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|  | Kingfisher Physical Education (PE) Curriculum |
| In the Kingfisher partnership, we strive to lead healthy, active lives. We enjoy challenging ourselves with new sports and activities and we always try our hardest. We are proud to compete and to represent our schools in the presence of others. We always aim to win but are gracious in defeat, valuing sportsmanship above all else.  At the Kingfisher partnership we aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.  We work to develop links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.  Additional opportunities for physical activity are given to children across the partnership outside PE lessons. e.g.: in EYFS continuous provision, at beak time and lunch time and through additional time spent outside as outdoor learning or mini breaks from learning. We try to offer a range of extra-curricular clubs and access a variety of competitive opportunities across the year.  Our PE lessons are planned using the Get Set 4 PE platform, which aligns with the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.  There are four key ribbons that are threaded through our PE curriculum. These are Physical, Social, Emotional and Thinking. | |

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|  | **Kingfisher PE Curriculum – Units to be studied 2022-2023** | | | | | |
| **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| Skylarks and Robins  Inc’ Reception | \*Introduction to PE - reception unit as needed  Ball Skills  Fundamentals | \*Intro to PE - reception unit as needed  Fitness  Send & Receive | Gymnastics  Invasion | Dance  Target Games | \*One lesson Team Building  Net and Wall  Athletics | \*Yoga - specific lessons or as warm up/cool down  Strike and Field  Athletics |
| Mallards and Barn Owls | \*One lesson from OAA  Dodgeball  Football | Fitness  Hockey | Gymnastics  Basketball | Dance  Golf | \*One lesson from OAA  Cricket  Tennis | \*Yoga - specific lessons or as warm up/cool down  Swimming  Athletics |
| Swans and Golden Eagles | \*One lesson on OAA  Volleyball  Hockey | Fitness  Football | Gymnastics  Badminton | Dance  Basketball | \*One lesson on OAA  Cricket  Handball | \*Yoga - specific lessons or as warm up/cool down  Tennis  Athletics |

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|  | **Kingfisher PE Curriculum – Units to be studied 2021-2022** | | | | | |
| **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| EYFS | Our PE journey begins in the EYFS where children have opportunities to:  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge –  Explain the reasons for rules, know right from wrong and try to behave accordingly  Work and play co-operatively and take turns with others  Show sensitivity to their own and to others’ needs  Negotiate space and obstacles safely, with consideration for themselves and others  Demonstrate strength, balance and coordination when playing  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | | | | | |
| Robins and Skylarks  (Inc’ Reception\*) | Invasion  Target | Team building  Fitness | Gymnastics  Dance | Yoga  Send and Receive | Athletics  Striking and Fielding | Ball Skills  Net and Wall |
| Woodpecker | Invasion  Target | Team building  Fitness | Gymnastics  Dance | Yoga  Rugby | Athletics  Rounders | Ball Skills  Tennis |
| Mallards | Football  Dodgeball | OAA  Fitness | Dance  Swimming | Gymnastics  Swimming | Athletics  Rounders | Netball  Tennis |
| Barn Owls | Football  Dodgeball | OAA  Fitness | Dance  Gymnastics | Yoga  Rugby | Athletics  Swimming | Rounders  Swimming |
| Swans and Golden Eagles | Football  Dodgeball | OAA  Fitness | Dance  Gymnastics | Yoga  Rugby | Athletics  Rounders | Netball  Tennis |

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|  | | Kingfisher Physical Education (PE) Curriculum | | | | |
| What do the children need to know and be able to do? | | | | | | |
| Kingfisher Ribbons | | | EYFS | Key stage 1 | Lower Key stage 2 | Upper Key Stage 2 |
| **Social**  **Emotional**  **Thinking** | | | Take turns.  Learn to share  equipment with others.  Share their ideas  with others  Try again if they do  not succeed.  Practise skills  independently.  Confident to try new  tasks and challenges.  Begin to identify  personal success.  Choose own  movements and actions in response to simple tasks e.g. choosing to  travel by skipping.  Begin to provide simple  feedback saying what they liked or thought was good about someone else's  performance. | Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges  Show determination to continue working over a longer period of time.  Determined to complete the challenges and tasks set.  Explore skills independently before asking for help.  Confident to share ideas, contribute to class discussion and perform in front of others.  Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson. | Encourage and motivate others to work to their personal best.  Work with others to achieve a shared goal.  Work with others to self-manage games.  Persevere when finding a challenge difficult.  Understand what their best looks like and they work hard to achieve it.  Begin to use rules showing awareness of fairness and honesty.  Show an awareness of how other people feel.  Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move. Select and apply from a wider range of skills and actions in response to a task  Provide feedback using key terminology. | Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively  what maximum effort looks and feels like and show determination to achieve it.  Use different strategies to persevere to achieve personal best.  Compete within the rules showing fair play and honesty when playing independently.  Confident to attempt tasks and challenges outside of their comfort zone.  Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.  Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.  Identify their own and others’ strengths and areas for development providing sensitive feedback and can suggest ways to improve.  Select and apply appropriate skills for the situation when under pressure. |
| Physical | Fine Motor Skills | | Run and stop with some control.  Explore skipping as a travelling action.  Jump and hop with bent knees.  Throwing larger balls and beanbags into space.  Balance whilst stationary and on the move.Change direction at a slow pace.  Explore moving  different body  parts together. | Show balance and coordination when running at different speeds.  Begin to link running and jumping movements with some control and balance.  Jump, leap and hop and choosing which allows them to jump the furthest, show some balance and control.  Change technique to throw at a target/for distance.  Show control and balance when travelling at different speeds.  Demonstrates balance and co-ordination when changing direction.  Perform actions with increased control when co-ordinating their body with and without equipment. | Show balance, coordination and technique when running at different speeds, stopping with control.  Link running, hopping and jumping actions using different take offs and landing with control.  Jump for distance and height showing balance and control.  Throw with some accuracy and power towards a target area.  Demonstrate good balance when performing other fundamental skills.  Show balance when changing direction at speed in combination with other skills.  Can co-ordinate their bodies with increased consistency in a variety of activities. | Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.  Show control at takeoff and landing, link running, jumping and hopping actions with greater control and co-ordination.  Perform more complex jumps for height and distance using good technique.  Show accuracy and good technique when throwing for distance.  Show fluency and control when travelling, landing, stopping and changing direction.  Change direction with a fluent action, improved body posture and speed. Transition smoothly between varying speeds.  Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. |
