



Sidegate Primary School

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Seize Opportunity, Create Success

An *Active Learning* Trust Academy

PE Manual



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The PE Curriculum

Rationale

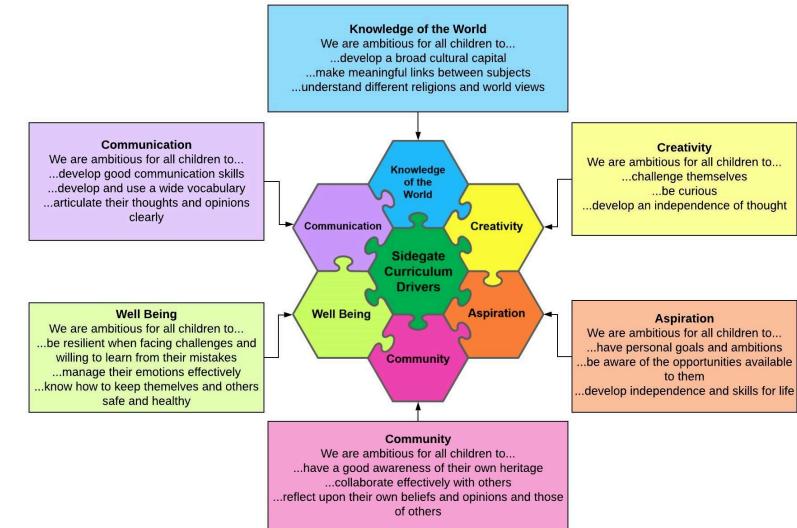
PE at Sidegate aims to develop an understanding of the importance of physical activity and the benefits of active participation in sport. It allows pupils to become physically confident and competent. High expectations and positive encouragement of pupils inspires them to self-improve, strive for success and show determination through a wide range of activities.

Pupils develop their **knowledge of the world** as they experience the wide range of different sports available within the curriculum. In PE lessons at Sidegate, the children are given the opportunity to take part in a variety of physical activities, allowing them to develop **fundamental movement skills** that can be learnt and refined individually and with others; these include agility, balance and coordination.

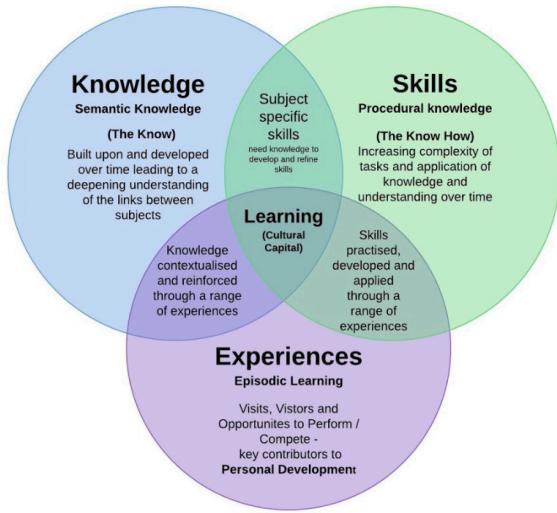
Through PE pupils are encouraged to express their **creativity** by problem solving, game creation, and self-expression. This contributes significantly to pupils' understanding of fair play, being a team player, learning to win and lose with grace, thinking quickly, and communicating clearly. Pupils are expected to **communicate** with others, celebrating each other's successes, encouraging and helping others, and building relationships. These opportunities help to develop pupils' resilience, sense of community, and overall **well being**.

We strive to develop a **community** of fit, skilled and knowledgeable children who: value an active lifestyle; understand the importance of keeping healthy and having a balanced diet and the contribution this makes to maintaining their mental and physical **well being**. Where appropriate, this is linked to other curriculum subjects, for example Science and RHE to enhance pupils' understanding of the impact that exercise has on their bodies.

