



# Stanhope Primary School

## Progression of Knowledge and Skills in P.E.



### P.E.

### Subject

#### Intent

At Stanhope Primary School, it is our intent that all pupils, regardless of background and ability, have access to a broad and balanced physical education curriculum. Through the delivery of learning opportunities that inspire all children to succeed, it is our intent that:

- Children are taught and can apply the fundamental skills and movements in each lesson.
- They are physically active in each lesson and are motivated to reach their optimum physical and emotional development.
- They understand the values of teamwork and can collaborate effectively with others in a fair and cooperative manner.
- Pupils can practise and deploy their skills in a range of sports and activities, both individually and in teams, and be able to adapt these in different situations.
- Pupils have access to a wide range of sports within school, delivered by highly trained staff and external sports coaches.
- Children are offered access to a range of after-school sports clubs, including those activities not delivered through the national curriculum.
- The teaching of physical education is effectively differentiated according to pupils' needs, with equal opportunities in terms of resources, facilities and access to extra-curricular activities.
- Pupils observe their own and others' work, arriving at reasoned judgements to improve performance.
- Pupils become highly-skilled young leaders, organising individual and team sports within the school, and promoting sporting attitudes in others.
- Children are at the forefront of all lessons and have a voice in how the PE curriculum is both shaped and delivered.
- All pupils participate in competitive sport, both inside and out of the school, ensuring they do their best and display the skills of sportsmanship and self-discipline. In light of any Covid-19 restrictions, pupils will be able participate in virtual and class competitions.
- Pupils have a clear understanding of the importance of leading a healthy and active lifestyle and are aware of how a balanced diet and regular exercise contribute towards this.
- Sports Premium Funding through STSSN is spent effectively to develop a lasting legacy for PE and sport in the school.
- All children should aspire to leave primary school being able to swim at least 25m.
- Staff feel confident delivering the PE national curriculum and are provided regular CPD opportunities and the chance to work alongside expert sports coaches.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and skills objectives - Dance</b>	<p>I am beginning to negotiate space safely.</p> <p>I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I am building my confidence to try new challenges and perform in front of others.</p> <p>I can explore movement skills.</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p>	<p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p>	<p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p>	<p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p>	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p>

	<p>I follow instructions with support.</p> <p>I show respect towards others.</p> <p>I am confident to try new challenges and perform in front of others.</p> <p>I can combine movements fluently, selecting actions in response to the task.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I show respect towards others when providing feedback.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p><b>National Curriculum Focus:</b> To accurately replicate basic dance movements and enjoy participating in a broad range of activities.</p>	<p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p> <p><b>National Curriculum Focus:</b> Extend coordination, flexibility and balance.</p> <p>Perform short, simple movement patterns.</p> <p>Watch others and say what they liked about a performance.</p> <p>Become increasingly confident in simple body actions and shapes.</p> <p>Choose and develop simple actions independently and apply to movement patterns.</p>	<p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p> <p><b>National Curriculum Focus:</b> Become increasingly competent and confidence in fundamental basic ABC in relation to dance activity.</p> <p>Develop and perform simple movement patterns.</p> <p>Develop competence.</p> <p>To perform a simple movement pattern (motif) in a given formation.</p>	<p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p> <p><b>National Curriculum Focus:</b> Develop and perform simple routines.</p> <p>Perform to an audience.</p>	<p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p> <p><b>National Curriculum Focus:</b> Perform routines to audiences.</p> <p>Perform using a range of movement patterns and set phrases.</p> <p>Work collaboratively in groups.</p>	<p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p> <p><b>National Curriculum Focus:</b> Perform routines to audiences.</p> <p>Perform in a variety of dance styles.</p> <p>Work collaboratively in groups.</p>	<p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p> <p><b>National Curriculum Focus:</b> Work collaboratively with a partner and in small groups to perform more complex dances.</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best.</p> <p>Develop flexibility, balance, strength and control in a range of dances.</p>
<p><b>Knowledge and skills objectives - Gymnastics</b></p>	<p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns.</p> <p>I am building my confidence to try new challenges.</p> <p>I can explore movement skills.</p> <p>I can match skills to tasks and apparatus.</p> <p>I can use a range of large and small apparatus with an awareness of safety.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p>	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p>	<p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p>

