

Kingfisher Federation 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 break 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.

PE in EYFS also allow children to strengthen and apply the prime area of Physical development. This is done through the delivery of activities and experiences in both planned PE input, enrichment days and activities and in everyday school life. Children will have conversations with staff and their peers, asking questions to clarify their understanding and will be thinking of their own explanations to talk about what they are observing. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

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.


Across our three schools, we want children to:


- Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Offer pupils the opportunity to compete in sports and other activities, to help build character and reinforce values such as fairness and respect.
- Pupils in EYFS to be given opportunities to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.
- In Key Stage 1, pupils are taught to master basic movements, including running, jumping, throwing and developing their agility, balance and coordination.
- At Key Stage 2, pupils are taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils play in competitive games, applying basic principles suitable for attacking and defending through tag rugby, football, basketball, hockey and tennis.
- During the winter months, pupils are taught to develop flexibility, strength, technique, control and balance through activities such as Dance and Gymnastics.
Pupils are given opportunities to compare their performances with their previous ones and demonstrate improvement to achieve their personal best.
- By the end of KS2, pupils are taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively

Kingfisher PE Curriculum – Units to be studied 2023-2024


	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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Skylarks, Willow, Cherry and Robins Inc' Reception	Intro to PE/ Fundamentals Ball Skills	Intro to PE/ Fundamentals Send and Receive Fitness	Gymnastics Ball skills/Invasion	Dance/Yoga Target	Games Striking/Fielding Sports Day Preparation	Games Net/Wall Dance/Yoga
Maple, Mallards and Barn Owls	Fundamentals Tag Rugby +OAA	Hockey Fitness/cross country	Gymnastics Netball	Dodgeball Dance	Rounders Athletics or swim +Yoga/OAA	Tennis Athletics or swim +Yoga/OAA
Silver Birch, Swans and Golden Eagles	Volleyball Tag Rugby OAA	Hockey Fitness/cross country	Gymnastics Badminton	Dodgeball Dance	Golf Rounders	Athletics Tennis +OAA

	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

	Kingfisher PE Curriculum – Units to be studied 2021-2022					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
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


 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	Take turns.	Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other.	Encourage and motivate others to work to their personal best.	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
	Learn to share equipment with others.	Work with a partner and small group to play games and solve challenges	Work with others to achieve a shared goal.	what maximum effort looks and feels like and show determination to achieve it.
	Share their ideas with others	Show determination to continue working over a longer period of time.	Work with others to self-manage games.	Use different strategies to persevere to achieve personal best.
Emotional	Try again if they do not succeed.	Determined to complete the challenges and tasks set.	Persevere when finding a challenge difficult.	Compete within the rules showing fair play and honesty when playing independently.
	Practise skills independently.	Explore skills independently before asking for help.	Understand what their best looks like and they work hard to achieve it.	Confident to attempt tasks and challenges outside of their comfort zone.
	Confident to try new tasks and challenges.	Confident to share ideas, contribute to class discussion and	Begin to use rules showing awareness of fairness and honesty.	Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Thinking	Begin to identify personal success.	Confident to share ideas, contribute to class discussion and	Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.	Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
	Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.		Select and apply from a wider range of skills and actions in response to a task	Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
	Begin to provide simple feedback saying what they liked or thought		Provide feedback using key terminology.	Select and apply appropriate skills for the situation when under pressure.

	was good about someone else's performance.	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.			
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.

	<p>Body Management</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>Dance</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>Games</p>	<p>Drop and catch with two hands.</p>	<p>Drop and catch a ball after one bounce on</p>	<p>Link dribbling the ball with other actions with increasing control.</p>	<p>Use dribbling to change the direction of play with control under pressure.</p>

