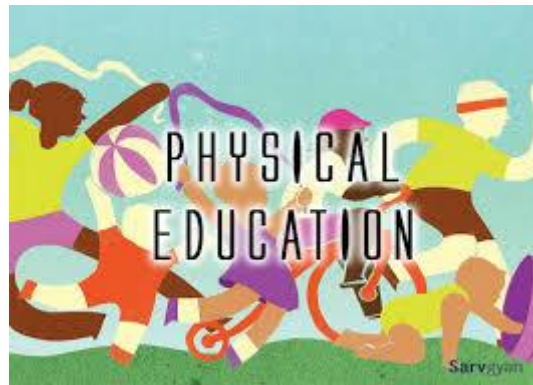




Welton St Mary's Church of England Primary Academy



PE Curriculum

*'Champions keep playing until they get it right.'* – Billie Jean King
















































*'Persistence can change failure into extraordinary achievement.'* – Marv Levy











*'You are never really playing an opponent. You are playing yourself, your own highest standards, and when you reach your limits, that is real joy.'* – **Arthur Ashe**

At Welton St Mary's, we aim to provide **an inclusive** Physical Education curriculum that develops children's **full potential**; providing them with the **opportunity** to develop existing skills alongside new experiences, enabling **them to flourish**. PE develops a child's knowledge, skill and understanding so that they can perform with increasing competence and confidence in a range of physical activities. A varied curriculum enables them **to strive for excellence** with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

Our Physical Education curriculum promotes **high expectations through** thinking, selecting and applying skills. It promotes positive attitudes towards a healthy lifestyle allowing them to be the **agents of positive change**. Thus we enable children to make informed choices about their physical lifestyle, **rooted in God's love**.

# PE Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	<b>Multiskills /dance</b>  	<b>gymnastics / multiskills</b>  	<b>gymnastics/dance</b>  	<b>dance / multiskills</b>  	<b>Multiskills / Fundamental Skills</b>  <b>The 7 Fundamental Movement Skills in PE</b> 	
Year 2	<b>Dance / ball skills</b>  	<b>Dance / ball skills</b>  	<b>Gymnastics / Dance</b>  	<b>Gymnastics / Multiskills</b>  	<b>swimming / multiskills</b>  	<b>swimming / Multiskills</b>  
Year 3	<b>Games Hockey</b> 	<b>Fencing Outdoor adventure</b>  	<b>Dance / Swimming</b>  	<b>Gymnastics / Swimming</b>  	<b>Athletics</b> 	<b>Athletics / OAA</b>  
Year 4	<b>Football / orienteering</b> 	<b>gymnastics</b> 	<b>Rounder's</b> 	<b>Dance</b> 	<b>Athletics</b> 	<b>Cricket</b> 
Year 5	<b>Tag Rugby / gymnastics</b>  	<b>Netball / Dance</b>  	<b>Tri Golf / Drumba</b>  		<b>outdoor adventure Sleepover/Athletics</b>  	<b>Tennis / Athletics</b> 

Year 6	<p><b>Hockey / Lacrosse</b></p>   <p><b>Year 6 residential</b></p>	<p><b>Football / Fitness</b></p> 	<p><b>Dance / Ball skills</b></p>  	<p><b>Drumba / Gymnastic</b></p> 	<p><b>Rounders/ Athletics</b></p>  	<p><b>Outdoor adventure</b></p>  
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- All children in Key Stage 2 will be having 'top up' swimming in order for them to achieve their 25 metres badge

# Core Concepts

## CONCEPT – physically resilient

- 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

## CONCEPT – be motivated and healthy

- Lead healthy and active lives
- Understand the importance of leading a healthy and active life

