



PE Curriculum

Gawthorpe Community Academy

PE

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.

Pupils will be taught over a series of lessons which include:

- Revisiting previously taught knowledge and skills;
- Subject specific vocabulary;
- Understanding and application of transferable skills;
- Knowledge and experience of the importance of a healthy active lifestyle;
- Participation in competitive sports and activities.

PE Intent Statement Early Years	Implementation	Impact	Research
SDP High priorities: Developing subject specific vocabulary.	Consistent use of subject specific vocabulary.	Revisiting common vocabulary will allow the children to “Know more and remember more”.	
<p>Curriculum Early Years Outcomes are planned and delivered using Chris Quigley Early Years Key Objectives. (Please see document below for skills progression and vertical links.) Supported by Focus Learning Challenge Sarah Quinn. Child centred approach to teaching and learning is a cyclical process and includes:</p> <ul style="list-style-type: none"> • Observations, • Analysis of observations • Using target tracker for gap analysis of child development and curriculum coverage. To determine next steps. • Planning experiences and opportunities to support observations and next steps. • This includes what the child's interest are. • The environment is set up to connect with child's interests and their learning. <p>Sports Funding With the five key indicators at the heart of the provision, sports funding is used to enhance opportunities within the curriculum and for extra curricular activities. (</p> <p>Fundamentals Physical capabilities and awareness are developed through repetition and practising basic skills. Basic Skills Horizontal links between subjects are explicit during the teaching of PE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects</p> <p>Staff Knowledge PE lessons are, in the main, delivered by specialist staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their PE learning.</p>	<ul style="list-style-type: none"> • To deliver a balance of child initiated experimentation opportunities and focus teaching through concrete, meaningful experiences • To work in the provision areas with the children observing, scaffolding, modelling, guiding, inspiring and providing resources to meet the needs of children at that moment in time. • To provide a constant set of resources for children to practice and consolidate skills and development in positive terms • To provide appropriate resources to enhance the environment relevant to learning • To talk about learning in positive terms fostering the characteristics of effective learning. Making links between learning and revisiting objectives in different contexts. • Praising children's efforts and values in positive terms enabling the children to talk about their own learning and reflect on what they have achieved. • Use display to promote and reinforce learning • To provide loose parts outdoors for children to climb, balance and construct themselves • Practice movements with small equipment • Provide a large space to run and move safely • To provide a specific focus teaching session (Kinetics) once a week by a professional coach • In lessons, you will see children practising and applying their knowledge and skills through a wide range of activities which are differentiated to meet all nee <p>Assessment Formative assessment is used weekly to inform next steps and inform current attainment.</p> <p>Competitive Opportunities These are provided through lessons, intra and inter sports, clubs and specifically teams. With the opportunity to set and work towards personal goals,</p>	<p>Children have the knowledge and skills to perform like a sportsperson.</p> <p>Children make sustained progress in PE.</p> <p>Children develop the competence in a broad range of physical activities needed to live an active healthy life. To inspire and motivate the children so that they believe it is possible to excel and compete at the highest level.</p>	<p>“Closing the Vocabulary Gap” A Quigley. PE Vocabulary.</p>