	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	
	Swimming		Refer to guidance from swimming instructor	Refer to guidance from swimming instructor	
	Outdoor Adventurous Activity	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>

			successfully and begin to suggest simple ways to improve.		
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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
Introduction to PE EYFS	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	<ul style="list-style-type: none"> 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	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 <i>Sending & receiving : explore s&r with hands and feet using a variety of equipment.</i> <i>Dribbling: explore dropping and catching with two hands and moving a ball with their feet.</i> <i>Space: recognise their own space.</i> <i>Attacking & defending: explore changing direction and tagging games.</i>	Possession Send Team mate Chest pass Received Goal Dodge Bounce pass	EYFS <i>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</i> <i>Dribbling: know that keeping the ball close will help with control.</i> <i>Space: know that being in a space gives me room to play.</i> <i>Attacking & defending: know that there are different roles in games.</i> <i>Tactics: make simple decisions in response to a task.</i> <i>Rules: know that rules help us to stay safe.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space	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.		
	Emotional		Communication, respect, co-operation, kindness	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.		
	Thinking		Empathy, integrity, independence, determination, perseverance Creativity, reflection, decision making, comprehension			

Key Stage 1 - Target	Physical	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 <i>Throwing: explore throwing using a variety of equipment.</i> <i>Catching: explore catching using a variety of equipment.</i>	Release Accuracy Opposite Strike Target Ahead Select Object Distance	EYFS <i>Throwing: know to point my hand at my target when throwing.</i> <i>Catching: know to have hands out ready to catch.</i> <i>Tactics: make simple decisions in response to a task.</i> <i>Rules: know that rules help us to stay safe.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Throwing, rolling, kicking, striking		I am able to select the appropriate skill for the situation.	
	Emotional		Communication, collaboration, kindness, support		I can throw, roll kick or strike a ball to a target with some success.	
	Thinking		Honesty, perseverance, independence, manage emotions Select and apply, using tactics, decision making, provide feedback, problem solving		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.	

Key Stage 1 – Team Building	Physical	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 <i>Problem solving: explore activities where I have to make my own decisions.</i> <i>Navigational skills: explore moving in space and following a path.</i> <i>Communication: develop confidence in expressing myself.</i>	Solve Support Map Direction Co-operate Successful Share Plan Communicate	EYFS <i>Problem solving: make simple decisions in response to a task.</i> <i>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.</i> <i>Communication: know that talking with a partner will help me to solve challenges</i> <i>e.g. 'let's go to the green hoop next'.</i> <i>Reflection: begin to identify when I am successful.</i> <i>Rules: know that rules help us to stay safe.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Travelling actions, jumping, balancing		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.	
	Emotional		Communication, leading, inclusion		I can work co-operatively with a partner and a small group.	
	Thinking		Trust, honesty and fair play, acceptance Planning, decision making, problem solving		I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.	

Key Stage 1 - Fitness	Physical	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 <i>Agility: explore changing direction safely.</i> <i>Balance: explore balancing whilst stationary and on the move.</i> <i>Co-ordination: explore moving different body parts together.</i> <i>Speed: explore moving and stopping with control.</i> <i>Strength: explore taking weight on different body parts.</i> <i>Stamina: explore moving for extended periods of time.</i>	Speed Distance Sprint Strong Pace Jog Steady Race	EYFS <i>Agility: know that moving into space away from others helps to keep me safe.</i> <i>Balance: know that I can hold my arms out to help me to balance.</i> <i>Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump.</i> <i>Speed: know that I use big steps to run and small steps to stop.</i> <i>Strength: understand that I can hold my weight on different parts of my body.</i> <i>Stamina: understand that moving for a long time can make me feel tired.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Agility, balance, co-ordination, speed, stamina, skipping		I can describe how my body feels during exercise.	
	Emotional		Taking turns, encouraging and supporting others		I can show hopping and jumping movements with some balance and control.	
	Thinking		Determination, perseverance, challenging myself Identifying strengths and areas for improvement, observing and providing feedback		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.	

Key Stage 1 - Gymnastics	Physical	In this unit pupils learn to explore 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.	<p><i>EYFS</i> <i>Shapes: show contrast with my body including wide/narrow, straight/curved.</i> <i>Balances: explore shapes in stillness using different parts of my body.</i> <i>Rolls: explore rocking and rolling.</i> <i>Jumps: explore jumping safely.</i></p> <p>Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll</p> <p>Sharing, working safely</p> <p>Confidence, independence</p> <p>Observing and providing feedback, selecting and applying actions</p>	<p>Action Travel Balance Jump Direction Roll Point Shape Speed Fast Slow Level</p>	<p><i>EYFS</i> <i>Shapes: understand that I can make different shapes with my body.</i> <i>Balances: know that I should be still when holding a balance.</i> <i>Rolls: know that I can change my body shape to help me to roll.</i> <i>Jumps: know that bending my knees will help me to land safely.</i> <i>Strategy: know that if I hold a shape and count to five people will see it clearly.</i></p> <p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE <i>Records made in Tapestry for EYFS</i></p>
	Social					
	Emotional					
	Thinking					