## CONCEPT – understand, evaluate, improve

- Develop competence to excel in a broad range of physical activities

## CONCEPT – understand and live through our values

- Embed fairness and respect
- Build character





# Progression of content

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> <li>• Copy, explore and remember basic movements and body patterns.</li> <li>• Link movements to sounds and music.</li> <li>• Respond to a range of stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and explore basic movements with clear control.</li> <li>• Vary levels and speed in sequence and the size of body shapes.</li> <li>• Add change of direction to a sequence.</li> <li>• Use and negotiate space clearly</li> <li>• Describe a short dance using appropriate vocabulary.</li> <li>• Respond imaginatively to stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to improvise both independently and with a partner to create a simple dance.</li> <li>• Translate ideas from stimuli into movement with support.</li> <li>• Begin to compare and adapt movements and motifs to create a longer sequence.</li> <li>• Use simple dance vocabulary to compare and improve work</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently improvise with a partner or independently.</li> <li>• Begin to create longer dance sequences in a larger group.</li> <li>• Demonstrate precision and some control in response to stimuli.</li> <li>• Begin to vary dynamics and develop actions and motifs.</li> <li>• Demonstrate rhythm and spatial awareness.</li> <li>• Modify parts of a sequence as a result of self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to exaggerate dance movements and motifs (using expression when moving).</li> <li>• Demonstrate strong movements throughout a dance sequence.</li> <li>• Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>• Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of</li> </ul>	<ul style="list-style-type: none"> <li>• Exaggerate dance movements and motifs (using expression when moving).</li> <li>• Perform with confidence, using a range of movement patterns.</li> <li>• Demonstrate a strong imagination when creating own dance sequences and motifs.</li> <li>• Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>• Move appropriately and with the required</li> </ul>



				<ul style="list-style-type: none"> <li>Use simple dance vocabulary to compare and improve work.</li> </ul>	<p>travelling and motifs.</p> <ul style="list-style-type: none"> <li>Begin to show a change of pace and timing in movements.</li> <li>Use the space provided effectively.</li> <li>Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>Modify parts of a sequence as a result of self and peer evaluation.</li> <li>Use more complex dance vocabulary to compare and improve work.</li> </ul>	<p>style in relation to the stimulus.</p> <ul style="list-style-type: none"> <li>Begin to show a change of pace and timing in movements.</li> <li>Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>Dance with fluency, linking all movements and ensuring they flow.</li> <li>Demonstrate consistent precision when performing dance sequences.</li> <li>Modify parts of a sequence as a result of self and peer evaluation.</li> <li>Uses more complex dance vocabulary to compare and improve work.</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>Copy and explore basic movements with some control and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create different pathways and patterns.</li> <li>Use equipment in a variety of ways to create a sequence</li> </ul>	<ul style="list-style-type: none"> <li>Work independently and with others to create a sequence.</li> <li>Copy, explore and remember a variety</li> </ul>	<ul style="list-style-type: none"> <li>Link skills with control, technique, coordination and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Select and combine skills, techniques and ideas.</li> <li>Apply combined skills accurately</li> </ul>	<ul style="list-style-type: none"> <li>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform different body shapes. Perform at different levels.</li> <li>• Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Link movements together to create a sequence.</li> </ul>	<p>of movements and use these to create their own sequence.</p> <ul style="list-style-type: none"> <li>• Describe own work using simple gymnastics vocabulary.</li> <li>• Begin to notice similarities and differences between sequences.</li> <li>• Use turns whilst travelling in a variety of ways.</li> <li>• Begin to show flexibility in movements.</li> <li>• Begin to develop good technique when travelling, balancing, using equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand composition by performing more complex sequences.</li> <li>• Begin to use gymnastics vocabulary to describe how to improve and refine performances.</li> <li>• Develop strength, technique and flexibility throughout performances.</li> <li>• Create sequences using various body shapes and equipment.</li> <li>• Combine equipment with movement to create sequences.</li> </ul>	<p>and appropriately, consistently showing precision, control and fluency.</p> <ul style="list-style-type: none"> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Use more complex gymnastics vocabulary to describe how to improve and refine performances.</li> <li>• Develop strength, technique and flexibility throughout performances.</li> <li>• Link skills with control, technique, coordination and fluency.</li> <li>• Understand composition by performing more</li> </ul>	<p>variations in speed, levels and directions.</p> <ul style="list-style-type: none"> <li>• Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>• Adapt sequences to include a partner or a small group.</li> <li>• Gradually increase 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.</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>• Use more complex gymnastics vocabulary to describe how to improve and refine performances.</li> </ul>
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					complex sequences	<ul style="list-style-type: none"> <li>Develop strength, technique and flexibility throughout performances</li> </ul>
Games	<ul style="list-style-type: none"> <li>Travel in a variety of ways including running and jumping.</li> <li>Begin to perform a range of throws.</li> <li>Receive a ball with basic control.</li> <li>Begin to develop hand-eye coordination.</li> <li>Participate in simple games.</li> <li>Use our school values</li> </ul>	<ul style="list-style-type: none"> <li>Confidently send the ball to others in a range of ways.</li> <li>Begin to apply and combine a variety of skills (to a game situation).</li> <li>Develop strong spatial awareness.</li> <li>Begin to develop own games with peers</li> <li>Understand the importance of rules in games.</li> <li>Develop simple tactics and use them appropriately.</li> <li>Begin to develop an understanding of attacking/ defending.</li> <li>Use our school values</li> </ul>	<ul style="list-style-type: none"> <li>Understand tactics and composition by starting to vary how they respond.</li> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Begin to communicate with others during game situations.</li> <li>Use skills with coordination and control.</li> <li>Develop own rules for new games.</li> <li>Make imaginative pathways using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</li> <li>Use skills with coordination, control and fluency.</li> <li>Take part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Show confidence in using ball skills in various ways, and can link these together.</li> <li>Use skills with coordination, control and fluency.</li> <li>Take part in competitive games with a strong understanding of tactics and composition.</li> <li>Can create their own games using</li> </ul>	<ul style="list-style-type: none"> <li>Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</li> <li>Keep possession of balls during games situations.</li> <li>Consistently use skills with coordination, control and fluency.</li> <li>Take part in competitive games with a strong understanding of</li> </ul>