PE KS1 Intent Statement	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of subject specific vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using a comprehensive combination of good practice. (Please see document below for skills progression and vertical links.)</p> <p>Sports Funding With the five key indicators at the heart of the provision, sports funding is used to enhance opportunities within the curriculum and for extra curricular activities.</p> <p>Fundamentals Physical capabilities and awareness are developed through repetition and practising basic skills. Experiences and enhancement opportunities are planned to develop interest and understanding.</p> <p>Staff Knowledge PE lessons are, in the main, delivered by specialist staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their PE learning.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of PE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects</p>	<p>In lessons, you will see</p> <ul style="list-style-type: none"> • children practising and applying their knowledge and skills through a wide range of activities which are differentiated to meet all needs. • all lessons will start with warm up and finish with a cool down. • children will have the opportunity to revisit previous learning. • children will build on their skills and be given a chance to apply these in a variety of ways. • children will be taught new skills through modelling or visuals. • children will be given the opportunity to improve their performance within lessons. • children will be given an opportunity to perform or demonstrate their skills and knowledge. • children could be using a wide range of equipment. • Health and safety rules are reinforced and adhered to. <p>Assessment Formative assessment is used weekly to inform next steps and inform current attainment.</p> <p>Competitive Opportunities These are provided through lessons, intra and inter sports, clubs and specifically teams. With the opportunity to set and work towards personal goals,</p>	<p>Children have the knowledge and skills to perform like a sports person.</p> <p>Children make sustained progress in PE.</p> <p>Children develop the competence in a broad range of physical activities needed to live an active healthy life. To inspire and motivate the children so that they believe it is possible to excel and compete at the highest level.</p>	<p>“Closing the Vocabulary Gap” A Quigley. PE Vocabulary.</p> <p>The FA-Bootroom</p> <p>AFPE</p>

PE KS2 Intent Statement	Implementation	Impact	Research
<p>SDP High priorities: Developing subject specific vocabulary.</p>	<p>Consistent use of subject specific vocabulary.</p>	<p>Revisiting common vocabulary will allow the children to “Know more and remember more”.</p>	
<p>Curriculum National Curriculum statutory requirements are planned and delivered using a comprehensive combination of good practice. (Please see document below for skills progression and vertical links.)</p> <p>Fundamentals Physical capabilities and awareness are developed through repetition, practising and applying skills.</p> <p>Sports Funding With the five key indicators at the heart of the provision, sports funding is used to enhance opportunities within the curriculum and for extra curricular activities.</p> <p>Staff Knowledge PE lessons are, in the main, delivered by specialist staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in their PE learning.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of PE to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects</p> <p>They should use a wide vocabulary.</p>	<p>In lessons, you will see:</p> <ul style="list-style-type: none"> • children practising and applying their knowledge and skills through a wide range of activities which are differentiated to meet all needs. • all lessons will start with warm up and finish with a cool down. Children could be leading these. • children will have the opportunity to revisit previous learning. • children will build on their skills and be given a chance to apply these in a variety of ways. • children will be taught new skills through modelling or visuals. • children will be given the opportunity to improve and evaluate their performance and that of others within lessons. • children will be given an opportunity to perform or demonstrate their skills and knowledge. • children could be using a wide range of equipment. • Health and safety rules are reinforced and adhered to. <p>Assessment Formative assessment is used weekly to inform next steps and inform current attainment.</p> <p>Competitive Opportunities These are provided through lessons, intra and inter sports, clubs and specifically teams. With the opportunity to set and work towards personal goals,</p>	<p>Children have the knowledge and skills to perform like a sportsperson.</p> <p>Children make sustained progress in PE.</p> <p>Children develop the competence in a broad range of physical activities needed to live an active healthy life. To inspire and motivate the children so that they believe it is possible to excel and compete at the highest level.</p>	<p>“Closing the Vocabulary Gap” A Quigley. PE Vocabulary.</p> <p>The FA-Bootroom</p> <p>AFPE</p>