A wide range of extra-curricular sports provide pupils with the opportunity to enrich their understanding of the knowledge and skills they have acquired in lessons, raises their **aspirations** and motivates them to practise and succeed. A balance of opportunities from non-competitive to competitive events (including "friendlies") ensures that pupils' individual talents for PE and Sport are fostered and nurtured. Our extra-curricular offer increases pupils' desire to learn, their willingness to take risks, builds confidence and contributes to their sense of personal identity. Through PE and extra-curricular sport at Sidegate, children are influenced by the sportsmanship of role models both within the school and the wider world, further raising **aspirations** and planting the seed that a career in the Sport / Health and Wellbeing industries is a possibility.



Cultural Capital



Cultural Capital can be defined as the **non-financial social assets that promote social mobility beyond economic means**.

To develop Cultural Capital at Sidegate, we offer all pupils **opportunities for exposure to and experience of** the culture that has shaped the **world's past** and the culture that may shape the **world's future**. The PE curriculum is designed to enable pupils to develop the **knowledge, skills and rich vocabulary** needed to make **informed choices, lead fulfilling lives and become creators of culture themselves**.

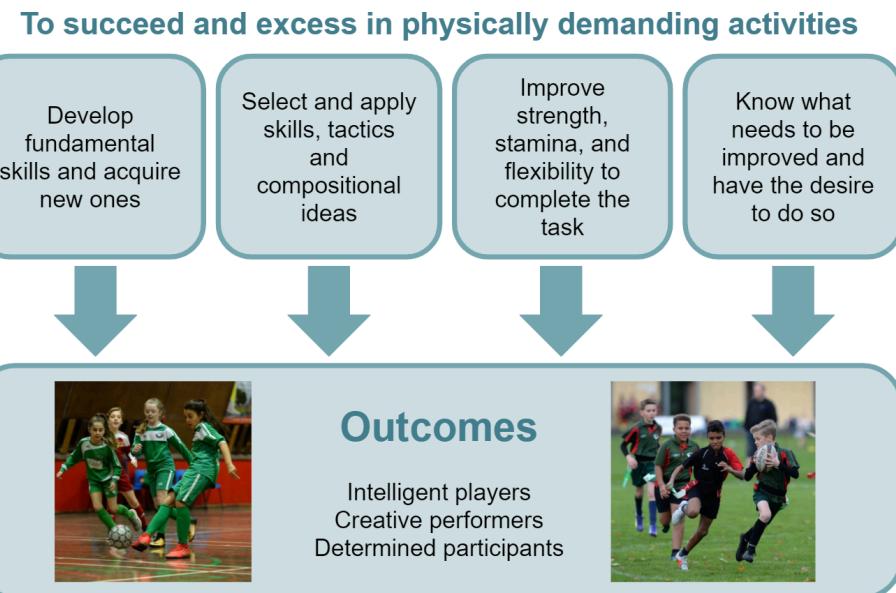
Through PE, pupils are exposed to the fundamental movement skills such as balance, agility and coordination which are needed in everyday life. Pupils are given the knowledge and understanding of rules for games and the importance of exercise and keeping healthy. Throughout their time at Sidegate, pupils will be given opportunities to increase their cultural capital by being exposed to a wide range of sports and active learning - competitively and socially, inside and outside of school. In addition, pupils are offered experiences to visit professional sporting venues and tournaments enabling them to understand how to be a respectful spectator or participant.

How is the PE curriculum organised?

Sidegate's PE curriculum has been deliberately planned to ensure that pupils make progress and **develop practical skills** across the following subject concepts: **participating** (leadership, decision making and mindset), **competing and fairplay** (both against self and against others), **evaluating and improving** and **leading a healthy lifestyle**. Within these concepts are key areas which are covered including linking and sequencing actions, communication, collaboration, evaluating and recognising successes, cooperating with others, physical confidence and understanding how to improve in sports and activities. The specific knowledge that we intend pupils to acquire at each stage and for each concept are set out in the whole school overview for PE: KS1 and KS2. Pupils will engage in a wide range of competitive sports and other physically demanding activities, but teaching will be focused on ensuring that pupils are taught the fundamental movement skills and concepts to ensure progress is being made and built upon from previous learning.