			<ul style="list-style-type: none"> <li>• Work well in a group to develop various games.</li> <li>• Begin to understand how to compete with each other in a controlled manner.</li> <li>• Use our school values</li> <li>• Begin to select resources independently to carry out different skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create their own games using knowledge and skills.</li> <li>• Work well in a group to develop various games.</li> <li>• Use our school values</li> <li>• Compare and comment on skills to support creation of new games.</li> <li>• Make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> </ul>	<p>knowledge and skills.</p> <ul style="list-style-type: none"> <li>• Use our school values</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Use running, jumping, throwing and catching in isolation and combination.</li> </ul>	<p>tactics and composition.</p> <ul style="list-style-type: none"> <li>• Use our school values</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Modify competitive games.</li> <li>• Compare and comment on skills to support creation of new games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply knowledge of skills for attacking and defending.</li> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> </ul>
Athletics	<ul style="list-style-type: none"> <li>• Can run at different speeds.</li> <li>• Can jump from a standing position.</li> <li>• Perform a variety of throws with basic control.</li> </ul>	<ul style="list-style-type: none"> <li>• Can change the speed and direction whilst running.</li> <li>• Can jump from a standing position with accuracy.</li> <li>• Perform a variety of throws with control and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to run at speeds appropriate for the distance.</li> <li>• Can perform a running jump with some accuracy.</li> <li>• Perform a variety of throws using a selection of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Begin to record</li> </ul>