Key Stage 1 - Dance	Physical	Pupils will explore space and how their body can move to express an 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.	<p><i>EYFS</i> <i>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea.</i> <i>Space: begin to explore pathways and the space around me and in relation to others.</i> <i>Performance: perform short phrases of movement in front of others.</i></p> <p>Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination</p> <p>Respect, consideration, sharing ideas, decision making with others</p> <p>Acceptance, confidence</p> <p>Selecting and applying actions, counting, observing and providing feedback, creating</p>	<p>Counts Action Travel Pose Move Direction Forwards Backwards Speed Fast Slow Level Shape</p>	<p><i>EYFS</i> <i>Actions: understand that I can move my body in different ways to create interesting actions.</i> <i>Dynamics: understand that I can change my action to show an idea.</i> <i>Space: know that if I move into space it will help to keep me and others safe.</i> <i>Performance: know that when watching others I sit quietly and clap at the end.</i> <i>Strategy: know that if I use lots of space, it helps to make my dance look interesting.</i></p> <p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE <i>Records made in Tapestry for EYFS</i></p>
	Social					
	Emotional					
	Thinking					

Key Stage 1 - Yoga	Physical	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 <i>Balance: explore shapes in stillness using different parts of my body.</i> <i>Flexibility: explore shapes and actions to stretch my body.</i> <i>Strength: explore taking weight on different body parts.</i> <i>Mindfulness: explore my own feelings in response to an activity or task.</i>	Focus Listen Create Pose Feel Choose Position Breath Flow	EYFS <i>Balance: know that it is easier to balance using more parts of my body than fewer parts.</i> <i>Flexibility: know that I can make my body longer by reaching out with my arms and legs.</i> <i>Strength: understand that I can hold my weight on different parts of my body.</i> <i>Mindfulness: understand how movement makes me feel.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Breathing, balance, flexibility, strength		I am beginning to provide feedback using key words.	
	Emotional		Working safely, sharing ideas, leadership		I can copy, remember and repeat yoga flows.	
	Thinking		Calmness, patience, understanding Selecting actions, creating poses, focus, providing feedback		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.	

Key Stage 1 – Send and Receive	Physical	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 <i>Sending: explore sending an object with hands and feet.</i> <i>Catching: explore catching to self and with a partner.</i> <i>Tracking: explore stopping a ball with hands and feet.</i> <i>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</i>	Track Send Accurate Target Control Release Receive	EYFS <i>Sending: know to look at the target when sending a ball.</i> <i>Catching: know to have hands out ready to catch.</i> <i>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</i> <i>Dribbling: know that keeping the ball close will help with control.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Rolling, kicking, throwing, catching, tracking		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.	
	Emotional		Co-operation, communication, keeping others safe		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	
	Thinking		Perseverance, challenging myself Identifying how to improve, transferring skills		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.	

Key Stage 1 - Athletics	Physical	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 <i>Running: explore running and stopping safely.</i> <i>Jumping: explore jumping and hopping safely.</i> <i>Throwing: explore throwing to a target.</i>	Speed Jog Sprint Pace Balance Direction Take off Landing Swing Height Distance Overarm Underarm	EYFS <i>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.</i> <i>Jumping: know that bending my knees will help me to land safely.</i> <i>Throwing: understand that bigger targets are easier to hit.</i> <i>Rules: know that rules help us to stay safe.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Running at different speeds, jumping for distance, throwing for distance		I can describe how my body feels during exercise.	
	Emotional		Working safely, collaborating with others		I can identify good technique.	
	Thinking		Working independently, determination Observing and providing feedback, exploring ideas		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.	