Progression in PE

Reception

Physical

- To move freely and with pleasure and confidence – slither, run, shuffle, jump, roll, skip, crawl, slide, walk, hop
- To mount stairs, climbing equipment using alternate feet
- To walk downstairs two feet to each step while carrying equipment
- To run skilfully and negotiate space successfully
- To adjust speed and direction to avoid obstacles
- To stand for 2 seconds on one foot
- To catch a large ball
- To experiment with different ways of moving
- To jump off an object and land appropriately
- To negotiate space when playing chasing games with other children and avoid obstacles by changing directions
- To travel confidently under, over, around and through equipment
- To developing pushing, patting, throwing, kicking and catching
- To confidently negotiate space in a wide range of ways.
- To have good control and co-ordination in large and small movements
- To tell adults when I am hungry and tired
- To tell I have been exercising
- To eat a range of healthy food
- To understand why it is important to eat a range of healthy food
- To show some understanding that exercise, eating and sleeping is important to good health
- To manage risks and am aware of safety
- To know the importance of exercise and good health
- To hop confidently
- To skip to music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Throw underarm • Hit a ball with a bat • Begin to progress my ABCs • To move fluently, changing direction and speed easily without collision • To roll, throw, strike, stop and kick with some control • To get in line with the ball to receive • To hit or throw into a good space • To use any space to my advantage • To use and change skills to win games 	<ul style="list-style-type: none"> • to show good awareness of others when running and throwing • to describe the best space to be in • to send, receive block and strike confidently • to be competent with ABCs and fundamental movements • to roll, kick, hit and catch in combination • to be able to often track the ball with eyes • to choose tactics to suit different situations • to follow the rules • to use speed and change of direction to achieve success 	<ul style="list-style-type: none"> • to throw and catch with control • to get in line with the ball and keep a short rally going • to pass, receive and dribble a ball to keep possession • to run consistently and smoothly at different speeds • to vary the speed and direction of a ball • to take part in a relay and know when to run • to be aware of space and use it to support team meets and cause opponents problems • to know the rules and follow them • to make good decisions about where to pass and why • to keep possession and progress to score points 	<ul style="list-style-type: none"> • to throw and catch consistently with control and accuracy • to hit a ball accurately • to pass, receive and dribble a ball to keep possession with increased control • to run over a long distance and sprint over a short distance • to throw in different ways • to hit a target • to be aware of principles of attack and defence • to suggest rules and rule changes to help the game • to make good decisions about how to play • to cause problems for the opposition 	<ul style="list-style-type: none"> • to pass in different ways • to hit a ball accurately forehand and backhand • to show fielding • to run over a long distance and sprint over a short distance • to use a number of techniques to pass, dribble and shoot • to use tactics to gain advantage • to gain possession from a team • to choose a tactic for defending and attacking • to make good decisions about how to play • to cause problems for the opposition 	<ul style="list-style-type: none"> • to can umpire • to can explain rules • to make a team and communicate a plan • to lead others in a group situation • to use a number of techniques to pass, dribble and shoot • to be controlled on take off and landing • to perform skills at greater speed • to transfer skills • to choose a tactic for defending and attacking • to make good decisions about how to play

Vocabulary – Games & Athletics

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Space • Roll • Throw • Kick • Catch • Hit • Exercise • Equipment • Crawl • Slide • Hop • Under • Over • Around • Through • Hungry • Tired • Health 	<ul style="list-style-type: none"> • Aim • Direction • Speed • Strike • Control • Receive • Agility • Co-ordination • Balance • Underarm • Advantage • Change • Miles • Bounce 	<ul style="list-style-type: none"> • Awareness • Send • Block • Combination • Track • Tactics • Success • Accuracy • Decision making • Referee 	<ul style="list-style-type: none"> • Rally • Possession • Acceleration • Deceleration • Consistent • Relay • Opposition • Progress • Attack • Defend • Fielding 	<ul style="list-style-type: none"> • Sprint • Overarm • Shoulder pass • Chest pass • Bounce pass • Long distance • Technique 	<ul style="list-style-type: none"> • Forehand • Backhand 	<ul style="list-style-type: none"> • Umpire • Officiate