| Body Management | | Create shapes  showing a basic level  of stillness using  different parts of  their bodies.  Begin to take weight  on different body  parts  Show shapes  and actions that  stretch their  bodies.  Copy and link simple  actions together | Perform balances making their body tense, stretched and curled.  Take body weight on different body parts, with and without apparatus.  Demonstrate poses and movements that show increased awareness of extension and flexibility in actions.  Copy, remember, repeat and plan linking simple actions with some control and technique. | Complete balances with increasing stability, control and technique, Use body tension to perform balances both individually and with a partner.  Demonstrate increasing strength, control and technique when taking own and others weight  Demonstrate increased flexibility and extension in more challenging actions.  Plan and perform sequences showing control and technique with and without a partner. | Show increasing control and balance when moving from one balance to another. Combine and perform more complex balances with control, technique and fluency.  Demonstrate more complex actions with a good level of strength and technique.  Confidently transition from one action to another showing appropriate control and extension for the complexity of the action Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. |
| Dance | | Copy basic  body actions  and rhythms.  Choose and use  travelling actions,  shapes and  balances.  Travel in different  pathways using  the space around  them. Begin to use  dynamics and  expression with  guidance.  Begin to count to  music. | Copy, remember and repeat actions - a series of actions.  Choose actions for an idea - Select from a wider range of actions in relation to a stimulus.  Use changes of direction, speed and levels with guidance -Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner  Show some sense of dynamic and expressive qualities - Show a character through actions, dynamics and expression.  Use counts with help to stay in time with the music. | Copy remember and perform a dance phrase and adapt set choreography.  Create short dance phrases that communicate an idea. Choreograph considering structure individually, with a partner and in a group.  Use canon, unison and formation, action and reaction to represent an idea.  Match dynamic and expressive qualities to a range of ideas. Change dynamics to express changes in character or narrative.  Use counts when choreographing short phrases. | Perform dances confidently, accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.  Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. |
| Games | | Drop and catch  with two hands.  Run and stop when  instructed.  Hit a ball with  hands.  Move a ball  with feet. Throw and roll a  variety of beanbags  and larger balls to  space.  Kick larger balls to  space.  Stop a beanbag or  large ball sent to  them using hands.  Attempt to stop a  large ball sent to  them using feet  Move around showing  limited awareness of  others.  Make simple decisions  in response to a  situation. | Drop and catch a ball after one bounce on the move. Dribble a ball with two hands on the move.  Dibble a ball (with a foot) with some success, stopping it when required.  Throw and roll towards a target using varying techniques with some success.  Show balance when kicking towards a target.  Catch an object beanbag/medium size ball) passed to them, with and without a bounce.  Move to track a ball and stop it using feet with limited success.  Strike a ball using a racket.  Run, stop and change direction with balance and control.  Move to space to help score goals or limit others scoring.  Begin to use simple tactics with guidance. | Link dribbling the ball with other actions with increasing control.  Change direction when dribbling with feet with some control in game situations.  Use a variety of throwing techniques with increasing success in game situations.  Kick (towards a partner) with increasing success in game situations.  Catch a ball passed to them using one and two hands with increasing success.  Receive a ball using different parts of the foot under pressure.  Strike a ball using varying techniques with increasing accuracy.  Change direction to lose an opponent with some success.  Create and use space with some success in game situations.  Use simple tactics to help their team score or gain possession | Use dribbling to change the direction of play with control under pressure.  Use a variety of dribbling techniques to maintain possession under pressure.  Use a variety of throwing techniques including fake passes to outwit an opponent.  Use a variety of kicking techniques with some control under increasing pressure.  Catch and intercept a ball using one and two hands with increasing success in game situations.  Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.  Use a variety of techniques to change direction to lose an opponent.  Create and use space for self and others Work collaboratively to create tactics within their team and evaluate the effectiveness of these. with some success. |
| Swimming | |  | | Refer to guidance from swimming instructor | Refer to guidance from swimming instructor |
| Outdoor Adventurous Activity | | Follow simple  Instructions  Share their ideas  with others.  Explore activities  making own  decisions in  response to a  task. Make decisions  about where to  move in space.  Follow a path.  Begin to identify  personal success. | Follow instructions accurately.  Work co-operatively with a partner and a small group, taking turns and listening to each other  Understand the rules of the game and suggest ideas to solve simple tasks Follow and create a simple diagram/map  Understand when a challenge is solved successfully and begin to suggest simple ways to improve. | Accurately follow instructions given by a peer and give clear and usable instructions to a peer.  Work collaboratively with a partner and a small group, listening to and accepting others' ideas.  Plan and apply strategies to solve problems.  Identify key symbols on a map and use a key to help navigate around a grid.  Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. | Use clear communication when working in a group and taking on different roles.  Begin to lead others and show consideration of including all within a group, provide clear instructions.  Plan and apply strategies with others selecting and  applying the best method to solve a problem.  Confidently and efficiently orientate a map, identifying key features to navigate around a course.  Explain why a particular strategy worked and suggest well thought out improvements |

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|  | |  | | | Kingfisher PE Curriculum – Unit detail | | | | |
|  | | | | What do the children need to know and be able to do? | | | | | |
| Unit | Kingfisher Ribbons | | | Rationale | | Skills | Vocabulary | Knowledge | Assessment |
| EYFS  Introduction to PE | INTRODUCTION TO ALL | |  | In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping | | * Physical: moving safely * Physical: running * Physical: jumping * Physical: throwing * Physical: catching * Physical: following a path * Social: sharing * Social: leadership * Emotional: perseverance * Emotional: confidence * Thinking: decision making * Thinking: selecting and applying actions | Follow  Team  Space  Travel  Share  Safely  Path  listen | I can demonstrate balance.  I can make independent choices.  I can negotiate space safely with consideration for myself and others.  I follow instructions involving several ideas or actions.  I play co-operatively and take turns with others.  I use movement skills with developing balance and co-ordination. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  Records made in Tapestry |
| Key Stage 1 - Invasion Games | Physical  Social  Emotional  Thinking | |  | Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. | | *EYFS*  *Sending & receiving : explore s&r with hands and feet using a variety of equipment.*  *Dribbling: explore dropping and catching with two hands and moving a ball with their feet.*  *Space: recognise their own space.*  *Attacking & defending: explore changing direction and tagging games.*  Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space  Communication, respect, co-operation, kindness  Empathy, integrity, independence, determination, perseverance  Creativity, reflection, decision making, comprehension | Possession  Send  Team mate  Chest pass  Received  Goal  Dodge  Bounce pass | *EYFS*  *Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.*  *Dribbling: know that keeping the ball close will help with control.*  *Space: know that being in a space gives me room to play.*  *Attacking & defending: know that there are different roles in games.*  *Tactics: make simple decisions in response to a task.*  *Rules: know that rules help us to stay safe.*  I can describe how my body feels during exercise.  I can dodge and find space away from the other team.  I can move with a ball towards goal.  I can sometimes dribble a ball with my hands and feet.  I can stay with another player to try and win the ball.  I know how to score points and can remember the score.  I know who is on my team and I can attempt to send the ball to them. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 - Target | Physical  Social  Emotional  Thinking | | | Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. | | *EYFS*  *Throwing: explore throwing using a variety of equipment.*  *Catching: explore catching using a variety of equipment.*  Throwing, rolling, kicking, striking  Communication, collaboration, kindness, support  Honesty, perseverance, independence, manage emotions  Select and apply, using tactics, decision making, provide feedback, problem solving | Release  Accuracy  Opposite  Strike  Target  Ahead  Select  Object  Distance | *EYFS*  *Throwing: know to point my hand at my target when throwing.*  *Catching: know to have hands out ready to catch.*  *Tactics: make simple decisions in response to a task.*  *Rules: know that rules help us to stay safe.*  I am able to select the appropriate skill for the situation.  I can throw, roll kick or strike a ball to a target with some success.  I can work co-operatively with a partner and a small group.  I understand the principles of a target game and can use different scoring systems when playing games.  I understand what good technique looks like and can use key words in the feedback I provide. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 – Team Building | Physical  Social  Emotional  Thinking | | | Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. | | *EYFS*  *Problem solving: explore activities where I have to make my own decisions.*  *Navigational skills: explore moving in space and following a path.*  *Communication: develop confidence in expressing myself.*  Travelling actions, jumping, balancing  Communication, leading, inclusion  Trust, honesty and fair play, acceptance  Planning, decision making, problem solving | Solve  Support  Map  Direction  Co-operate  Successful  Share  Plan  Communicate | *EYFS*  *Problem solving: make simple decisions in response to a task.*  *Navigational skills: know that moving into space away from others will help me to*  *stay safe. Know to leave a gap when following a path will help me to stay safe.*  *Communication: know that talking with a partner will help me to solve challenges*  *e.g. 'let's go to the green hoop next'.*  *Reflection: begin to identify when I am successful.*  *Rules: know that rules help us to stay safe.*  I can follow instructions carefully.  I can say when I was successful at solving challenges.  I can share my ideas and help to solve tasks.  I can work co-operatively with a partner and a small group.  I show honesty and can play fairly.  I understand how to use, follow and create a simple diagram/map. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 - Fitness | Physical  Social  Emotional  Thinking | | | Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. | | *EYFS*  *Agility: explore changing direction safely.*  *Balance: explore balancing whilst stationary and on the move.*  *Co-ordination: explore moving different body parts together.*  *Speed: explore moving and stopping with control.*  *Strength: explore taking weight on different body parts.*  *Stamina: explore moving for extended periods of time.*  Agility, balance, co-ordination, speed, stamina, skipping  Taking turns, encouraging and supporting others  Determination, perseverance, challenging myself  Identifying strengths and areas for improvement, observing and providing feedback | Speed  Distance  Sprint  Strong  Pace  Jog  Steady  Race | *EYFS*  *Agility: know that moving into space away from others helps to keep me safe.*  *Balance: know that I can hold my arms out to help me to balance.*  *Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.*  *Speed: know that I use big steps to run and small steps to stop.*  *Strength: understand that I can hold my weight on different parts of my body.*  *Stamina: understand that moving for a long time can make me feel tired.*  I can describe how my body feels during exercise.  I can show hopping and jumping movements with some balance and control.  I persevere with new challenges.  I show determination to continue working over a longer period of time.  I understand that running at a slower speed will allow me to run for a longer period of time.  I work with others to turn a rope and encourage others to jump at the right time. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 - Gymnastics | Physical  Social  Emotional  Thinking | | | In this unit pupils learn to explo and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. | | *EYFS*  *Shapes: show contrast with my body including wide/narrow, straight/curved.*  *Balances: explore shapes in stillness using different parts of my body.*  *Rolls: explore rocking and rolling.*  *Jumps: explore jumping safely.*  Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll  Sharing, working safely  Confidence, independence  Observing and providing feedback, selecting and applying actions | Action  Travel  Balance  Jump  Direction  Roll  Point  Shape  Speed  Fast  Slow  Level | *EYFS*  *Shapes: understand that I can make different shapes with my body.*  *Balances: know that I should be still when holding a balance.*  *Rolls: know that I can change my body shape to help me to roll.*  *Jumps: know that bending my knees will help me to land safely.*  *Strategy: know that if I hold a shape and count to five people will see it clearly.*  I am beginning to provide feedback using key words.  I am proud of my work and confident to perform in front of others.  I can perform the basic gymnastic actions with some control and balance.  I can plan and repeat simple sequences of actions.  I can use directions and levels to make my work look interesting.  I can use shapes when performing other skills.  I can work safely with others and apparatus. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 - Dance | Physical  Social  Emotional  Thinking | | | Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. | | *EYFS*  *Actions: explore how my body moves. Copy basic body actions and rhythms.*  *Dynamics: explore actions in response to music and an idea.*  *Space: begin to explore pathways and the space around me and in relation to others.*  *Performance: perform short phrases of movement in front of others.*  Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination  Respect, consideration, sharing ideas, decision making with others  Acceptance, confidence  Selecting and applying actions, counting, observing and providing feedback, creating | Counts  Action  Travel  Pose  Move  Direction  Forwards  Backwards  Speed  Fast  Slow  Level  Shape | *EYFS*  *Actions: understand that I can move my body in different ways to create interesting actions.*  *Dynamics: understand that I can change my action to show an idea.*  *Space: know that if I move into space it will help to keep me and others safe.*  *Performance: know that when watching others I sit quietly and clap at the end.*  *Strategy: know that if I use lots of space, it helps to make my dance look interesting.*  I am beginning to provide feedback using key words.  I can copy, remember, repeat and create dance phrases.  I can describe how my body feels during exercise.  I can show a character and idea through the actions and dynamics I choose.  I can use counts to stay in time with the music.  I can work with a partner using mirroring and unison in our actions.  I show confidence to perform. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 - Yoga | Physical  Social  Emotional  Thinking | | | Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme. | | *EYFS*  *Balance: explore shapes in stillness using different parts of my body.*  *Flexibility: explore shapes and actions to stretch my body.*  *Strength: explore taking weight on different body parts.*  *Mindfulness: explore my own feelings in response to an activity or task.*  Breathing, balance, flexibility, strength  Working safely, sharing ideas, leadership  Calmness, patience, understanding  Selecting actions, creating poses, focus, providing feedback | Focus  Listen  Create  Pose  Feel  Choose  Position  Breath  Flow | *EYFS*  *Balance: know that it is easier to balance using more parts of my body than fewer parts.*  *Flexibility: know that I can make my body longer by reaching out with my arms and legs.*  *Strength: understand that I can hold my weight on different parts of my body.*  *Mindfulness: understand how movement makes me feel.*  I am beginning to provide feedback using key words.  I can copy, remember and repeat yoga flows.  I can describe how my body feels during exercise.  I can move from one pose to another thinking about my breath.  I can use clear shapes when performing poses.  I can work with others to create simple flows showing some control. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 – Send and Receive | Physical  Social  Emotional  Thinking | | | Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | | *EYFS*  *Sending: explore sending an object with hands and feet.*  *Catching: explore catching to self and with a partner.*  *Tracking: explore stopping a ball with hands and feet.*  *Dribbling: explore dropping and catching with two hands and moving a ball with feet.*  Rolling, kicking, throwing, catching, tracking  Co-operation, communication, keeping others safe  Perseverance, challenging myself  Identifying how to improve, transferring skills | Track  Send  Accurate  Target  Control  Release  Receive | *EYFS*  *Sending: know to look at the target when sending a ball.*  *Catching: know to have hands out ready to catch.*  *Tracking: know to watch the ball as it comes towards me and scoop it with two hands.*  *Dribbling: know that keeping the ball close will help with control.*  I am beginning to provide feedback using key words.  I am beginning to trap and cushion a ball that is coming towards me  I can accurately throw and kick a ball to a partner.  I can catch a ball passed to me, with and without a bounce.  I can roll a ball to hit a target  I can track a ball and stop it using my hands and feet  I can work co-operatively with a partner and a small group  I can work safely to send a ball towards a partner using a piece of equipment. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 - Athletics | Physical  Social  Emotional  Thinking | | | In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop | | *EYFS*  *Running: explore running and stopping safely.*  *Jumping: explore jumping and hopping safely.*  *Throwing: explore throwing to a target.*  Running at different speeds, jumping for distance, throwing for distance  Working safely, collaborating with others  Working independently, determination  Observing and providing feedback, exploring ideas | Speed  Jog  Sprint  Pace  Balance  Direction  Take off  Landing  Swing  Height  Distance  Overarm  Underarm | *EYFS*  *Running: know that I use big steps to run and small steps to stop. Know that moving into*  *space away from others helps to keep me safe.*  *Jumping: know that bending my knees will help me to land safely.*  *Throwing: understand that bigger targets are easier to hit.*  *Rules: know that rules help us to stay safe.*  I can describe how my body feels during exercise.  I can identify good technique.  I can jump and land with control.  I can use an overarm throw to help me to throw for distance.  I can work with others, taking turns and sharing ideas.  I show balance and co-ordination when running at different speeds.  I try my best. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 – Striking and Fielding | Physical  Social  Emotional  Thinking | | | In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. | | *EYFS*  *Striking: explore sending a ball to a partner.*  *Fielding: explore tracking and stopping a rolling ball.*  *Throwing and catching: explore rolling, throwing and catching using a*  *variety of equipment.*  Throwing and catching, tracking a ball, bowling, batting  Communication, collaboration  Honesty, acceptance, controlling emotions  Select and apply, using tactics, decision making | Throw  Score  Place  Strike  Send  Runs  Track  Catch  Backstop/Wicket Keeper  Batter  Bowler  Fielder | *EYFS*  *Striking: know to point my hand at my target when striking a ball.*  *Fielding: know to scoop a ball with two hands.*  *Throwing and catching: know to point my hand at my target when throwing. Know*  *to have hands out ready to catch.*  *Tactics: make simple decisions in response to a task.*  *Rules: know that rules help us to stay safe.*  I am beginning to provide feedback using key words.  I am developing underarm and overarm throwing skills.  I can hit a ball using equipment with some consistency.  I can track a ball and collect it.  I can use simple tactics.  I know how to score points and can remember the score.  I understand the rules of the game and can use these to play fairly in a small group. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 – Ball Skills | Physical  Social  Emotional  Thinking | | | In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. | | *EYFS*  *Sending: explore sending an object with hands and feet.*  *Catching: explore catching to self and with a partner.*  *Tracking: explore stopping a ball with hands and feet.*  *Dribbling: explore dropping and catching with two hands and moving a ball with feet.*  Rolling, kicking, throwing, catching, bouncing. Dribbling  Co-operation, communication, leadership, supporting others  Honesty, perseverance, challenging myself  Using tactics, exploring actions | Overarm  Distance  Dribble  Underarm  Collect  Target | *EYFS*  *Sending: know to look at the target when sending a ball.*  *Catching: know to have hands out ready to catch.*  *Tracking: know to watch the ball as it comes towards me and scoop it with two hands.*  *Dribbling: know that keeping the ball close will help with control.*  I am beginning to provide feedback using key words.  I am beginning to understand and use simple tactics.  I can dribble a ball with my hands and feet with some control.  I can roll and throw a ball to hit a target.  I can send and receive a ball using both kicking and throwing and catching skills.  I can track a ball and collect it.  I can work co-operatively with a partner and a small group. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. E.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Key Stage 1 – Net and Wall | Physical  Social  Emotional  Thinking | | | Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates. | | *EYFS*  *Hitting: explore hitting a ball with hands and pushing with a racket.*  *Feeding and rallying: explore sending and tracking a ball with a partner.*  *Footwork: explore changing direction, running and stopping.*  Throwing, catching, racket skills, ready position, hitting a ball  Support, co-operation, respect, communication  Perseverance, honesty  Decision making, reflection, comprehension, selecting and applying | Receive  Opponent  Quickly  Trap  Defend  Return  Collect  Against | *EYFS*  *Hitting: know to point my hand/object at my target when hitting a ball.*  *Feeding and rallying: know to look at the target when sending a ball and watch the ball*  *to receive it.*  *Footwork: know to use big steps to run and small steps to stop.*  *Tactics: make simple decisions in response to a task.*  *Rules: know that rules help us to stay safe.*  I can defend space on my court using the ready position.  I can describe how my body feels during exercise.  I can hit a ball over the net and into the court area.  I can throw accurately to a partner.  I can use simple tactics to make it difficult for an opponent.  I know how to score points and can remember the score.  I show good sportsmanship when playing against an opponent. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE  *Records made in Tapestry for EYFS* |
| Lower Key Stage 2 - Football | Physical  Social  Emotional  Thinking | | | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition | | Dribbling, passing, ball control, tracking/jockeying, turning, receiving  Communication, collaboration, cooperation  Honesty, perseverance  Selecting and applying tactics, decision making | Goal Keeper  Opponent  Opposition  Dribbling  Defender  Attacker  Communicate  Tracking  Control  Tackle  Outside  Possession  Inside  Available | I am beginning to use simple tactics.  I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  I can dribble, pass, receive and shoot the ball with some control.  I can find space away from others and near to my goal.  I can provide feedback using key words.  I can track an opponent to slow them down.  I understand my role as an attacker and as a defender.  I work co-operatively with my group to self-manage games. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 Golf | Physical  Social  Emotional  Thinking | | | Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.  Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. | | * Physical: balancing * Physical: coordination * Physical: accuracy * Physical: striking * Physical: throwing * Social: taking turns * Social: supporting and encouraging others * Social: respect * Social: communication * Emotional: challenging myself * Emotional: perseverance * Emotional: honesty * Emotional: determination * Thinking: selecting and applying skills * Thinking: identifying strengths * Thinking: identifying weaknesses * Thinking: creativity | Rules  Putt  Drive  Club  Strike  Target  Course  Distance  Least  Allign  Putter  Tee  Accuracy  Swing  Chipping | I can hold all equipment correctly.  