Key Stage 1 – Striking and Fielding	Physical	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 <i>Striking: explore sending a ball to a partner.</i> <i>Fielding: explore tracking and stopping a rolling ball.</i> <i>Throwing and catching: explore rolling, throwing and catching using a variety of equipment.</i>	Throw Score Place Strike Send Runs Track Catch Backstop/Wicket Keeper Batter Bowler Fielder	EYFS <i>Striking: know to point my hand at my target when striking a ball.</i> <i>Fielding: know to scoop a ball with two hands.</i> <i>Throwing and catching: know to point my hand at my target when throwing.</i> <i>Know</i> <i>to have hands out ready to catch.</i> <i>Tactics: make simple decisions in response to a task.</i> <i>Rules: know that rules help us to stay safe.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Throwing and catching, tracking a ball, bowling, batting		I am beginning to provide feedback using key words.	
	Emotional		Communication, collaboration		I am developing underarm and overarm throwing skills.	
	Thinking		Honesty, acceptance, controlling emotions Select and apply, using tactics, decision making		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.	

Key Stage 1 – Ball Skills	Physical	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 <i>Sending: explore sending an object with hands and feet.</i> <i>Catching: explore catching to self and with a partner.</i> <i>Tracking: explore stopping a ball with hands and feet.</i> <i>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</i>	Overarm Distance Dribble Underarm Collect Target	EYFS <i>Sending: know to look at the target when sending a ball.</i> <i>Catching: know to have hands out ready to catch.</i> <i>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</i> <i>Dribbling: know that keeping the ball close will help with control.</i>	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 <i>Records made in Tapestry for EYFS</i>
	Social		Rolling, kicking, throwing, catching, bouncing. Dribbling	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics.		
	Emotional		Co-operation, communication, leadership, supporting others	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.		
	Thinking		Honesty, perseverance, challenging myself Using tactics, exploring actions			

Key Stage 1 – Net and Wall	Physical	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.	<p><i>EYFS</i> <i>Hitting: explore hitting a ball with hands and pushing with a racket.</i> <i>Feeding and rallying: explore sending and tracking a ball with a partner.</i> <i>Footwork: explore changing direction, running and stopping.</i></p> <p>Throwing, catching, racket skills, ready position, hitting a ball</p> <p>Support, co-operation, respect, communication</p> <p>Perseverance, honesty</p> <p>Decision making, reflection, comprehension, selecting and applying</p>	<p>Receive Opponent Quickly Trap Defend Return Collect Against</p>	<p><i>EYFS</i> <i>Hitting: know to point my hand/object at my target when hitting a ball.</i> <i>Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.</i> <i>Footwork: know to use big steps to run and small steps to stop.</i> <i>Tactics: make simple decisions in response to a task.</i> <i>Rules: know that rules help us to stay safe.</i></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>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</p> <p>End of unit assessment grid completed within GS4PE <i>Records made in Tapestry for EYFS</i></p>
	Social					
	Emotional					
	Thinking					
Lower Key Stage 2 - Football	Physical	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	<p>Dribbling, passing, ball control, tracking/jockeying, turning, receiving</p> <p>Communication, collaboration, cooperation</p> <p>Honesty, perseverance</p> <p>Selecting and applying tactics, decision making</p>	<p>Goal Keeper Opponent Opposition Dribbling Defender Attacker Communicate Tracking Control Tackle Outside Possession Inside Available</p>	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>
	Social					
	Emotional					
	Thinking					

Lower Key Stage 2 Golf	Physical	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Rules Putt Drive Club Strike Target Course Distance Least Align Putter Tee Accuracy Swing Chipping 	<p>I can hold all equipment correctly.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can show how to aim using a putting club.</p> <p>I can strike a ball with increasing consistency.</p> <p>I can use different actions for different shots.</p> <p>I share ideas and work with others to manage our game.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
	Social					
	Emotional					
	Thinking					