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> to move to music using different parts of the body in isolation to copy simple moves and actions accurately to be aware of space and move with control and co-ordination to make up a short dance to link movements to moods and feelings 	<ul style="list-style-type: none"> to be aware of space and move with control and co-ordination to dance with control and co-ordination to repeat a short dance phrase with increased control to change rhythm, speed, level and direction in my dance to link movements to moods and feelings 	<ul style="list-style-type: none"> to improvise freely and translate ideas from a stimuli into movement to incorporate different dynamics and qualities to recognise unison and cannon to repeat, remember and perform phrases to link several actions to create dance phrases to work as part of a small group 	<ul style="list-style-type: none"> to experiment with a wide range of actions to show suppleness and fitness to move in a clear, fluent and expressive manner to use dance to communicate an idea to take the lead in a performance to use different motifs to work in unison and cannon 	<ul style="list-style-type: none"> to experiment with a wide range of actions to perform actions, movements clearly and accurately to move in a clear, fluent and expressive manner to compose my own creative dances to perform to an accompaniment to use different motifs to work in unison and cannon 	<ul style="list-style-type: none"> to experiment with a wide range of actions and choose my own music to perform actions, movements clearly and accurately for an audience to move in a clear, fluent and expressive manner consistently to compose my own creative dances with own music to use different motifs to work in unison and cannon

Vocabulary – Dance

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• SEE GAMES	<ul style="list-style-type: none">• Isolation• Moves• Actions• Coordination• Link movements• Mood• Feelings	<ul style="list-style-type: none">• Repetition• Increased control• Phrase• Rhythm• Level	<ul style="list-style-type: none">• Improvise• Stimuli• Dynamics• Unison• Cannon	<ul style="list-style-type: none">• Suppleness• Expressive• Motifs	<ul style="list-style-type: none">• Compose• Accompaniment	Build on all previous

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> to make my body curled, tense, stretched and relaxed to demonstrate straight, arch, pike, straddle, tuck to hold positions whilst balancing on different body parts to jump, roll, travel, climb and be still to link two or more actions to perform a sequence on floor and apparatus to link two or more gymnastic actions to perform a sequence on floor and apparatus 	<ul style="list-style-type: none"> to show contrast between tall, small, narrow, wide, straight and curved to demonstrate straight, arch, pike, straddle, tuck with increased control to hold positions whilst balancing on different body parts to jump, roll, travel, climb and be still to work on my own and with a partner to plan and perform a series of movements to think of more than one way to create a gymnastic sequence on floor and apparatus 	<ul style="list-style-type: none"> show control, fluency and accuracy to demonstrate straight, arch, pike, straddle, tuck with control to perform dynamic balances at different levels on equipment and floor to jump, roll, travel, climb and be still consistently to explain how strength and suppleness affect performance to create various gymnastic sequences on floor and apparatus at varied level and speed to plan, perform and repeat sequences 	<ul style="list-style-type: none"> to consistently show control, fluency and accuracy to include a range of shapes to confidently jump and roll with control to perform a sequence of length to create complex and well structure sequences to create various gymnastic sequences on floor and apparatus at varied level and speed to perform complex moves that require strength and stamina- cartwheel or handstand 	<ul style="list-style-type: none"> to combine actions, balances and shapes to hold shapes that are strong, fluent and expressive to show placement and alignment of body parts to create complex and well structure sequences to create various gymnastic sequences on floor and apparatus at varied level with appropriate links and speed to perform complex moves that require strength and stamina- cartwheel or handstand 	<ul style="list-style-type: none"> to perform a vault to hold shapes that are strong, fluent and expressive to show placement and alignment of body parts when bending, twisting and stretching to create complex and well structure sequences to create various gymnastic sequences on floor and apparatus at varied level with appropriate links and speed to perform complex moves that require strength and stamina- cartwheel or handstand

Vocabulary – Gym

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • SEE GAMES 	<ul style="list-style-type: none"> • Apparatus • Curled • Tense • Stretched • Released • Straight • Arch • Tuck • Pike • Straddle 	<ul style="list-style-type: none"> • Perform • Sequence • Contrast • Wide • Narrow • Straight • Curved 	<ul style="list-style-type: none"> • Fluency • Accuracy • Dynamic • Consistently • Strength • Suppleness • Varied level 	<ul style="list-style-type: none"> • Range of complex structure • Stamina 	<ul style="list-style-type: none"> • Expressive • Alignment • Bend • Twist 	<ul style="list-style-type: none"> • Vault