	<p>I follow instructions with support.</p> <p>I am confident to try new challenges.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I work co-operatively with others and take turns.</p> <p><b>National Curriculum Focus:</b> Develop basic movements such as jumping, changing direction, moving at speed and balancing.</p> <p>Accurately replicate basic movements and enjoy participating in a broad range of activities.</p>	<p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p> <p><b>National Curriculum Focus:</b> Mastering basic movements and developing agility, balance and co-ordination (ABCs).</p> <p>To extend performance in movement patterns and sequences.</p>	<p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p> <p><b>National Curriculum Focus:</b> Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity.</p> <p>Develop and perform simple Become increasingly competent and confident in fundamental ABC in relation to gymnastic activity.</p> <p>Develop and perform simple sequences.</p>	<p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p> <p><b>National Curriculum Focus:</b> Devise simple sequences using compositional ideas.</p> <p>Master basic movements including leaping, jumping, balancing and stretching.</p> <p>Work collaboratively to adapt, change and improve individual sequence.</p> <p>Perform with control and confidence a range of basic actions</p> <p>Develop a broader range of new actions</p> <p>Work individually to improve a sequence</p>	<p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p> <p><b>National Curriculum Focus:</b> Develop strength and Stamina through sustained periods of rigorous activity.</p> <p>Practice and implement runs, leaps, jumps and locomotion in more complex sequences.</p> <p>Work collaboratively to perform with a partner.</p> <p>Perform with control and confidence a range of basic actions.</p> <p>Develop a broader range of new actions.</p> <p>Work individually to improve a sequence.</p>	<p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p> <p><b>National Curriculum Focus:</b> Apply a range of complex actions to make sequence.</p> <p>Make improvements in own performance from feedback.</p> <p>Demonstrate an understanding of how to improve strength and flexibility in starter activity.</p>	<p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p> <p><b>National Curriculum Focus:</b> Work collaboratively with a partner and in small groups to perform.</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best.</p> <p>Develop flexibility, balance, strength and control.</p> <p>Enjoy communicating and collaborating during group work.</p> <p>Perform for sustained periods of time demonstrating strength and stamina.</p> <p>Recognise their own success by reflecting upon and evaluating performance.</p>
<p><b>Knowledge and skills objectives – Introduction to P.E.</b></p>	<p>I am beginning to demonstrate balance.</p> <p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns with others.</p> <p>I can explore movement skills.</p> <p>I can make guided choices.</p> <p>I follow instructions with support.</p>						

	<p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I understand the rules and can explain why it is important to follow them.</p> <p>I use movement skills with developing balance and co-ordination.</p>						
<p><b>Knowledge and skills objectives – Fundamentals</b></p>	<p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns with others.</p> <p>I am building my confidence to try new challenges.</p> <p>I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.</p> <p>I follow instructions with support.</p> <p>I play games honestly guided by rules with support.</p> <p>I am confident to try new challenges, deciding on the skills I use to complete the task.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and congratulate others.</p>						

	<p>I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination.</p>						
<p><b>Knowledge and skills objectives – Games / Invasion Games / Strike &amp; Field</b></p>	<p>I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination.</p>	<p>I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful. I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise.</p>	<p>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. 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.</p>				