How is the PE curriculum taught?

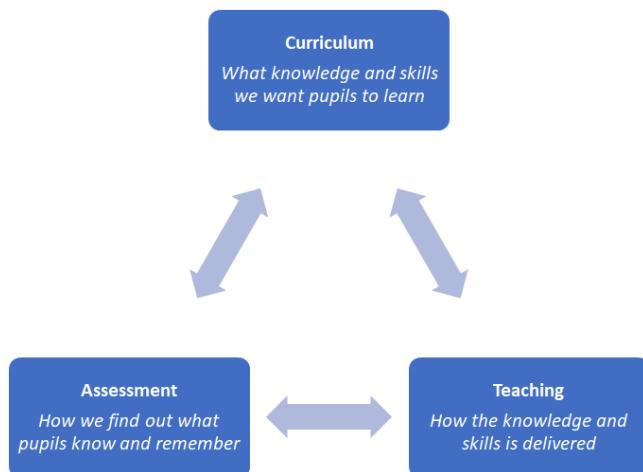
Physical education is planned so that every child has the opportunity to learn and develop new skills through a range of sports. The skills that are essential to develop are taught throughout these sports. Pupils are taught 2 sessions of PE a week. In Y2-6 one lesson is taught by their class teacher and the other is taught by the school's Sports Coach during the teachers PPA time. In EYFS and Y1 all lessons are taught by the class teacher. Support is given to all year groups by the PE coordinator and Sports Coach if and when they need it. Training is given in staff meetings, focusing on parts of the PE curriculum that staff feel less confident on, or need some help and advice with. All children from Y1 - 5 receive a 20 minute swimming lesson once a week from a qualified swimming teacher and EYFS children are also given this option from the Spring term, then becoming compulsory in the Summer term. Y6 children swim in deep water at a local swimming pool during the Autumn Term. Once a term, each year group has an inter-year group competition which is led by the Sports Coach. All class teachers are expected to attend these, to support the children and team teach alongside the sports coach. The Active Mile is undertaken by all classes at least once per week, particularly on days when pupils haven't had a PE or swimming lesson. Physical activity is encouraged during lesson times, for example, GoNoodle breaks, dance/drama to embed learning. Specific sports have been selected each half term for each year group to enable the skills and knowledge to be taught and match the expectations of the National Curriculum. To support this, PE lessons are taught using the resources from "RealPE - Jasmine" and the 'Physical Education Programme of Study - Learning and Teaching Resource'.



PE Teaching will:

- be **practical** so that pupils experience and inhabit the characteristics of a sportsman;
- include a high degree of **modelling** so that pupils are clear about what success in a PE lesson looks like and can apply their knowledge;
- include **direct instruction** and explanation so that pupils acquire new knowledge and vocabulary;
- involve **questioning** so that pupils are required to retrieve stored knowledge regularly with breadth, depth and accuracy;
- include **purposeful practice** so that pupils achieve being an intelligent player, creative performer and determined participant.
- be **adapted** to meet the needs of all pupils through challenging and differentiating the skills to fulfil the pupils needs.

How is the PE curriculum assessed?



Formative Assessment - Inclusive teaching approaches should always be adopted when planning for physical education. Appropriate and differentiated intervention should be applied to ensure maximum progress is made for all pupils. Assessment therefore, is used to inform planning and enables learning to meet pupils' needs, identifying their achievements and successes, as well as areas for improvement or gaps in learning. This is on-going, ungraded and focused on smaller chunks of the curriculum.

Examples of formative assessment include: questioning, pupil-led assessment, peer assessment techniques, self-assessment and reflection, and whole-class discussion. In PE, pupils do not record written work in books, evidence of practical work (including notation and composition) is captured instead using video and photo. Teachers and pupils should consider the broader context of learning in the physical environment including the social, emotional, thinking and health-related aspects of learning and how young people progress across all of these domains.