		<ul style="list-style-type: none"> <li>• Can use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use equipment safely and with good control</li> </ul>	<p>hop skip jump (triple jump).</p> <ul style="list-style-type: none"> <li>• Demonstrate accuracy in throwing and catching activities.</li> <li>• Describe good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control</li> </ul>	<p>hop skip jump (triple jump)</p> <ul style="list-style-type: none"> <li>• Begin to record peers performances, and evaluate these.</li> <li>• Demonstrate accuracy and confidence in throwing and catching activities.</li> <li>• Describe good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>	<p>peers performances, and evaluate these.</p> <ul style="list-style-type: none"> <li>• Demonstrate accuracy and confidence in throwing and catching activities.</li> <li>• Describe good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> <li>• Perform safe self-rescue in different</li> </ul>

	water-based situations.	water-based situations.	water-based situations.	water-based situations.	water-based situations.	water-based situations.
OAA			<ul style="list-style-type: none"> <li>• Develop listening skills.</li> <li>• Create simple body shapes.</li> <li>• Listen to instructions from a partner/ adult.</li> <li>• Begin to think activities through and problem solve.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrate an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strong listening skills.</li> <li>• Use simple maps.</li> <li>• Begin to think activities through and problem solve.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrate an understanding of how to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strong listening skills.</li> <li>• Use and interpret simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrate an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strong listening skills.</li> <li>• Use and interpret simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrate an understanding of how to stay safe.</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>• Can comment on own and others performance.</li> <li>• Can give comments on how to improve performance.</li> <li>• Use appropriate vocabulary when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Can comment on own and others performance.</li> <li>• Can give comments on how to improve performance.</li> <li>• Use appropriate vocabulary when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• Begin to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> <li>• Make suggestions on how to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• Begin to think about how they can improve their own work.</li> <li>• Work with a partner or small group to improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help</li> </ul>	<ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• Learn from others how they can improve their skills.</li> <li>• Comment on tactics and techniques to help improve performance.</li> <li>• Make suggestions on how to improve their</li> </ul>

			<p>their work, commenting on similarities and differences.</p>	<ul style="list-style-type: none"> <li>• Make suggestions on how to improve their work, commenting on similarities and differences</li> </ul>	<p>improve performance.</p> <ul style="list-style-type: none"> <li>• Make suggestions on how to improve their work, commenting on similarities and differences.</li> </ul>	<p>work, commenting on similarities and differences.</p>
<p>Healthy Lifestyles</p>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understand the need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understand the need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understand the need to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body.</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understand the need to warm up and cool down</li> </ul>

# Assessment



Concept: physically resilient

- competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sport

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Can show confidence and competence in a range of fundamental movement skills (FMS)</p> <p>Can copy, repeat and explore with control</p> <p>Show competence in agility, balance and coordination individually and with others.</p> <p>show an understanding of simple tactics for attacking and defending</p> <p>I can bounce a ball on the spot with control</p> <p>I can use one hand to throw, slide or roll a ball or beanbag underarm towards a partner</p> <p>I can use aiming skills, throwing a quoit or a beanbag towards a target with some accuracy and consistency</p> <p>I can link simple movement patterns to make simple dance phrase linked to an idea or a stimulus</p> <p>I can hold a bat with one or two hands and balance a ball on the face of the bat and walk a few steps.</p> <p>I can work with a partner to perform tree movements at three different levels to produce a simple sequence</p> <p>I can create competition against myself</p>	<p>I can copy, repeat, remember and explore simple FMS with increased control</p> <p>I can select and apply the skills with control and coordination</p> <p>I can work with a partner to keep a simple rally going using basic forehand and backhand shots</p> <p>I can dribble with hands and feet, displaying the ability to move with the ball and get my head to look around for opponents and team mates</p> <p>I can move with good control, demonstrating a variety of jumping, travelling and turning actions using the floor and low level apparatus</p> <p>I can remember and perform simple dance phrases on my own , with increased control and linked to a musical stimulus.</p> <p>I can use a bat to strike a ball thrown underarm to me by a partner after it has bounced, with increasing accuracy and control towards a target</p> <p>I can plan and structure simple dance movement phrases that I perform with a partner</p> <p>I can move into good positions in team games to support a team with the ball</p> <p>I can understand and follow simple rules for competitive activities against others</p> <p>I participate in competitive activities</p>	<p>I can select and apply skills in different ways and in different contexts with good control and coordination</p> <p>I can link skills to make actions and sequences of movement.</p> <p>I can apply and perform skills with accuracy, control and physical fluency.</p> <p>I can create and perform a dance with different phases, displaying good expression of movement and incorporating unison and canon</p> <p>I can dribble with a stick, hands or feet and keep possession of the ball showing good control to keep it away from an opponent</p> <p>Can swim competently, confidently and proficiently over a distance of 25m</p> <p>Link a range of simple striking skills including forehand, backhand and overhead shots using them to win points in a competitive rally</p> <p>I engage fully in individual and team competitive physical activities</p>