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • to explain what it feels when breathing faster during exercise • to carry apparatus safely with guidance • to know where my heart is and can tell you why it is beating faster • to copy things I see and say why they are good • to explain why running and playing games is good for me • to use my voice to communicate appropriately 	<ul style="list-style-type: none"> • to explain how I feel after exercise • to recognise and avoid risk when carrying equipment • to anticipate how I will feel after a certain activity • to tell you why I need to warm up and cool down • to watch and describe a performance accurately • to use the terms opponent and team mate • to choose one aspect of my performance and say how I am going to improve it 	<ul style="list-style-type: none"> • to follow a map in a familiar context • to use clues to follow a route • to use simple language to explain why I warm up and cool down • to sustain a level of performance- effort • to identify activities they could use to warm up • to identify which activities require the most stamina • to identify and record when my body is cold, warm and hot • to watch and describe specific aspects of running, jumping and throwing • to describe qualities of my own and others play 	<ul style="list-style-type: none"> • to follow a map in a familiar context (more demanding) • to follow a route when timed • to devise own warm up including stretches • to identify the importance of warm up • to identify tactics and skills I am confident with and explain why • to implement simple targets to improve own and others performance • to describe the help I need to improve my performance 	<ul style="list-style-type: none"> • to follow a map in an unknown location • to change route to overcome a problem • to use various technical terms to describe performance • to lead warm up and cool down • to suggest which activities needs speed, stamina and strength • to say WWW AND EBI • to watch a performance and confidently give feedback • to implement simple targets to improve my own and others performance • to describe the help I need to improve performance • to lead at events 	<ul style="list-style-type: none"> • to plan a route • to demonstrate stamina- complete 12min run • to understand health benefits of PE • to lead warm up and cool down • to suggest which activities needs speed, stamina and strength • to say WWW AND EBI • to watch a performance and confidently give feedback • to implement simple targets to improve own and others performance • to devise a simple fitness plan • to lead at events



PE in the Early Years

Early Years Key Objectives

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p>Making Relationships Play cooperatively Form positive relationships</p> <p>Self Confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong Work as part of a group or class Adjusts behaviour</p>	<p>Listening and attention Listen attentively Listen to stories Anticipate key events Make relevant responses – appropriate response Give attention to others</p> <p>Understanding Follow instructions Answer ‘how’ and ‘why’ questions about events</p> <p>Speaking Can express ideas to an audience (express appropriately) Describe events in the past, present and future Develop narratives and explanations Connecting ideas and events</p>	<p>Moving and handling Show good coordination (large and small scale) Move confidently Negotiate space Handle equipment and tools</p> <p>Health and self-care Understand the importance of exercise and diet for good health Basic hygiene</p>	<p>Reading Read and understand simple sentences Use phonic knowledge to decode regular words Read some common irregular words Demonstrate to others an understanding of reading</p> <p>Writing Use phonic knowledge to write words Write some irregular common words Write simple sentences Spell some words correctly Spell some words in a phonetically plausible way</p>	<p>Numbers Count reliably with numbers from 1 to 20 Place numbers from 1 to 20 in order Represent numbers Add and subtract Solve problems</p> <p>Shape, space and measure Use measurements Recognise, create and describe patterns Describe objects and shapes</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others</p> <p>The world Learn in familiar places Similarities and difference in places Observe and describe environments Own environment animals and plants</p> <p>Technology Recognise the uses of technology Select technology for a purpose</p>	<p>Exploring and using media and materials Make music and dance Experiment with colour etc.</p> <p>Being imaginative Use media and materials imaginatively and use what they have learnt Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories Represent own ideas.</p>

Reception- Being a sports person- Physical 30-50months 40-60months Early learning goals