Summative Assessment - in PE this happens once at the end of the year, the Sports Coach makes a judgement as to how well pupils know the intended body of knowledge set out in the curriculum overview. Evidence at this point will be gathered from a range of sources in order to reach a judgement including: formative assessments taken throughout the year and games or matches where pupils have to apply the correct skills and knowledge that they learnt or improved on throughout the year. At this point an attainment level is assigned and these are explained below. The end of year summative assessment is reported to parents in pupils' annual end of year report.

PE Curriculum Overview

PE at Sidegate is taught in a dual system. Class teachers use the RealPE Jasmine system to plan and deliver lessons based around the 6 strands of **cognitive, creative, physical, social, health and fitness** and **personal development**. This allows children to develop in PE in a skills-based environment without the anxiety and competition of sport based learning. Our sports coach delivers a sports based curriculum to enable the children to develop physically alongside the vital life skills of **sportsmanship** and **competitiveness**.

Real PE Units (including plans, videos, teacher resources) can be found here: <https://app.realpe.co.uk/>

All teachers should have an account, if you need a login, please contact Michael Barwick, PE Coordinator.

Years 3/4/5/6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Extra Sports Exposure	Extracurricular Opportunities		
Year 3	Class Teacher	Real PE Unit 1	Real Gymnastics 1	Real PE Unit 4	Real Dance	Real PE Unit 5	Real Gymnastics 2	EBAT Tennis Taster SEU Horse Riding Ipswich Hockey Club	ITFC Multi-Sports ITFC Football Quad Kids		
	Sports Coach	To include Real PE Unit 2		To include Real PE Unit 3		To include Real PE Unit 6					
		Large ball sports (Tag Rugby/Basketball)		Large ball sports (Netball/Football)		Small ball sports (Cricket/ Rounders)	Athletics/Cross Country				
	Swimming Teacher	Swim up to 25 metres unaided, using one basic stroke, breathing correctly, coorinading leg and arm movements, swimming at the surface and below the water.									
Year 4	Class Teacher	Real PE Unit 1	Real Gymnastics 1	Real PE Unit 4	Real Dance	Real PE Unit 5	Real Gymnastics 2	EBAT Tennis Taster SEU Horse Riding Ipswich Badminton Club	ITFC Multi-Sports ITFC Football Quad Kids		
		To include Real PE Unit 2		To include Real PE Unit 3		To include Real PE Unit 6					
	Sports Coach	Large ball sports (Tag Rugby/Basketball)		Large ball sports (Netball/Football)		Small ball sports (Cricket/ Rounders)	Athletics/Cross Country				
		Swim up to 25 metres unaided, using more than one stroke, coordinate breathing appropriately for the stroke being used, coorinading leg and arm movements, swimming at the surface and below the water.									
Year 5	Teacher / Coach	Real PE Unit 1	Real Gymnastics 1	Real PE Unit 4	Real Dance	Real PE Unit 5	Real Gymnastics 2	EBAT Tennis Taster SEU Horse Riding Water Sports Day (Alton Water)	ITFC Multi-Sports Netball, Football, Basketball, Athletics, Tag Rugby, Cricket, Rounders, Cross Country, Swimming Gala, Futsal.		
		To include Real PE Unit 2		To include Real PE Unit 3		To include Real PE Unit 6					
	Sports Coach	Large ball sports (Tag Rugby/Basketball)		Large ball sports (Netball/Football)		Small ball sports (Cricket/ Rounders)	Athletics/Cross Country				
		Swim up to 50 metres unaided, using more than one stroke, coordinate breathing appropriately for the stroke being used, coorinading leg and arm movements, swimming at the surface and below the water. Select and use a range of self-rescue techniques to keep themselves safe.									
Year 6	Teacher / Coach	Real PE Unit 1	Real Gymnastics 1	Real PE Unit 4	Real Dance	Real PE Unit 5	Real Gymnastics 2	EBAT Tennis Taster SEU Horse Riding Outdoor &	Wimbledon Ballot Women's Super League Football Match		
		To include Real PE Unit 2		To include Real PE Unit 3		To include Real PE Unit 6					
	Sports Coach	Large ball sports (Tag Rugby/Basketball)		Large ball sports (Netball/Football)		Small ball sports (Cricket/ Rounders)	Athletics/Cross Country				