I can provide feedback using key terminology and understand what I need to do to improve.  I can show how to aim using a putting club.  I can strike a ball with increasing consistency.  I can use different actions for different shots.  I share ideas and work with others to manage our game. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 Cricket | Physical  Social  Emotional  Thinking | | | Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | * Physical: underarm and overarm throwing * Physical: catching * Physical: over and underarm bowling * Physical: fielding and tracking a ball * Physical: batting * Social: collaboration and communication * Social: respect * Emotional: perseverance * Emotional: honesty * Thinking: observing and providing feedback * Thinking: applying strategies | Runs  Technique  Wicket Keeper  Strike  Retrieve  Bowl  Fielding  Stumped  Two-handed pick up  Stance  Wicket  Short barrier  Grip  Batting | I am able to bowl a ball with some accuracy and consistency.  I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  I can communicate with my teammates to apply simple tactics.  I can persevere when learning a new skill.  I can provide feedback using key terminology and understand what I need to do to improve.  I can strike a bowled ball after a bounce.  I can use overarm and underarm throwing, and catching skills with increasing accuracy.  I share ideas and work with others to manage our game. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 Hockey | Physical  Social  Emotional  Thinking | | | Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | | * Physical: passing * Physical: dribbling * Physical: receiving * Physical: intercepting * Physical: tackling * Social: communication * Social: collaboration * Social: inclusive * Emotional: honesty and fair play * Emotional: perseverance * Emotional: empathy * Thinking: planning strategies and using tactics * Thinking: observing and providing feedback * Thinking: decision making | Dribble  Receiver  Attack  Shoot  Interception  Defence  Opponent  Trapping the ball  Mark  Opposition  Obstruction  Push pass  Grip  Possession | I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 Basketball | Physical  Social  Emotional  Thinking | | | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others’ performances. | | * Physical: throwing and catching * Physical: dribbling * Physical: intercepting * Physical: shooting * Social: working safely * Social: communication * Social: collaboration * Emotional: honesty and fair play * Emotional: perseverance * Thinking: planning strategies and using tactics * Thinking: observing and providing feedback | Travelling  Double Dribble  Possession  V Dribble  Receiver  Playing area  Opponent  Tracking  Rebound  Opposition | I am beginning to use simple tactics.  I am learning the rules of the game and am beginning to use them honestly.  I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Dodgeball | Physical  Social  Emotional  Thinking | | | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. | | Throwing, catching, dodging, blocking  Communication, collaboration, respect  Honesty, perseverance  Decision making, selecting and applying skills | Throw  Dodge  Defend  Block  Catch  Rules  Attack  Caught  Possession  Court  Protect  Communicate  Opposition | I can catch with increasing consistency.  I can communicate with my teammates to apply simple tactics.  I can provide feedback using key terminology and understand what I need to do to improve.  I can return to the ready position to defend myself.  I can throw with some accuracy at a target.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - OAA | Physical  Social  Emotional  Thinking | | | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. | | Balance, running  Communication, teamwork, trust, inclusion, listening  Confidence  Planning, map reading, decision making, problem solving | Navigate  Route  Collaborate  Inclusive  Grid  Discuss  Symbol  Effectively  Plan  Rules  Trust  Orientate | I am developing map reading skills.  I can follow and give instructions.  I can listen to and am accepting of others' ideas.  I can plan and attempt to apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges and am beginning to understand why.  I can work collaboratively with a partner and a small group | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Fitness | Physical  Social  Emotional  Thinking | | | Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. | | Strength, speed, power, agility, coordination, balance, stamina  Supporting others, working safely  Perseverance, determination  Identifying areas of strength and areas for development | Fitness  Balance  Agility  Co-ordination  Speed  Pace  Control  Muscle  Strength  Steady  Progress  Stamina | I can collect and record my scores, recognising my strengths.  I can complete exercises with control.  I can persevere when I find a challenge hard.  I can provide feedback using key words.  I can use key points to help me to improve my sprinting technique.  I can work safely with others.  I show balance when changing direction.  I show determination to continue working over a period of time.  I understand that there are different areas of fitness and that each area challenges my body differently. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Dance | Physical  Social  Emotional  Thinking | | | Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. | | Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique  Collaboration, consideration, inclusion, respect  Empathy, confidence  Observing and providing feedback, selecting and applying actions | Space  Action  Levels  Timing  Reaction  Performance  Dynamics  Unison  Represent  Expression | I can choose actions and dynamics to convey a character or idea.  I can copy and remember set choreography.  I can provide feedback using appropriate language relating to the lesson.  I can respond imaginatively to a range of stimuli relating to character and narrative.  I can use changes in timing and spacing to develop a dance.  I can use counts to keep in time with others and the music.  I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.  I show respect for others when working as a group and watching others perform. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Gymnastics | Physical  Social  Emotional  Thinking | | | Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | | Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand  Collaboration, communication, respect, responsibility  Confidence  Observing and providing feedback, selecting and applying skills, evaluating and improving | Technique  Quality  Sequence  Perform  Rotation  Extension  Apparatus  Inverted  Shape | I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can identify some muscle groups used in gymnastic activities.  I can plan and perform sequences with a partner that include a change of level and shape.  I can provide feedback using appropriate language relating to the lesson.  I can safely perform balances individually and with a partner.  I can watch, describe and suggest possible improvements to others’ performances and my own.  I understand how body tension can improve the control and quality of my movements. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Yoga | Physical  Social  Emotional  Thinking | | | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. | | Breathing, balance, flexibility, strength, coordination  Working safely, sharing ideas, leadership  Calmness, focus, confidence  Selecting actions, creating poses and flow, providing feedback | Strength  Perform  Link  Flexibility  Mindfulness  Try  Stable  Grounded  Relax  Control  Down Dog  Technique | I can describe how yoga makes me feel and can talk about the benefits of yoga.  I can link poses together to create a yoga flow.  I can provide feedback using key terminology and understand what I need to do to improve.  I can transition from pose to pose in time with my breath.  I can work collaboratively and effectively with others.  I demonstrate yoga poses which show clear shapes.  I show increasing control and balance when moving from one pose to another. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Rugby | Physical  Social  Emotional  Thinking | | | In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others’ performances and suggest improvements. | | Passing, catching, dodging, tagging, scoring  Communication, collaboration, inclusion  Honesty and fair play, perseverance, confidence  Planning strategies and using tactics, observing and providing feedback | Defence  Receiver  Mark  Tag  Try  Dodge  Opponent  Possession  Offside  Opposition  Onside  Score  Outwit | I can delay an opponent and help prevent the other team from scoring.