		<p>I understand when I am a defender and when I am an attacker.</p> <p><b>National Curriculum Focus:</b> Engage in competitive activities against self and others. Master basic running, jumping and throwing skills.</p>	<p>I know who is on my team and I can attempt to send the ball to them.</p> <p><b>National Curriculum Focus:</b> Develop agility in running. Participate in competitions for running, jumping and throwing.</p>				
<p><b>Knowledge and skills objectives – Send and Receive / Ball Skills</b></p>	<p>I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.</p>	<p>I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p> <p><b>National Curriculum Focus:</b> Extend co-ordination for hitting. Participate in simple sending and receiving games. Score points through sending balls using hitting skills to correct areas.</p>	<p>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. I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful.</p>	<p>I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.</p> <p><b>National Curriculum Focus:</b> Play in competitive, modified games. Develop simple tactics. Develop control in combining handball/ dodgeball/ netball skills. Work collaboratively to use basic tactics and strategies to attack. Master basic movements including running, throwing and catching.</p>			

			<p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p> <p><b>National Curriculum Focus:</b> Participate in modified net/wall games.</p> <p>Combine isolated skills e.g. moving towards a ball to make contact.</p> <p>Compete against self and others to score points.</p>				
<p style="text-align: center;"><b>Athletics</b></p>		<p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can identify good technique.</p> <p>I can jump and land with control.</p> <p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p>	<p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p>	<p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can jump for distance with balance and control.</p>	<p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p> <p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p>



		<p>I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>I show balance and co-ordination when running at different speeds. I try my best.</p>	<p>I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best. <b>National Curriculum Focus:</b> Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others</p>	<p>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. <b>National Curriculum Focus:</b> Compete against self and others developing simple technique. Master basic movements including running, throwing and jumping. Work collaboratively and individually to help improve self and others.</p>	<p>I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance. <b>National Curriculum Focus:</b> Master basic movements including running, throwing and jumping and identify ways to improve. Compete against self and others selecting and applying simple techniques effectively. Work collaboratively and individually to help improve self and others.</p>	<p>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. <b>National Curriculum Focus:</b> Compete developing fluency in skills and techniques individually and as part of a team. Work in collaboration to apply strategies for maximising speed and distance. Compare and contrast team and individual performances.</p>
<p><b>Net &amp; Wall / Basketball / Dodgeball / Handball / Netball</b></p>		<p>I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent. <b>National Curriculum Focus:</b> Master basic movements including</p>	<p>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.</p>	<p>I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker.</p>	<p>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.</p>	<p>I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations.</p>	<p>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</p>



		<p>running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>National Curriculum Focus:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>I work co-operatively with my group to self-manage games.</p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can communicate with my team and move into space to support them.</p> <p>I can defend an opponent and try to win the ball.</p> <p>I can pass, receive and shoot the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p> <p><b>National Curriculum Focus:</b> Play in competitive, modified games.</p> <p>Develop simple tactics.</p> <p>Develop control in combining handball/ dodgeball/ netball skills.</p> <p>Work collaboratively to use basic tactics and strategies to attack.</p> <p>Master basic movements including running, throwing and catching.</p>	<p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing stamina and endurance.</p> <p>Practise and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics for defending and attacking.</p>	<p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand when to use different styles of defence in game situations.</p> <p>I can officiate and help to manage a game by refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I can create and use space to help my team.</p> <p>I can pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p>
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<p style="text-align: center; color: green; font-weight: bold;">Tennis</p>				<p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can return to the ready position to defend my own court.</p> <p>I can sometimes play a continuous game.</p>		<p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team</p>

				<p><b>National Curriculum Focus:</b> Play in competitive games developing simple tactics.</p> <p>Master basic movements including hitting, returning, moving to return.</p> <p>Work collaboratively to use basic tactics.</p>	<p>I can use a range of basic racket skills.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p><b>National Curriculum Focus:</b> Play competitively against others.</p> <p>Work hard to challenge self to improve consistency of shots.</p> <p>Implement basic tactics.</p>		<p>and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p><b>National Curriculum Focus:</b> Play competitively against others and work together with others in game play.</p> <p>Work hard to challenge self to improve consistency of shots including newly learnt shots.</p> <p>Implement basic tactics in game play and score games using appropriate scoring system.</p>
<p style="text-align: center;"><b>Cricket</b></p>				<p>I am able to bowl a ball with some accuracy and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use</p>		<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p>