				Rounders)		Adventurous Activities (Hilltop)	ITFC Multi-Sports Netball, Football, Basketball, Athletics, Tag Rugby, Cricket, Rounders, Cross Country, Swimming Gala, Futsal.
	Swimming Teacher	Swim up to 100 metres unaided in deep water , using breast stroke, front crawl and backstroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Select and use a range of self-rescue techniques to keep themselves safe.					

New opportunities that are being explored for 2022/23.

Expected Outcomes against Threshold Concepts

Threshold Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop Practical Skills - fitness and performance	<p>Manage space safely showing good awareness of each other.</p> <p>Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing.</p> <p>Copy and explore basic body actions and movement patterns</p> <p>Show some control and accuracy with the basic actions for rolling, underarm throwing, jumping, striking a ball and kicking.</p> <p>Sustain effort throughout lesson</p> <p>Swim up to 10 metres unaided or aided in shallow water</p>	<p>Repeat and perform short sequences where there is a clear beginning, middle and end, moving with control and coordination.</p> <p>Use movements to communicate mood and feelings</p> <p>Show good awareness of others in running, chasing and avoiding games.</p> <p>Sustain energy levels</p> <p>Use throwing running and jumping skill in combination</p> <p>Swim unaided up to 10 metres using one basic stroke, breathing correctly and controlling leg movement.</p>	<p>Show control, accuracy and fluency of movement when performing actions</p> <p>Travel in different ways</p> <p>Pass, receive and dribble the ball, keeping control of possession</p> <p>Strike a ball with intent and throw it more accurately when bowling or fielding.</p> <p>Run consistently and smoothly at different speeds - understanding the difference between sprinting and running</p> <p>Demonstrating different combinations of jumps, showing control and coordination.</p> <p>Throw a range of implements into a target</p> <p>Sustain energy levels</p>	<p>Combine travelling, rolling, jumping and balancing actions and maintain the quality of performance at the same time.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Continue to pass, receive and dribble the ball, keeping control of possession with greater accuracy.</p> <p>Run consistently and smoothly at different speeds - use skills to run over a short or long distance, sustaining performance</p> <p>Demonstrating different combinations of jumps, showing control and coordination, showing consistent technique..</p> <p>Throw a range of implements into a target</p>	<p>Repeat accurately longer and complex sequences travel, balance, swinging, flight, rotations, and gestures such as, with an emphasis on quality of movement.</p> <p>Vary speed, direction, level and rotation during floor performance</p> <p>Perform and compose creative and imaginative dance which create movement to show an idea whilst moving in clear and fluent manner using specific skills and movement patterns</p> <p>Develop methods of defending (a goal for example), marking the opposition and having positional awareness.</p> <p>Sustain pace over long distances, throwing and jumping with</p>	<p>Increase complexity of sequences by varying directions, levels and pathways holding shapes that are strong whilst practising and refining performance and using elements to link the sequence.</p> <p>Perform fluently with control when working individually, with a partner or a small group.</p> <p>Plan, create and perform motifs that demonstrate creative and imaginative dance which create movement to show an original and imaginative idea whilst moving in clear and fluent manner and performing with high energy and slow grace.</p> <p>Hit the ball with purpose, varying the speed, height and direction, in order to outwit the opponent.</p>

