on skills to support creation of new games.  
Can make suggestions as to what resources can be used to differentiate a game.  
Apply basic skills for attacking and defending.  
Uses running, jumping, throwing and catching in isolation and combination.

YEAR 5 - Vary skills, actions and ideas and link these in ways that suit the games activity.  
Shows confidence in using ball skills in various ways, and can link these together.  
Uses skills with co-ordination, control and fluency.  
Takes part in competitive games with a strong understanding of tactics and composition.  
Can create their own games using knowledge and skills.  
Can make suggestions as to what resources can be used to differentiate a game.  
Apply basic skills for attacking and defending.  
Uses running, jumping, throwing and catching in isolation and combination.

YEAR 6 - Vary skills, actions and ideas and link these in ways that suit the games activity.  
Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking*  
Keeps possession of balls during games situations.  
Consistently uses skills with co-ordination, control and fluency.  
Takes part in competitive games with a strong understanding of tactics and composition.  
Can create their own games using knowledge and skills.  
Modifies competitive games.  
Compares and comments on skills to support creation of new games.  
Can make suggestions as to what resources can be used to differentiate a game.  
Apply knowledge of skills for attacking and defending.  
Uses running, jumping, throwing and catching in isolation and in combination.

YEAR 4 - Develops strong listening skills.  
Uses simple maps.  
Beginning to think activities through and problem solve.  
Choose and apply strategies to solve problems with support.  
Discuss and work with others in a group.

		<p>Demonstrates an understanding of how to stay safe.  YEAR 5 - Develops strong listening skills.  Use s and interprets simple maps.  Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe.  YEAR 6 - Develops strong listening skills.  Use s and interprets simple maps.  Think activities through and problem solve using general knowledge.  Choose and apply strategies to solve problems with support.  Discuss and work with others in a group.  Demonstrates an understanding of how to stay safe.</p>
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## ASSESSMENT

Assessment is a vital tool in the teaching of PE, designed to monitor children's progress and measure attainment. Assessment is used to inform future planning and to provide information about pupils throughout their time in school. At the end of each unit of work teachers will complete the PE Assessment grids (Appendix 3). Class Teachers records will move with the children as they move through the school.

## IMPACT

- Children will achieve age related expectations in PE.
- Children will enjoy participating in sport and will seek additional extra-curricular activities both school based and external.
- Participation levels in PE will be 100%.
- Children will take ownership and responsibility for their own health and fitness.
- Children will be motivated to live happy and healthy lives.
- Experiencing the various PE activities will increase pupil confidence.
- Children acquire life skills such as teamwork, communication and respect which they will be able to employ in other aspects of their adult life.