					<p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing stamina and endurance.</p> <p>Practice and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics and strategies for batting and fielding.</p>	<p>them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing power, flexibility and cardiovascular endurance.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to apply defensive and attacking tactics.</p> <p>Compare team performance against other team performances.</p>
<p style="text-align: center;"><b>Hockey</b></p>				<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p> <p><b>National Curriculum Focus:</b> Play in competitive games</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>		

				<p>developing stamina and endurance.</p> <p>Practise and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics for defending and attacking.</p>	<p><b>National Curriculum Focus:</b> Play in competitive games developing stamina and endurance.</p> <p>Practise and use running, sprinting and dynamic balance in games.</p> <p>Work collaboratively to use basic tactics for defending and attacking.</p>		
<p style="text-align: center; color: green; font-weight: bold;">Tag Rugby</p>				<p>I can delay an opponent and help prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can help my team keep possession and score tries when I play in attack.</p> <p>I can pass and receive the ball with increasing control.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p><b>National Curriculum Focus:</b> Developing stamina and speed in competitive games.</p> <p>Practice and use running and dynamic balance in games.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p><b>National Curriculum Focus:</b> Able to recognise where improvements could be made in their own work.</p>	<p>I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing fluency in skills and techniques.</p> <p>Working as a team implementing attacking and defending tactics.</p>	

					Work as a team to use basic defending and attacking tactics in games.	Develop, select and combine more complex skills in competitive environments.  Play in games developing strength and technique.	Compare team performances against other team performance.
Football				<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can often make the correct decision of who to pass to and when.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their own work.</p>	<p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to play in different formations.</p> <p>Compare team performance against other team performances.</p>



						Select and combine more complex skills in game situations.	
Rounders						<p>I am beginning to strike a ball with a rounders bat.</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing power, flexibility and cardiovascular endurance.</p> <p>Able to recognise where improvements could be made in their own work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work collaboratively with others to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p><b>National Curriculum Focus:</b> Play in competitive games developing fluency in skills and techniques.</p> <p>Work in collaboration to apply defensive and attacking tactics.</p> <p>Compare team performance against other team performances.</p>
OAA				I am developing map reading skills. I can follow and give instructions.	I can accurately follow and give instructions.	I am inclusive of others and can share job roles. I can navigate around a course using a map.	I am inclusive of others, can share job roles and lead when necessary.

				<p>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.</p> <p><b>National Curriculum Focus:</b> Compare performance with previous performances.  Apply a range of skills to complete a task.  Practise using problem solving skills.</p>	<p>I can confidently communicate ideas and listen to others.  I can identify key symbols on a map and use a key to help navigate around a grid.  I can plan and apply strategies to solve problems.  I can reflect on when and why I was successful at solving challenges.  I can work collaboratively and effectively with a partner and a small group.</p> <p><b>National Curriculum Focus:</b> Compare performance with previous performances.  Apply a range of skills to complete a task.  Practise using problem solving skills.</p>	<p>I can orientate a map confidently.  I can reflect on when I was successful at solving challenges and alter my methods in order to improve.  I can use critical thinking to approach a task.  I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p><b>National Curriculum Focus:</b> Compare performance with previous performances.  Apply a range of skills to complete a task.  Practise using problem solving skills.</p>	<p>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.  <b>National Curriculum Focus:</b> Make improvements in own performance from feedback  Use increasingly sophisticated problem solving skills</p>
<p><b>Festivals/ Coaches/ Competitions</b></p>	<p>Co-ordination Challenge Festival   Multi Sport Festival   Gym Festival   Gymnastics Coach</p>	<p>Mini Tennis Festival  Multi Skills Festival  Cricket Festival  OAA Festival  Gymnastics Coach  Dance Coach  Ball Skills Coach  Games Coach</p>	<p>Mini Tennis Festival  Multi Skills Festival  Cricket Festival  OAA Festival  Gymnastics Coach  Dance Coach  Ball Skills Coach  Games Coach</p>	<p>Cross Country  Multi Skills Festival  Sportshall Athletics  Gymnastics  Mini Tennis  OAA Festival  Quad Kids Athletics  Gymnastics Coach  Dance Coach  Athletics Coach  Football Coach</p>	<p>Skiping Festival  Cross Country  Sportshall Athletics  Gymnastics  Cricket Festival  Mini Tennis  OAA Festival  Basketball  Quad Kids Athletics  Gymnastics Coach  Dance Coach</p>	<p>Cross Country  Sportshall Athletics  Panathlon Festival  Boccia  Dodgeball  Basketball  Tag Rugby  Quad Kids Athletics  Orienteering  Gymnastics Coach  Dodgeball Coach</p>	<p>Cross Country  Sportshall Athletics  Panathlon Festival  Boccia  Dodgeball  Basketball  Tag Rugby  Quad Kids Athletics  Orienteering  Gymnastics Coach  Dodgeball Coach</p>