			<p>Swim up to 25 metres unaided, using one basic stroke, breathing correctly, coorinading leg and arm movements, swimming at the surface and below the water.</p>	<p>Work with determination, sustaining effort and energy levels.</p> <p>Swim up to 25 metres unaided, using more than one stroke, coordinate breathing appropriately for the stroke being used, coorinading leg and arm movements, swimming at the surface and below the water.</p>	<p>greater control and accuracy, choosing best takeoff and landing when jumping showing consistent technique.</p> <p>Swim up to 50 metres unaided, using more than one stroke, coordinate breathing appropriately for the stroke being used, coorinading leg and arm movements, swimming at the surface and below the water. Select and use a range of self-rescue techniques to keep themselves safe.</p>	<p>Sustain pace over long distances, throwing and jumping with greater control and accuracy, making sure to refine performance and technique</p> <p>Swim up to 100 metres unaided in deep water, using breast stroke, front crawl and backstroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. Swim fluently with controlled strokes. Select and use a range of self-rescue techniques to keep themselves safe.</p>
Participating - leadership, decision making and mindset	<p>Respectful of each other and equipment</p> <p>Engaged and on task throughout lessons</p> <p>React to a range of stimuli</p>	<p>Devise short sequences</p> <p>Explore ideas, moves and feelings in response to stimuli</p>	<p>Perform short dances whilst working with a partner or in a small group, incorporating different qualities and dynamics into their movements (creating a clear, fluent and expressive manor).</p> <p>Respond to a range of stimuli</p> <p>OAA - understand the purpose of an activity and plan actions to solve the problem they are set.</p>	<p>Use different compositional ideas such as unison, canon, opposition when creating longer, more complex dance phases</p> <p>Choose and use batting and throwing skills to make the game hard for their opponent</p> <p>Recognise that there are different styles of running, jumping and throwing and should select the best for particular challenges.</p>	<p>Adapt sequences to include apparatus, partner or small group work.</p> <p>Respond consistently in the games that they play selecting and applying skills which meet the need for the situation.</p> <p>Devise and carry out small group warm ups.</p>	<p>Select and use a range of compositional ideas</p> <p>OAA - Use a variety of maps and plans accurately recognising symbols and features.</p> <p>Take the lead when devising and delivering group warm ups and skill development drills.</p>

			Assist in leading small groups in activities			
Competing and fair play	<p>Understand how to share, and follow the rules of a simple game.</p> <p>To develop simple tactics for attacking and defending</p> <p>Know how to score and keep rules of simple games.</p> <p>Use the terms opponent and team mate.</p>	<p>Are familiar with and use set rules and play fairly within these.</p> <p>Compete with others.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p>	<p>Work well as a team and act as a respectful team member</p> <p>Think about tactics as a team and cause problems for the opposition.</p> <p>Compete with others.</p> <p>Pass to teammates at appropriate times maintaining possession of the ball.</p>	<p>Choose and combine techniques in a game situation, working alone or with team mates.</p> <p>Use a variety of tactics (e.g. changing speed or direction).</p> <p>Compete with others.</p>	<p>Plan to outwit the opposition by anticipating the direction of play individually, as a pair or as a team when batting, bowling, fielding, defending or attacking.</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Use physical and teamwork skills well in a variety of different challenges.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>	
Evaluating and Improving	<p>Describe own and others performances</p> <p>Explore ideas by improving and experimenting in response to stimuli</p> <p>Compare performances</p>	<p>Compare and contrast performances using appropriate language</p> <p>Be determined to improve performance</p>	<p>Describe and evaluate the effectiveness and quality of performance</p> <p>Be determined and recognise aspects of performance that require improvement.</p>	<p>Judge the strength and weakness of performance, and be able to make changes that improve their team and/or individual performance.</p> <p>Work persistently to achieve desired outcomes.</p>	<p>Watch your own and others performances and suggest improvements for specific purposes.</p>	