Lower Key Stage 2 Cricket	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<ul style="list-style-type: none"> 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 	<p>Runs</p> <p>Technique</p> <p>Wicket Keeper</p> <p>Strike</p> <p>Retrieve</p> <p>Bowl</p> <p>Fielding</p> <p>Stumped</p> <p>Two-handed pick up</p> <p>Stance</p> <p>Wicket</p> <p>Short barrier</p> <p>Grip</p> <p>Batting</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 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 Hockey	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<ul style="list-style-type: none"> 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 	<p>Dribble</p> <p>Receiver</p> <p>Attack</p> <p>Shoot</p> <p>Interception</p> <p>Defence</p> <p>Opponent</p> <p>Trapping the ball</p> <p>Mark</p> <p>Opposition</p> <p>Obstruction</p> <p>Push pass</p> <p>Grip</p> <p>Possession</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 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 Basketball	Physical Social Emotional Thinking	<p>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.</p>	<ul style="list-style-type: none"> 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	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 - Dodgeball	Physical Social Emotional Thinking	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They 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.</p>	<p>Throwing, catching, dodging, blocking</p> <p>Communication, collaboration, respect</p> <p>Honesty, perseverance</p> <p>Decision making, selecting and applying skills</p>	Throw Dodge Defend Block Catch Rules Attack Caught Possession Court Protect Communicate Opposition	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 - OAA	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Balance, running</p> <p>Communication, teamwork, trust, inclusion, listening</p> <p>Confidence</p> <p>Planning, map reading, decision making, problem solving</p>	<p>Navigate</p> <p>Route</p> <p>Collaborate</p> <p>Inclusive</p> <p>Grid</p> <p>Discuss</p> <p>Symbol</p> <p>Effectively</p> <p>Plan</p> <p>Rules</p> <p>Trust</p> <p>Orientate</p>	<p>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</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 - Fitness	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Strength, speed, power, agility, coordination, balance, stamina</p> <p>Supporting others, working safely</p> <p>Perseverance, determination</p> <p>Identifying areas of strength and areas for development</p>	<p>Fitness</p> <p>Balance</p> <p>Agility</p> <p>Co-ordination</p> <p>Speed</p> <p>Pace</p> <p>Control</p> <p>Muscle</p> <p>Strength</p> <p>Steady</p> <p>Progress</p> <p>Stamina</p>	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 - Dance	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique</p> <p>Collaboration, consideration, inclusion, respect</p> <p>Empathy, confidence</p> <p>Observing and providing feedback, selecting and applying actions</p>	<p>Space</p> <p>Action</p> <p>Levels</p> <p>Timing</p> <p>Reaction</p> <p>Performance</p> <p>Dynamics</p> <p>Unison</p> <p>Represent</p> <p>Expression</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 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 - Gymnastics	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Collaboration, communication, respect, responsibility</p> <p>Confidence</p> <p>Observing and providing feedback, selecting and applying skills, evaluating and improving</p>	<p>Technique</p> <p>Quality</p> <p>Sequence</p> <p>Perform</p> <p>Rotation</p> <p>Extension</p> <p>Apparatus</p> <p>Inverted</p> <p>Shape</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 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 - Yoga	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Breathing, balance, flexibility, strength, coordination</p> <p>Working safely, sharing ideas, leadership</p> <p>Calmness, focus, confidence</p> <p>Selecting actions, creating poses and flow, providing feedback</p>	<p>Strength</p> <p>Perform</p> <p>Link</p> <p>Flexibility</p> <p>Mindfulness</p> <p>Try</p> <p>Stable</p> <p>Grounded</p> <p>Relax</p> <p>Control</p> <p>Down Dog</p> <p>Technique</p>	<p>I can describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>I can link poses together to create a yoga flow.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can transition from pose to pose in time with my breath.</p> <p>I can work collaboratively and effectively with others.</p> <p>I demonstrate yoga poses which show clear shapes.</p> <p>I show increasing control and balance when moving from one pose to another.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 - Rugby	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Passing, catching, dodging, tagging, scoring</p> <p>Communication, collaboration, inclusion</p> <p>Honesty and fair play, perseverance, confidence</p> <p>Planning strategies and using tactics, observing and providing feedback</p>	<p>Defence</p> <p>Receiver</p> <p>Mark</p> <p>Tag</p> <p>Try</p> <p>Dodge</p> <p>Opponent</p> <p>Possession</p> <p>Offside</p> <p>Opposition</p> <p>Onside</p> <p>Score</p> <p>Outwit</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>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 - Athletics	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Pacing, sprinting technique, jumping for distance , throwing for distance</p> <p>Working collaboratively, working safely</p> <p>Perseverance, determination</p> <p>Observing and providing feedback, exploring ideas</p>	<p>Stamina</p> <p>Speed</p> <p>Pace</p> <p>Technique</p> <p>Determination</p> <p>Perseverance</p> <p>Officiate</p> <p>Power</p> <p>Accuracy</p> <p>Personal Best</p> <p>Flight</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 throw with some accuracy and power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best.</p>	<p>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 - Rounders	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting</p> <p>Collaboration and communication, respect, supporting and encouraging others</p> <p>Honesty and fair play, confident to take risks, managing emotions</p> <p>Observing and providing feedback, using tactics, decision making</p>	<p>Strike</p> <p>Batting</p> <p>Bowl</p> <p>Fielding</p> <p>Retrieve</p> <p>Two-handed pick up</p> <p>Stance</p> <p>Stumped</p> <p>Short barrier</p> <p>Technique</p> <p>Backstop</p> <p>Post</p> <p>Rounder</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 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 strike a bowled ball with adapted equipment (e.g. a tennis racket).</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>Progress and understanding is monitored throughout the lesson by: Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Lower Key Stage 2 - Tennis	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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</p>	<p>Underarm throwing, catching, forehand, backhand, ready position</p> <p>Collaboration, respect, supporting others</p> <p>Honesty, perseverance</p> <p>Decision making, understanding rules, selecting and applying skills and tactics</p>	<p>Ready position</p> <p>Return</p> <p>Serve</p> <p>Rally</p> <p>Control</p> <p>Opponent</p> <p>Forehand</p> <p>Backhand</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 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Lower Key Stage 2 - Netball	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Passing, catching, footwork, intercepting, shooting</p> <p>Working safely, communication, collaboration</p> <p>Honesty and fair play, perseverance</p> <p>Planning strategies and using tactics, observing and providing feedback</p>	<p>Footwork</p> <p>Landing foot</p> <p>Attack</p> <p>Pivot</p> <p>Interception</p> <p>Defense</p> <p>Opponent</p> <p>Rebound</p> <p>Contact</p> <p>Opposition</p> <p>Obstruction</p> <p>Mark</p> <p>Receiver</p> <p>Possession</p>	<p>I can defend one on one and know when to win the ball.</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 move to space to help my team to keep possession and score goals.</p> <p>I can pass, receive and shoot 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 Badminton	Physical	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.	<ul style="list-style-type: none"> 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
	Social					
	Emotional					
	Thinking					