Concept: be motivated and healthy			
<ul style="list-style-type: none"> <li>Lead healthy and active lives</li> <li>Understand the importance of leading a healthy and active life</li> </ul>			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>I can give a simple explanation as to how to exercise safely</p> <p>I can describe how my body feels during different activities</p> <p>I have an awareness that exercise is good for me.</p> <p>I try my best in any physical activity</p> <p>I have shown that I put a good deal of effort in to succeeding</p>	<p>I know what different intensities of physical activity feel like.</p> <p>I can give some reasons why my health will benefit if I am physically active for sustained periods of time.</p> <p>I can explain why it is important to warm up before physical activity. – so my muscles don't hurt, to start pumping blood around the body and heart ready for strenuous activity</p> <p>I can show how to warm up safely.</p> <p>I show enthusiasm for physical activity and making improvements</p> <p>I can work with a partner to create my own warm up</p>	<p>I can explain in detail how physical activity and sport contributes to a healthy lifestyle.</p> <p>I take part in a range of physical activities and sports and describe the different health benefits of each.</p> <p>I consistently warm up and cool down safely in ways that suit the activity.</p> <p>I can plan and lead a warm up and cool down safely.</p> <p>Plan and regularly take their own warm ups and cool downs safely and appropriately without guidance from staff</p> <p>Identify which parts of their body and activity uses and the types of fitness required eg aerobic and plan a suitable warm up for that activity</p>
Concept: understand, evaluate, improve			
<ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> </ul>			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>I can talk generally about the differences between my own and others actions and suggest some improvements</p>	<p>I am keen to do well and improve my performance</p> <p>I show good understanding of tactical and compositional skills</p> <p>I can use feedback to improve my performance in some physical activities and sports</p> <p>I show resilience and look for ways to improve</p>	<p>I show resilience and challenge myself consistently to improve my performance</p> <p>I can observe others, compare and evaluate and comment on aspects including skills, techniques, tactics , ideas and composition used.</p> <p>I can use the feedback to refine and improve my performance in a range of physical activities and sports</p>

		<p>I can describe in detail how my work is different from others and suggest how I can improve my performance and others can improve their performance</p>	<p>I always try to improve my performances</p> <p>I can observe my own performance – eg gymnastics performance on an ipad and evaluate the techniques and the composition identifying good aspects and an area for development</p> <p>I start to have conversations, unprompted, with my partner about the quality of my performance, the skills, tactics and give and accept feedback</p> <p>Show good evaluation and planning skills and demonstrate good communication skills to provide feedback across a range of physical activities</p>
<p>Concept: understand and live through our values</p> <ul style="list-style-type: none"> <li>• Embed fairness and respect</li> <li>• Build character</li> </ul>			
<p>expected</p>	<p>Am aware of my own feelings and others feelings when working together</p> <p>Can follow basic instructions</p> <p>I can cooperate in physical activities with others</p> <p>I can show that I can take turns in a small group and understand that I need to wait for my go</p>	<p>I can engage and collaborate in partner work and small group activity.</p> <p>I can communicate effectively and show cooperation skills.</p> <p>I am able to praise others and offer support to team mates.</p> <p>I show respect for others feelings when they have been beaten in a competitive activity</p> <p>I am able to cope with winning and losing</p>	<p>I can work well in team challenges showing good communication skills</p> <p>I always respect rules and show a good sense of fair play.</p> <p>I can explain the importance of not cheating my opponent</p>