To move freely and with pleasure and confidence	slither shuffle roll crawl walk	run jump skip slide hop							
TO mount stairs, climbing equipment using alternate feet									
TO walk downstairs two feet to each step while carrying equipment									
TO run skilfully and negotiate space successfully									
TO adjust speed and direction to avoid obstacles									
TO stand for 2 seconds on one foot									
TO catch a large ball									
TO experiment with different ways of moving									
TO jump off an object and land appropriately									
TO negotiate space when playing chasing games with other children and avoid obstacles by changing directions									
TO travel confidently under ,over, around and through equipment									
TO developing pushing, patting, throwing, kicking and catching									
TO confidently negotiate space in a wide range of ways.									
TO have good control and co-ordination in large and small movements									
TO tell adults when I am hungry and tired									
TO tell I have been exercising									
TO eat a range of healthy food									
TO understand why it is important to eat a range of healthy food									
TO show some understanding that exercise, eating and sleeping is important to good health									
TO manage risks and am aware of safety									
TO know the importance of exercise and good health									
TO hop confidently									
TO skip to music									



PE Overview



PE in Year Groups

YEAR 1- Being a sports person- GAMES- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide a date and an example									
I AM LEARNING TO									
throw underarm									
hit a ball with a bat									
begin to progress my ABCs									
to move fluently, changing direction and speed easily without collision									
to roll, throw, strike, stop and kick with some control									
to get in line with the ball to receive									
to hit or throw into a good space									
to use space to my advantage									
to use and change skills to win games									

YEAR 1- Being a sports person- DANCE- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and an example					
I AM LEARNING TO					
to move to music using different parts of the body in isolation					
to copy simple moves and actions accurately					
to be aware of space and move with control and co-ordination					
to make up a short dance					
to link movements to moods and feelings					

YEAR 1- Being a sports person- GYM- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and example						
I AM LEARNING TO						
to make my body curled, tense, stretched and relaxed						
to demonstrate straight, arch, pike, straddle, tuck						
to hold positions whilst balancing on different body parts						
to jump, roll, travel, climb and be still						
to link two or more actions to perform a sequence on floor and apparatus						
to link two or more <i>gymnastic</i> actions to perform a sequence on floor and apparatus						

YEAR 1- Being a sports person- HEALTH, SOCIAL AND EVALUATION- This runs through all aspects

Provide date and example						
I AM LEARNING						
to explain what it feels when breathing faster during exercise						
to carry apparatus safely with guidance						
to know where my heart is and can tell you why it is beating faster						
to copy things I see and say why they are good						
to explain why running and playing games is good for me						
to use my voice to communicate appropriately						

YEAR 2- Being a sports person- GAMES- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide example and date								
I AM LEARNING								
to show good awareness of others when running and throwing								
to describe the best space to be in								
to send, receive block and strike confidently								
to be competent with ABCs and fundamental movements								
to roll, kick, hit and catch in combination								
to be able to often track the ball with eyes								
to choose tactics to suit different situations								
to follow the rules								
to use speed and change of direction to achieve success								

YEAR 2- Being a sports person- DANCE- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and an example					
I AM LEARNING					
to be aware of space and move with control and co-ordination					
to dance with control and co-ordination					
to repeat a short dance phrase with increased control					
to change rhythm, speed, level and direction in my dance					
to link movements to moods and feelings					

YEAR 2- Being a sports person- GYM- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and example						
I AM LEARNING						
to show contrast between tall, small, narrow, wide, straight and curved						
to demonstrate straight, arch, pike, straddle, tuck with increased control						
to hold positions whilst balancing on different body parts						
to jump, roll, travel, climb and be still						
to work on my own and with a partner						
to plan and perform a series of movements						
to think of more than one way to create a <i>gymnastic sequence</i> on floor and apparatus						

YEAR 2- Being a sports person- HEALTH, SOCIAL AND EVALUATION-This runs through all aspects

Provide date and example						
I AM LEARNING						
to explain how I feel after exercise						
to recognise and avoid risk when carrying equipment						
to anticipate how I will feel after a certain activity						
to tell you why I need to warm up and cool down						
to watch and describe a performance accurately						
to use the terms opponent and team mate						
to choose one aspect of my performance and say how I am going to improve it						