Upper Key Stage 2 Basketball	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>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</p>	<p>Referee Double dribble Tactics Set shot Foul Possession Conceding Travelling Travelling Jump Shot Opponent Outwit Rebound</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 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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>
Upper Key stage 2 Cricket	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>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</p>	<p>Strike Fielding Consistently Support Batting Wicket Tracking Obstruction Wicket keeper Tracking Retrieve</p>	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 Handball	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>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</p>	<p>Pressure Tactics Angle Inclusion Transfer Delay Support Reaction Create Control Release Principle Close down</p>	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>
Upper Key Stage 2 Hockey	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>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</p>	<p>Obstruction Trapping the ball Support Consistently Conceding Possession Interception Bully-off Block tackle Attack Jab tackle Defence</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 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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 Volleyball	Physical	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
	Social					
	Emotional					
	Thinking					

Upper Key Stage 2 - Football	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Dribbling, passing, ball control, tracking/jockeying, turning, receiving</p> <p>Communication, collaboration, cooperation</p> <p>Honesty, perseverance</p> <p>Selecting and applying tactics, decision making</p>	<p>Control</p> <p>Tactics</p> <p>Opponent</p> <p>Intercepting</p> <p>Possession</p> <p>Tracking</p> <p>Consistently</p> <p>Conceding</p> <p>Outwit</p> <p>Pressure</p> <p>Fowl</p> <p>Touch</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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Upper Key Stage 2 - Dodgeball	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Throwing, catching, dodging, blocking</p> <p>Communication, collaboration, respect</p> <p>Honesty, perseverance</p> <p>Decision making, selecting and applying skills</p>	<p>Pressure</p> <p>Tactics</p> <p>Opponent</p> <p>Officiate</p> <p>Referee</p> <p>Fair