				<i>Tennis Coach</i>	<i>Athletics Coach</i> <i>Football Coach</i> <i>Tennis Coach</i>	<i>Football Coach</i> <i>Dance Coach</i> <i>Basketball Coach</i>	<i>Football Coach</i> <i>Dance Coach</i> <i>Basketball Coach</i>
<p><b>More Able Challenge &amp; End Points</b></p> <p><b>Mastery</b></p>	<p><b>EYFS Exceeding</b></p> <p><b>Moving and handling:</b> Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <p><b>Health and self-care:</b> Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p><b>Years 1-6</b></p> <p>Pupils who excel in the PE curriculum objectives or are identified as having a specific talent or passion in Sports will be supported and encouraged to reach their potential and access the best support possible.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> <li>• Encourage access to extracurricular Sports clubs ran by school and external providers</li> <li>• Signpost families to local area Sports talent development schemes, teams and charities</li> <li>• Provide opportunities for children to compete in local individual and team sports tournaments or competitions</li> <li>• Teach children about Sporting Events as well as local and national Sports Personalities in order to engage and inspire them</li> <li>• Teach children to have a secure knowledge of personal health, safety and hygiene that will support them to reach their potential</li> </ul>					
	<p>With support, pupils can:</p> <ul style="list-style-type: none"> <li>• engage in a range of activities which will encourage movement and control</li> <li>• use a range of indoor and outdoor equipment</li> <li>• join in with a team game</li> <li>• access climbing equipment</li> <li>• follow instructions to stay safe</li> </ul>	<p>With (or without) specific support, pupils can:</p> <ul style="list-style-type: none"> <li>• Engage in multi-skills, dance, gymnastics, ball skills, athletics and field games activities alongside their peers</li> <li>• Identify an aspect of physical education that they enjoy</li> <li>• Develop a basic understanding of the importance of staying healthy</li> <li>• Follow directions that will keep them safe</li> </ul> <p>Children who are identified as working below ARE in PE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies such as OT and Physio.</p> <p>It is also important to recognise that children identified as having SEND may not always be least able in PE and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> <li>• Teachers adapt, modify and/or alternative activities that offer an equivalent degree of challenge to the activities provided in the Champions Scheme to ensure all the pupils make progress.</li> <li>• Target specific support to children who may need to take part in certain activities or types of movement.</li> <li>• For some activities, 'parallel' activity may be provided for pupils with SEN and/or disabilities.</li> <li>• Record performances using IPADs and replay it to help improve performance.</li> <li>• Break movements and/or targeted activities down into smaller steps to ensure all children are the given best possible opportunity to succeed.</li> <li>• Give clear and concise instructions, modelling skills and activities to support children to understand expectations and process what they are being asked to do.</li> </ul>					
<p><b>End Points &amp; Support for Least Able</b></p> <p><b>Children working below ARE</b></p>							

**SEND:  
Engagement  
Model**

**Children  
working below  
NC Level**

For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.

The five areas of engagement are:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

This model will be used alongside children's individual EHCP and Pupil Progress Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.