**YEAR 3- Being a sports person- GAMES +ATHLETICS- RED IS DEVELOPING SKILLS
AND BLUE USING AND APPLYING.**

Provide example and date								
I AM LEARNING								
to throw and catch with control								
to get in line with the ball and keep a short rally going								
to pass, receive and dribble a ball to keep possession								
to run consistently and smoothly at different speeds								
to vary the speed and direction of a ball								
to take part in a relay and know when to run								
to be aware of space and use it to support team meets and cause opponents problems								
to know the rules and follow them								
to make good decisions about where to pass and why								
to keep possession and progress to score point								

YEAR 3- Being a sports person- DANCE- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and an example					
I AM LEARNING					
to improvise freely and translate ideas from a stimuli into movement					
to incorporate different dynamics and qualities					
to recognise unison and canon					
to repeat, remember and perform phrases					
to link several actions to create dance phrases					
to work as part of a small group					

YEAR 3- Being a sports person- GYM- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and example						
I AM LEARNING TO						
show control, fluency and accuracy						
to demonstrate straight, arch, pike, straddle, tuck with control						
to perform dynamic balances at different levels on equipment and floor						
to jump, roll, travel, climb and be still consistently						
to explain how strength and suppleness affect performance						
to create various gymnastic sequences on floor and apparatus at varied level and speed						
to plan, perform and repeat sequences						

YEAR 3- Being a sports person- HEALTH, SOCIAL AND EVALUATION-OAA –This runs through all aspects

Provide date and example						
I AM LEARNING						
to follow a map in a familiar context						
to use clues to follow a route						
to use simple language to explain why I warm up and cool down						
to sustain a level of performance- effort						
to identify activities they could use to warm up						
to identify which activities require the most stamina						
to identify and record when my body is cold, warm and hot						
to watch and describe specific aspects of running, jumping and throwing						
to describe qualities of my own and others play						

**YEAR 4- Being a sports person- GAMES +ATHLETICS- RED IS DEVELOPING SKILLS
AND BLUE USING AND APPLYING.**

Provide example and date								
I AM LEARNING								
to throw and catch consistently with control and accuracy								
to hit a ball accurately								
to pass, receive and dribble a ball to keep possession with increased control								
to run over a long distance and sprint over a short distance								
to throw in different ways								
to hit a target								
to be aware of principles of attack and defence								
to suggest rules and rule changes to help the game								
to make good decisions about how to play								
to cause problems for the opposition								

YEAR 4- Being a sports person- DANCE- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and an example					
I AM LEARNING					
to experiment with a wide range of actions					
to show suppleness and fitness					
to move in a clear, fluent and expressive manner					
to use dance to communicate an idea					
to take the lead in a performance					
to use different motifs to work in unison and cannon					

YEAR 4- Being a sports person- GYM- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and example						
I AM LEARNING						
to consistently show control, fluency and accuracy						
to include a range of shapes						
to confidently jump and roll with control						
to perform a sequence of length						
to create complex and well structure sequences						
to create various gymnastic sequences on floor and apparatus at varied level and speed						
to perform complex moves that require strength and stamina- cartwheel or handstand						

YEAR 4- Being a sports person- HEALTH, SOCIAL AND EVALUATION-OAA- This runs through all aspects

Provide date and example						
I AM LEARNING						
to follow a map in a familiar context (more demanding)						
to follow a route when timed						
to devise own warm up including stretches						
to identify the importance of warm up						
to identify tactics and skills I am confident with and explain why						
to implement simple targets to improve own and others performance						
to describe the help I need to improve my performance						

YEAR 5- Being a sports person- GAMES +ATHLETICS- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide example and date								
I AM LEARNING								
to pass in different ways								
to hit a ball accurately forehand and backhand								
to show fielding								
to run over a long distance and sprint over a short distance								
to use a number of techniques to pass, dribble and shoot								
to use tactics to gain advantage								
to gain possession from a team								
to choose a tactic for defending and attacking								
to make good decisions about how to play								
to cause problems for the opposition								