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can help my team keep possession and score tries when I play in attack.  I can pass and receive the ball with increasing control.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Athletics | Physical  Social  Emotional  Thinking | | | In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. | | Pacing, sprinting technique, jumping for distance , throwing for distance  Working collaboratively, working safely  Perseverance, determination  Observing and providing feedback, exploring ideas | Stamina  Speed  Pace  Technique  Determination  Perseverance  Officiate  Power  Accuracy  Personal Best  Flight | I can demonstrate the difference in sprinting and jogging techniques.  I can explain what happens in my body when I warm up.  I can identify when I was successful and what I need to do to improve.  I can jump for distance with balance and control.  I can throw with some accuracy and power to a target area.  I show determination to improve my personal best.  I support and encourage others to work to their best. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Rounders | Physical  Social  Emotional  Thinking | | | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting  Collaboration and communication, respect, supporting and encouraging others  Honesty and fair play, confident to take risks, managing emotions  Observing and providing feedback, using tactics, decision making | Strike  Batting  Bowl  Fielding  Retrieve  Two-handed pick up  Stance  Stumped  Short barrier  Technique  Backstop  Post  Rounder | I am able to bowl a ball with some accuracy, and consistency.  I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  I can communicate with my teammates to apply simple tactics.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can provide feedback using key terminology and understand what I need to do to improve.  I can strike a bowled ball with adapted equipment (e.g. a tennis racket).  I can use overarm and underarm throwing and catching skills with increasing accuracy.  I share ideas and work with others to manage our game. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Tennis | Physical  Social  Emotional  Thinking | | | In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules | | Underarm throwing, catching, forehand, backhand, ready position  Collaboration, respect, supporting others  Honesty, perseverance  Decision making, understanding rules, selecting and applying skills and tactics | Ready position  Return  Serve  Rally  Control  Opponent  Forehand  Backhand | I can communicate with my teammates to apply simple tactics.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can provide feedback using key terminology and understand what I need to do to improve.  I can return to the ready position to defend my own court.  I can sometimes play a continuous game.  I can use a range of basic racket skills.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Lower Key Stage 2 - Netball | Physical  Social  Emotional  Thinking | | | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | | Passing, catching, footwork, intercepting, shooting  Working safely, communication, collaboration  Honesty and fair play, perseverance  Planning strategies and using tactics, observing and providing feedback | Footwork  Landing foot  Attack  Pivot  Interception  Defense  Opponent  Rebound  Contact  Opposition  Obstruction  Mark  Receiver  Possession | I can defend one on one and know when to win the ball.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can move to space to help my team to keep possession and score goals.  I can pass, receive and shoot the ball with increasing control.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2  Badminton | Physical  Social  Emotional  Thinking | | | Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | | * Physical: ready position * Physical: grip * Physical: forehand * Physical: backhand * Physical: serve * Physical: footwork * Social: communication * Social: respect * Social: supporting and encouraging others * Emotional: confidence * Emotional: perseverance * Emotional: honesty * Thinking: using tactics * Thinking: selecting and applying skills * Thinking: identifying strengths and areas for development | Backhand  Forehand  Rally  Ready position  Opponent  Control  Co-operatively  Return  Defensive  Attacking  Outwit  Serve  Attacking  Continuously | I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 Basketball | Physical  Social  Emotional  Thinking | | | In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others’ performances. | | Physical: throwing and catching  Physical: dribbling  Physical: intercepting  Physical: shooting  Social: communication  Social: collaboration  Emotional: perseverance  Emotional: honesty and fair play  Thinking: planning strategies and using tactics  Thinking: observing and providing feedback | Referee  Double dribble  Tactics  Set shot  Foul  Possession  Conceding  Travelling  Travelling  Jump Shot  Opponent  Outwit  Rebound | I can create and use space to help my team.  I can dribble, pass, receive and shoot the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use the rules of the game honestly and consistently.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand when to use different styles of defence in game situations. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key stage 2 Cricket | Physical  Social  Emotional  Thinking | | | Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | Physical: underarm and overarm throwing  Physical: catching  Physical: over and underarm bowling  Physical: long and short barrier  Physical: batting  Social: collaboration and communication  Social: respect  Emotional: honesty  Thinking: observing and providing feedback  Thinking: selecting and applying strategies | Strike  Fielding  Consistently  Support  Batting  Wicket  Tracking  Obstruction  Wicket keeper  Tracking  Retrieve | I can select the appropriate action for the situation.  I can strike a bowled ball with increasing consistency and accuracy.  I can use a wider range of fielding skills with increasing control under pressure.  I can use the rules of the game consistently to play fairly.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand and can apply some tactics in the game as a batter, bowler and fielder. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 Handball | Physical  Social  Emotional  Thinking | | | Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others’ performance. | | Physical: throwing and catching  Physical: moving with the ball  Physical: dribbling  Physical: intercepting  Physical: shooting  Social: collaboration  Social: communication  Emotional: honesty and fair play  Emotional: perseverance  Thinking: planning strategies and using tactics  Thinking: observing and provide feedback | Pressure  Tactics  Angle  Inclusion  Transfer  Delay  Support  Reaction  Create  Control  Release  Principle  Close down | I am confident to lead others and can contribute appropriate ideas to group work.  I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals.  I can create and use space to help my team to maintain possession and create scoring opportunities.  I can perform a range of skills with control and can select the appropriate action for the situation under pressure.  I can work in collaboration with others to self-manage games so that they run smoothly.  I recognise my own and others’ strengths and areas for development and can suggest ways to improve.  I use the rules of the game honestly and consistently when playing and refereeing. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 Hockey | Physical  Social  Emotional  Thinking | | | In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. | | Physical: dribbling  Physical: passing  Physical: receiving  Physical: tackling  Physical: creating and using space  Physical: shooting  Social: communication  Social: collaboration  Emotional: perseverance  Emotional: honesty and fair play  Thinking: planning strategies and using tactics  Thinking: observing and providing feedback  Thinking: selecting and applying skills | Obstruction  Trapping the ball  Support  Consistently  Conceding  Possession  Interception  Bully-off  Block tackle  Attack  Jab tackle  Defence | I can create and use space to help my team.I can dribble, pass, receive and shoot the ball with increasing control. under pressure.I can select the appropriate action for the situation and make this decision quickly.I can use marking, tackling and/or interception to improve my defence.I can use the rules of the game consistently to play honestly and fairly.I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.I can work in collaboration with others so that games run smoothly.I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Sage 2 Volleyball | Physical  Social  Emotional  Thinking | | | Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | | Physical: volley  Physical: set  Physical: dig  Physical: serve  Physical: ready position  Social: communication  Social: respect  Social: supporting and encouraging others  Emotional: confidence  Emotional: perseverance  Emotional: honesty  Thinking: using tactics  Thinking: selecting and applying skills  Thinking: identifying strengths and areas for development | Control  Return  Co-operatively  Deep  Serve  Dig  Defensive  Ready position  Consistently  Volley  Set  Opponent  Attack | I can use the rules and am becoming confident to make decisions when refereeing.  