play</p> <p>Consistently</p> <p>Outwit</p> <p>Sportsmanship</p> <p>Support</p> <p>Tournament</p> <p>Co-operatively</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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 - OAA	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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</p>	<p>Balance, running</p> <p>Communication, teamwork, trust, inclusion, listening</p> <p>Confidence</p> <p>Planning, map reading, decision making, problem solving</p>	<p>Tactical</p> <p>Orientate</p> <p>Orienteering</p> <p>Leader</p> <p>Control card</p> <p>Navigation</p> <p>Critical thinking</p> <p>Location</p> <p>Strategy</p> <p>Co-operatively</p> <p>Symbol</p> <p>Boundaries</p>	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>
Upper Key Stage 2 - Fitness	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Strength, speed, power, agility, coordination, balance, stamina</p> <p>Supporting others, working safely</p> <p>Perseverance, determination</p> <p>Identifying areas of strength and areas for development</p>	<p>Agility</p> <p>Technique</p> <p>Speed</p> <p>Balance</p> <p>Control</p> <p>Power</p> <p>Generate force</p> <p>Strength</p> <p>Analyse</p> <p>Continuous</p> <p>Stamina</p> <p>Measure</p> <p>Co-ordination</p> <p>Component</p> <p>Record</p>	<p>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.</p>	<p>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</p> <p>End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 - Dance	Physical	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	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
	Social		Collaboration, consideration, inclusion, respect			
	Emotional		Empathy, confidence			
	Thinking		Observing and providing feedback, selecting and applying actions			
Upper Key Stage 2 - Gymnastics	Physical	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	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
	Social		Collaboration, communication, respect, responsibility			
	Emotional		Confidence			
	Thinking		Observing and providing feedback, selecting and applying skills, evaluating and improving			

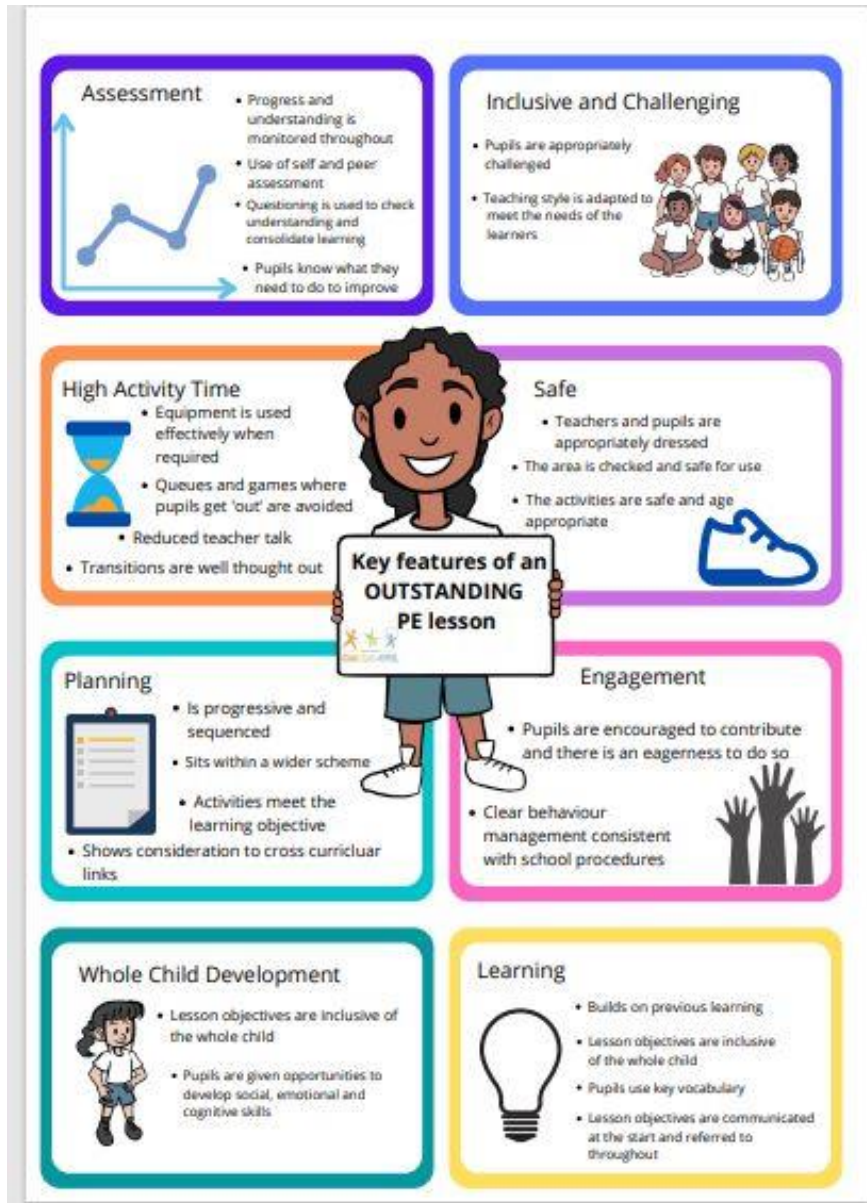
Upper Key Stage 2 - Yoga	Physical	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation 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	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
	Social		Working safely, sharing ideas, leadership			
	Emotional		Calmness, focus, confidence			
	Thinking		Selecting actions, creating poses and flow, providing feedback			