YEAR 5- Being a sports person- DANCE- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and an example					
I AM LEARNING					
to experiment with a wide range of actions					
to perform actions, movements clearly and accurately					
to move in a clear, fluent and expressive manner					
to compose my own creative dances					
to perform to an accompaniment					
to use different motifs to work in unison and canon					

YEAR 5- Being a sports person- GYM- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and example						
I AM LEARNING						
to combine actions, balances and shapes						
to hold shapes that are strong, fluent and expressive						
to show placement and alignment of body parts						
to create complex and well structure sequences						
to create various gymnastic sequences on floor and apparatus at varied level with appropriate links and speed						
to perform complex moves that require strength and stamina- cartwheel or handstand						

YEAR 5- Being a sports person- HEALTH, SOCIAL AND EVALUATION-OAA- This runs through all aspects

Provide date and example						
I AM LEARNING						
to follow a map in an unknown location						
to change route to overcome a problem						
to use various technical terms to describe performance						
to lead warm up and cool down						
to suggest which activities needs speed, stamina and strength						
to say WWW AND EBI						
to watch a performance and confidently give feedback						
to implement simple targets to improve my own and others performance						
to describe the help I need to improve performance						
to lead at events						

**YEAR 6- Being a sports person- GAMES +ATHLETICS- RED IS DEVELOPING SKILLS
AND BLUE USING AND APPLYING.**

Provide example and date								
I AM LEARNING								
to can umpire								
to can explain rules								
to make a team and communicate a plan								
to lead others in a group situation								
to use a number of techniques to pass, dribble and shoot								
to be controlled on take off and landing								
to perform skills at greater speed								
to transfer skills								
to choose a tactic for defending and attacking								
to make good decisions about how to play								

YEAR 6- Being a sports person- DANCE- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and an example					
I AM LEARNING					
to experiment with a wide range of actions and choose my own music					
to perform actions, movements clearly and accurately for an audience					
to move in a clear, fluent and expressive manner consistently					
to compose my own creative dances with own music					
to use different motifs to work in unison and cannon					

YEAR 6- Being a sports person- GYM- RED IS DEVELOPING SKILLS AND BLUE USING AND APPLYING.

Provide date and example						
I AM LEARNIING						
to perform a vault						
to hold shapes that are strong, fluent and expressive						
to show placement and alignment of body parts when bending, twisting and stretching						
to create complex and well structure sequences						
to create various gymnastic sequences on floor and apparatus at varied level with appropriate links and speed						
to perform complex moves that require strength and stamina- cartwheel or handstand						

YEAR 6- Being a sports person- HEALTH, SOCIAL AND EVALUATION-OAA- This runs through all aspects

Provide date and example						
I AM LEARNING						
to plan a route						
to demonstrate stamina- complete 12min run						
to understand health benefits of PE						
to lead warm up and cool down						
to suggest which activities needs speed, stamina and strength						
to say WWW AND EBI						
to watch a performance and confidently give feedback						
to implement simple targets to improve own and others performance						
to devise a simple fitness plan						
to lead at events						

LEARNING POWERS

Concentrate	Break things down Plan and think it through Manage distractions Draw diagrams and jot thoughts that might help you						
Co-operation	Listen to others Say when you don't understand Be tolerant						
Don't give up	Work hard Practise lots Keep going Ask for help Try new strategies						
Be curious	Ask what if..? Look for patterns and connections Ask questions						
Have a go	Have a growth mind-set Don't worry if it goes wrong Learn from mistakes Be excited to try new things						
Use your imagination	Be creative Let your imagination go						
Keep improving	Identify your best bits Improve one thing at a time Try to be better than last time						
Enjoy learning	Feel proud Use and apply what you have learnt in lots of different ways						