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Football | Physical  Social  Emotional  Thinking | | | Pupils will improve their defending and attacking play, developing further knowledge of  the principles and tactics of each. Pupils will begin to develop consistency and control in  dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils  will evaluate their own and other’s performances, suggesting improvements. They will  learn the importance of playing games fairly, abiding by the rules of the game and being  respectful of their teammates, opponents and referees. | | Dribbling, passing, ball control, tracking/jockeying, turning, receiving  Communication, collaboration, cooperation  Honesty, perseverance  Selecting and applying tactics, decision making | Control  Tactics  Opponent  Intercepting  Possession  Tracking  Consistently  Conceding  Outwit  Pressure  Fowl  Touch | I can create and use space to help my team.  I can dribble, pass, receive and shoot the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use marking, tackling and/or interception to improve my defence.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Dodgeball | Physical  Social  Emotional  Thinking | | | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching.  They also learn how to select and apply tactics to the game to outwit their opponent. In  dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit.  Pupils are given opportunities to play games independently and are taught the importance  of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing  games and are given opportunities to evaluate and suggest improvements to their own  and others’ performances. | | Throwing, catching, dodging, blocking  Communication, collaboration, respect  Honesty, perseverance  Decision making, selecting and applying skills | Pressure  Tactics  Opponent  Officiate  Referee  Fair play  Consistently  Outwit  Sportsmanship  Support  Tournament  Co-operatively | I can officiate and help to manage a game by refereeing.  I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - OAA | Physical  Social  Emotional  Thinking | | | Pupils develop teamwork skills through completion of a number of challenges. Pupils work  individually, collaboratively in pairs and groups to solve problems. They are encouraged to  be inclusive of others, share ideas to create strategies and plans to produce the best  solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils  learn to orientate and navigate using a map | | Balance, running  Communication, teamwork, trust, inclusion, listening  Confidence  Planning, map reading, decision making, problem solving | Tactical  Orientate  Orienteering  Leader  Control card  Navigation  Critical thinking  Location  Strategy  Co-operatively  Symbol  Boundaries | I am inclusive of others, can share job roles and lead when necessary.  I can orientate a map efficiently to navigate around a course.  I can pool ideas within a group, selecting and applying the best method to solve a problem.  I can use critical thinking skills to form ideas and strategies to solve challenges.  I can work effectively with a partner and a group to solve challenges.  With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Fitness | Physical  Social  Emotional  Thinking | | | Pupils will take part in a range of fitness challenges to test and record their scores. They  will learn different components of fitness including speed, stamina, strength, coordination,  balance and agility. Pupils will be given opportunities to work at their maximum and  improve their fitness levels. They will need to persevere when they get tired or when they  find a challenge hard and are encouraged to support others to do the same. Pupils are  asked to recognise areas in which they make the most improvement using the scores they  have collected. | | Strength, speed, power, agility, coordination, balance, stamina  Supporting others, working safely  Perseverance, determination  Identifying areas of strength and areas for development | Agility  Technique  Speed  Balance  Control  Power  Generate force  Strength  Analyse  Continuous  Stamina  Measure  Co-ordination  Component  Record | I can change my running technique to adapt to different distances.  I can collect, record and analyse scores to identify areas where I have made the most improvement.  I can work with others to organise, manage and record information at a station.  I encourage and motivate others to work to their best.  I understand that there are different areas of fitness and how this helps me in different activities.  I understand the different components of fitness and ways to test and develop them.  I work to my maximum consistently when presented with challenges. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Dance | Physical  Social  Emotional  Thinking | | | Pupils will focus on developing an idea or theme into dance choreography. They will work  in pairs and groups using different choreographing tools to create dances e.g. formations,  timing, dynamics. Pupils will have opportunities to choreograph, perform and provide  feedback on dance. Pupils think about how to use movement to convey ideas, emotions,  feelings and characters. Pupils will show an awareness of keeping others safe and will have  the opportunity to lead others through short warm ups. | | Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique  Collaboration, consideration, inclusion, respect  Empathy, confidence  Observing and providing feedback, selecting and applying actions | Levels  Action  Formation  Timing  Phrase  Performance  Expression  Unison  Posture  Dynamics  Canon  Choreograph  Contrast  Structure | I can choreograph a dance and work safely using a prop.  I can lead a small group through a short warm-up routine.  I can perform dances confidently and fluently with accuracy and good timing.  I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.  I can use appropriate language to evaluate and refine my own and others’ work.  I can use feedback provided to improve the quality of my work.  I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Gymnastics | Physical  Social  Emotional  Thinking | | | In this unit, pupils use their knowledge of compositional principles e.g. how to use  variations in level, direction and pathway, how to combine and link actions, how to relate  to a partner and apparatus, when developing sequences. They build trust when working  collaboratively in larger groups, using formations to improve the aesthetics of their  performances. Pupils are given opportunities to receive and provide feedback in order to  make improvements on performances. In Gymnastics as a whole, pupils develop  performance skills considering the quality and control of their actions. | | Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand  Collaboration, communication, respect, responsibility  Confidence  Observing and providing feedback, selecting and applying skills, evaluating and improving | Momentum  Counter balance  Aesthetics  Formation  Synchronisation  Stability  Inverted  Progression  Counter Tension | I can combine and perform gymnastic actions, shapes and balances with control and fluency.  I can create and perform sequences using compositional devices to improve the quality.  I can lead a small group through a short warm-up routine.  I can use appropriate language to evaluate and refine my own and others’ work.  I can work collaboratively with others to create a sequence.  I understand how to work safely when learning a new skill.  