Upper Key Stage 2 - Rugby	Physical	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	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
	Social		Communication, collaboration, inclusion			
	Emotional		Honesty and fair play, perseverance, confidence			
	Thinking		Planning strategies and using tactics, observing and providing feedback			
Upper Key Stage 2 - Athletics	Physical	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	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
	Social		Working collaboratively, working safely			
	Emotional		Perseverance, determination			
	Thinking		Observing and providing feedback, exploring ideas			

Upper Key Stage 2 - Rounders	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting</p> <p>Collaboration and communication, respect, supporting and encouraging others</p> <p>Honesty and fair play, confident to take risks, managing emotions</p> <p>Observing and providing feedback, using tactics, decision making</p>	<p>Strike</p> <p>Pressure</p> <p>Outwit</p> <p>Fielding</p> <p>Batting</p> <p>Backing up</p> <p>Co-operatively</p> <p>Retrieve</p> <p>Continuous</p> <p>Consistently</p> <p>Overtake</p> <p>Consecutive</p> <p>Obstruction</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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>
Upper Key Stage 2 - Tennis	<p>Physical</p> <p>Social</p> <p>Emotional</p> <p>Thinking</p>	<p>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.</p>	<p>Underarm throwing, catching, forehand, backhand, ready position</p> <p>Collaboration, respect, supporting others</p> <p>Honesty, perseverance</p> <p>Decision making, understanding rules, selecting and applying skills and tactics</p>	<p>Ready position</p> <p>Return</p> <p>Serve</p> <p>Outwit</p> <p>Control</p> <p>Opponent</p> <p>Forehand</p> <p>Backhand</p> <p>Volley</p> <p>Co-operatively</p> <p>Consistently</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 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>Progress and understanding is monitored throughout the lesson by:</p> <p>Use of self and peer assessment against key criteria from the lesson plan.</p> <p>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.</p> <p>As moving around lesson, staff provide feedback so that pupils know what they need to improve.</p> <p>STEP principle is used to adapt PE lessons for extension and support</p> <p>End of unit assessment grid completed within GS4PE</p>

Upper Key Stage 2 - Netball	Physical	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	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
	Social		Working safely, communication, collaboration			
	Emotional		Honesty and fair play, perseverance			
	Thinking		Planning strategies and using tactics, observing and providing feedback			

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



Space:

changing distance, height, size, location

- Using safe zones or safe playing areas
- Using targets that are closer
- Using smaller areas or playing over shorter distances
- Using flat areas such as playgrounds or halls
- Using bigger spaces to allow for more reaction time



Task:

changing rules, roles, progressions, conditions, complexity

- Adding conditions to games e.g. everyone must touch the ball
- Changing the speed of the activity e.g. everyone must walk
- Simplifying an activity e.g. less passes to score or gesture in dance using only arms
- Creating smaller/bigger targets to make the task easier or harder
- Pupils taking on different roles e.g. coach, official
- Using bigger spaces to allow for more reaction time



STEP

**principle to
adapting your PE**

Equipment:

changing what is being used

- Using larger balls which are easier to see and catch
- Using coloured balls that are easier to see
- Using balls that make noise
- Using tennis rackets instead of rounders or cricket bats
- Using lighter equipment which moves more slowly e.g. scarfs, beanbags



People:

changing groupings or how the children play together

- Working in mixed ability groups
- Working in similar ability groups
- Playing uneven sided games e.g. 5v2
- Using buddy systems
- Focus on and praise how the children interact with each other as opposed to score or outcome