					Identify good performance and explain why	
Leading a healthy lifestyle	<p>Recognise when their heart rate, temperature and breathing rate have changed.</p> <p>Describe how their lungs and heart work.</p> <p>Describe how their body feels during games.</p>	<p>Recognise when their heart rate, temperature and breathing rate have changed.</p> <p>Know why it is important to be active.</p> <p>Describe how their bodies work and feel when playing games,</p>	<p>Relate different types of activity to different heart rates and body temperature, and use some of these activities when warming up.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Have an awareness and describe how their bodies work and feel when playing games.</p>	<p>Relate different types of activity to different heart rates and body temperature, and use some of these activities when warming up.</p> <p>Show a clear understanding of how to warm up and cool down safely.</p> <p>Have an awareness and describe how their bodies work and feel when playing games.</p>	<p>Understand how stamina and power help people to perform well in different sports.</p> <p>Identify appropriate exercises and activities to organise their own warm ups and cool-down, showing an understanding of safe exercising.</p> <p>Recognise the changes in their bodies when playing a sport.</p>	<p>Understand how stamina and power help people to perform well in different sports.</p> <p>Warm up and cool down independently.</p> <p>Understand how being active helps to keep them healthy.</p> <p>Recognise the changes in their bodies when playing a sport.</p>

The table below shows the expected outcome 'I am...' statements for children taught a RealPE Jasmine based curriculum.

Expected Outcomes 'I am...' statements.						
Threshold Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5/ Year 6
Personal	<p>I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>I enjoy working on simple tasks with help.</p>	<p>I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>I enjoy working on simple tasks with help.</p>	<p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>I can follow instructions, practise safely and work on simple tasks by myself.</p>	<p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>
Social	<p>I can work sensibly with others, taking turns and sharing.</p> <p>I can play with others and take turns and share with help n</p>	<p>I can help praise and encourage others in their learning.</p> <p>I can work sensibly with others, taking turns and sharing.</p> <p>I can play with others</p>	<p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>I can help praise and encourage others in</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I show patience and support others, listening</p>	<p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p> <p>I can respond imaginatively to different situations, adapting and</p>

		and take turns and share with help	their learning. I can work sensibly with others, taking turns and sharing.	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning s	well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning.	adjusting my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.
Cognitive	I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.	I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can involve others and motivate those around me to perform better. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task n
Creative	I can explore and describe different	I can begin to compare my movements and	I can make up my own rules and versions	I can link actions and develop sequences of	I can link actions and develop sequences of	I can effectively transfer skills and movements

	<p>movements.</p> <p>I can observe and copy others.</p>	<p>skills with those of others and I can select and link movements together to fit a theme.</p> <p>I can explore and describe different movements.</p> <p>I can observe and copy others.</p>	<p>of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme n I can explore and describe different movements.</p>	<p>movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities n</p>
Physical	<p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> <p>I can move confidently in different ways.</p>	<p>I can perform a range of skills with some control and consistency and I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a single skill or movement with some control and I can perform a small range of skills and link two movements together.</p> <p>I can move confidently in different ways.</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.</p> <p>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> <p>I can describe the basic fitness components and</p>

			<p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>	<p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>
Health and Fitness	<p>I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>I am aware of why exercise is important for good health.</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>

PE Proof of Progress Tasks

Each half term learning will focus on either athletics, dance, gymnastic or a competitive game to increase knowledge and skills needed for different active opportunities. In order to show progress, children will need to be able to combine their knowledge and skills learnt from different threshold concepts and combine these by:

- playing a competitive game;
- performing a sequence of movements;
- or performing a dance

Whilst demonstrating the skills they have learnt, pupils will also need to show how they participate through leadership, decision making, and fairplay.

The threshold concept 'Evaluating and Improving' should be an ongoing task that is used at the end of each lesson for children to assess their own learning in order to improve in future lessons and beyond.

The threshold concept 'Leading a healthy lifestyle' should be linked into other subjects such as science and PSHE.