I understand what counter balance and counter tension is and can show examples with a partner | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Yoga | Physical  Social  Emotional  Thinking | | | Pupils learn about mindfulness and body awareness. They learn yoga poses and  techniques that will help them to connect their mind and body. The unit looks to improve  well being by building strength, flexibility and balance. The learning includes breathing and  meditation taught through fun and engaging activities. Pupils will be given the opportunity  to work collaboratively with others and be given the opportunity to create their own flows  and lead others. | | Breathing, balance, flexibility, strength, coordination  Working safely, sharing ideas, leadership  Calmness, focus, confidence  Selecting actions, creating poses and flow, providing feedback | Quality  Notice  Calm  Develop  High lunge  Fluidity  Salutation  Transition  Practice  Collaboratively  Connected  Aware | I am confident to lead others, demonstrating poses and teaching them my flow.  I can use feedback provided to improve the quality of my work.  I can use my breath to transition from one pose to another with control.  I can use yoga poses to improve my flexibility, strength and balance.  I choose poses which link easily from one to the other to help my sequence flow.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand that there are different areas of fitness and how this helps me in different activities. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Rugby | Physical  Social  Emotional  Thinking | | | In this unit pupils will develop key skills and principles such as defending, attacking,  throwing, catching, running and dodging. When attacking, pupils will support the ball  carrier using width and drawing defence. When defending, pupils learn how to tag, how to  track and slow down an opponent, working as a defensive unit. They will play  collaboratively in both uneven and then even sided games. Pupils will be encouraged to  think about how to use skills, strategies and tactics to outwit the opposition. They develop  their understanding of the importance of fair play and honesty while self managing games,  as well as developing their ability to evaluate their own and others’ performances. | | Passing, catching, dodging, tagging, scoring  Communication, collaboration, inclusion  Honesty and fair play, perseverance, confidence  Planning strategies and using tactics, observing and providing feedback | Defence  Offside  Onside  Opponent  Possession  Attack  Formation  Dictate  Shut down  Receiver  Turn over  Support | I can create and use space to help my team.  I can pass and receive the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can tag opponents individually and when working within a unit.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Athletics | Physical  Social  Emotional  Thinking | | | In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. | | Pacing, sprinting technique, jumping for distance , throwing for distance  Working collaboratively, working safely  Perseverance, determination  Observing and providing feedback, exploring ideas | Technique  Control  Force  Continuous pace  Trajectory  Stride  Momentum  Officiate  Flight  Compete  Rotation  Transfer of weight | I can compete within the rules showing fair play and honesty.  I can help others to improve their technique using key teaching points.  I can identify my own and others’ strengths and areas for development and can suggest ways to improve.  I can perform jumps for distance using good technique.  I can select and apply the best pace for a running event.  I can show accuracy and good technique when throwing for distance.  I understand that there are different areas of fitness and how this helps me in different activities.  I use different strategies to persevere to achieve my personal best | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Rounders | Physical  Social  Emotional  Thinking | | | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting  Collaboration and communication, respect, supporting and encouraging others  Honesty and fair play, confident to take risks, managing emotions  Observing and providing feedback, using tactics, decision making | Strike  Pressure  Outwit  Fielding  Batting  Backing up  Co-operatively  Retrieve  Continuous  Consistently  Overtake  Consecutive  Obstruction | I can strike a bowled ball with increasing consistency.  I can use a wider range of skills with increasing control under pressure.  I can use the rules of the game consistently to play fairly.  I can work collaboratively with others to get batters out.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand and can apply some tactics in the game as a batter, bowler and fielder. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Tennis | Physical  Social  Emotional  Thinking | | | In this unit pupils develop their racket skills when playing tennis. They learn specific skills  such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical  awareness including how to play with a partner and against another pair. They are  encouraged to show respect for their teammates as well as their opponents when self  managing games. Pupils are also given opportunities to reflect on their own and other's  performances and identify areas to improve. | | Underarm throwing, catching, forehand, backhand, ready position  Collaboration, respect, supporting others  Honesty, perseverance  Decision making, understanding rules, selecting and applying skills and tactics | Ready position  Return  Serve  Outwit  Control  Opponent  Forehand  Backhand  Volley  Co-operatively  Consistently | I can select the appropriate action for the situation and make this decision quickly.  I can use a wider range of skills with increasing control under pressure.  I can use feedback provided to improve the quality of my work.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve.  I understand that there are different areas of fitness and how this helps me in different activities. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |
| Upper Key Stage 2 - Netball | Physical  Social  Emotional  Thinking | | | In this unit pupils will develop defending and attacking play during even-sided 5-a-side  netball. Pupils will learn to use a range of different passes to keep possession and attack  towards a goal. Pupils will be encouraged to work collaboratively to think about how to  use skills, strategies and tactics to outwit the opposition. They will start to show control  and fluency when passing, receiving and shooting the ball. They will learn key rules of the  game such as footwork, held ball, contact and obstruction. Pupils also develop their  understanding of the importance of fair play and honesty while self managing games. | | Passing, catching, footwork, intercepting, shooting  Working safely, communication, collaboration  Honesty and fair play, perseverance  Planning strategies and using tactics, observing and providing feedback | Rebound  Possession  Attack  Contact  Obstruction  Defend  Contest  Conceding  Interception  Consecutive  Consistently  Turnover | I can create and use space to help my team.  I can pass, receive and shoot the ball with increasing control under pressure.  I can select the appropriate action for the situation and make this decision quickly.  I can use marking, and/or interception to improve my defence.  I can use the rules of the game consistently to play honestly and fairly.  I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  I can work in collaboration with others so that games run smoothly.  I recognise my own and others strengths and areas for development and can suggest ways to improve. | Progress and understanding is monitored throughout the lesson by:  Use of self and peer assessment against key criteria from the lesson plan.  Questioning is used to check understanding and consolidate learning. e.g. questions from unit plans at the start and end of each lesson to review learning.  As moving around lesson, staff provide feedback so that pupils know what they need to improve.  STEP principle is used to adapt PE lessons for extension and support  End of unit assessment grid completed within GS4PE |

Appendix 1: Additional Support:

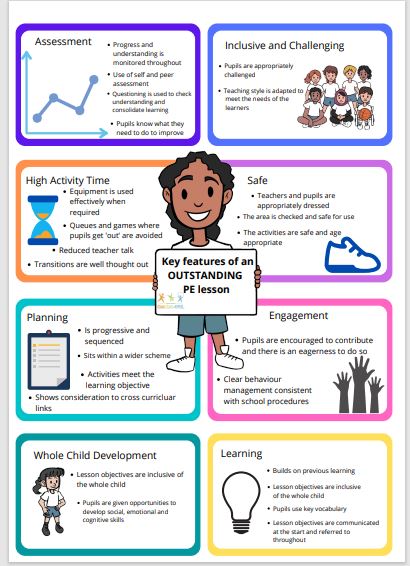
GetSet4PE has a wealth of resources to support with lesson planning.

Select the ‘Lesson Plans’ tab to find:

* Unit plan with mapped objectives, health and safety reminders, cross curricular links.
* Lesson plans with each phase of the lesson detailed, including required resources, additional ideas/resources for extension and support. Some units also include video demonstrations.

Select the ‘Awesome Stuff’ tab to find:

* Progression Documents by year group
* .
* Knowledge organisers by unit – they include helpful teacher tips, a teacher glossary and assessment criteria.
* .
* Active Families – ideas for activities that can be completed at home



Appendix 2: STEP

