

# West Croft School



# Physical Education Curriculum Intent



## **PE – Life skills and your legacy.**

The aim of our Physical Education curriculum is to develop **confident, healthy, active** individuals, who are **independent learners** and **responsible citizens** across the whole school. We achieve this through the provision of **inspiring and challenging** experiences, where students **value themselves** and **strive for excellence**. We adopt a **child centered approach** to deliver PE lessons that **challenges** and **supports** every child across the school. This is achieved through the use of our **Real PE, Real Gym** and **Real Dance** schemes of work, which start from EYFS and progress through to the end of Key Stage 2. **Real PE, Dance** and **Gym** place the learner at the **heart** of our practice in how we teach PE, applying all of the **high-quality learning** and teaching skills which enables all children to make **excellent progress**.

The **values** behind the curriculum **support** pupils in developing their **character, resilience, confidence** and **independence**. This in turn leads them to live a **healthy and active lifestyle**, helping them to know how to **keep physically and mentally healthy** which prepares them for a life beyond school. At West Croft we recognise the promotion of **healthy competition** and **cooperative learning**. We also provide further development opportunities for our children and their parents through initiatives such as **Real Play** and **Real Leaders**.

It is this **collaboration** which lies at the heart of West Croft for our pupils and enables them to **realise their own personal legacy**.


# Physical Education Programmes of Study: Key stages 1 and 2

## National curriculum in England

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for physical education aims to ensure that all pupils:  develop competence to excel in a broad range of physical activities

- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Subject content

## **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### **Pupils should be taught to:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

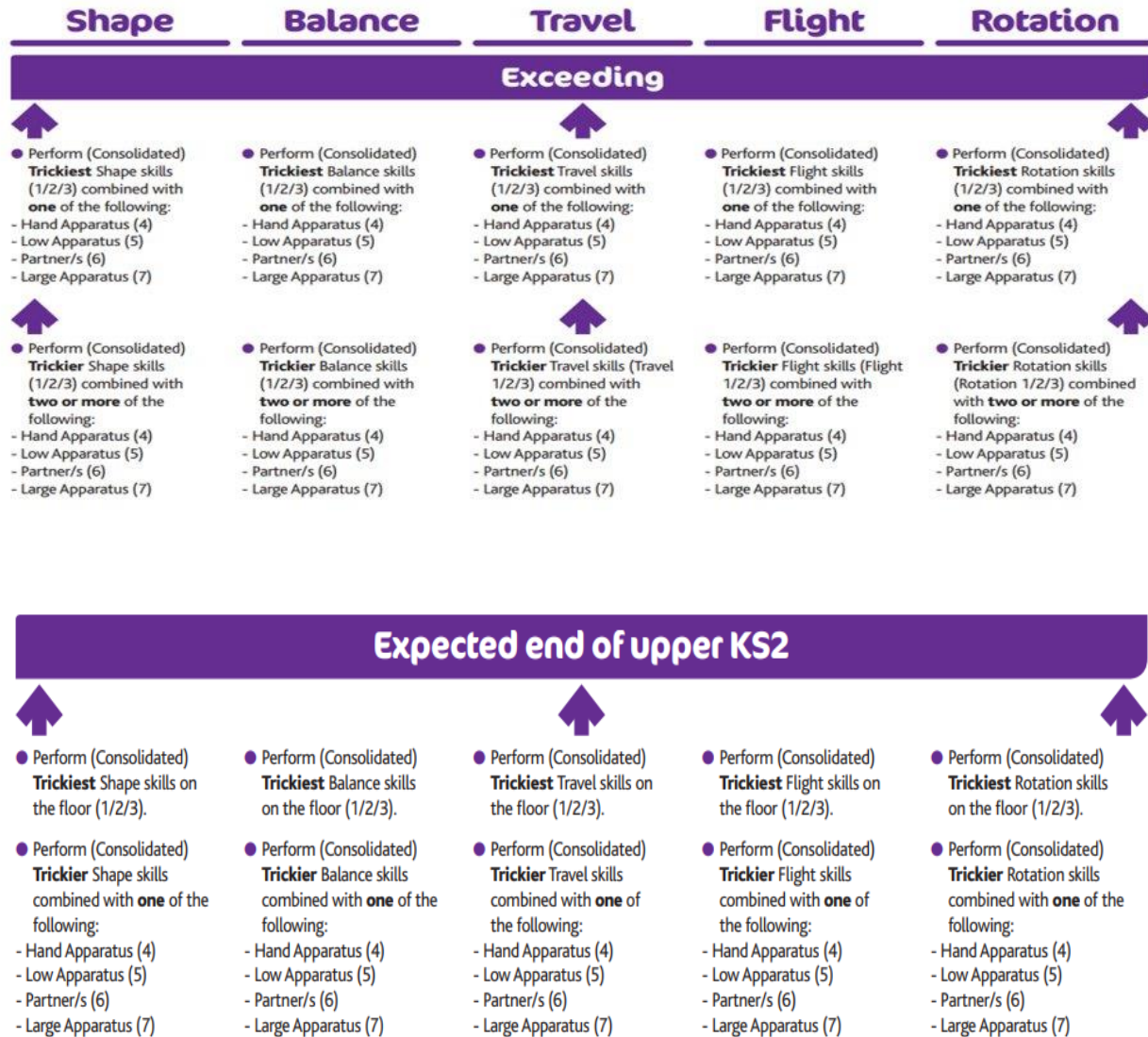
# Skills Progression in PE

	By the end of KS1 expected	By the end of Lower KS2 expected	By the end of Upper KS2 expected and exceeding
Personal	<p><b>STAY ON TASK WITH HELP</b> I enjoy working on simple tasks with help.</p> <p><b>STAY ON TASK</b> I can follow instructions, practise safely and work on simple tasks by myself.</p> <p><b>KEEP TRYING</b> I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p><b>TAKE CONTROL</b> I know where I am with my learning and I have begun to challenge myself.</p>	<p><b>CONSISTENTLY TRY TO IMPROVE</b> I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p><b>EMBRACE CHALLENGE</b> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p><b>TAKE RESPONSIBILITY FOR MY LEARNING</b> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>
Social	<p><b>PLAY WITH OTHERS WITH HELP</b> I can play with others and take turns and share with help.</p> <p><b>UNDERSTAND OTHERS</b> I can work sensibly with others, taking turns and sharing</p> <p><b>HELP AND ENCOURAGE</b> I can help, praise and encourage others in their learning</p>	<p><b>WORK WELL WITH OTHERS</b> I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<p><b>ORGANISE AND GUIDE OTHERS</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p><b>IMPROVE OTHERS</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p><b>LEAD OTHERS</b> I can involve others and motivate those around me to perform better.</p>
Applying Physical	<p><b>TRAVEL IN DIFFERENT WAYS</b> I can move confidently in different ways.</p> <p><b>PERFORM SINGLE SKILLS</b> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</p> <p><b>PERFORM SIMPLE SEQUENCES</b> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p><b>PERFORM WITH CONTROL</b> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p><b>LINK WITH QUALITY</b> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities</p> <p><b>COMBINE WITH FLUENCY</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p><b>APPLY WITH CONSISTENCY</b> I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>

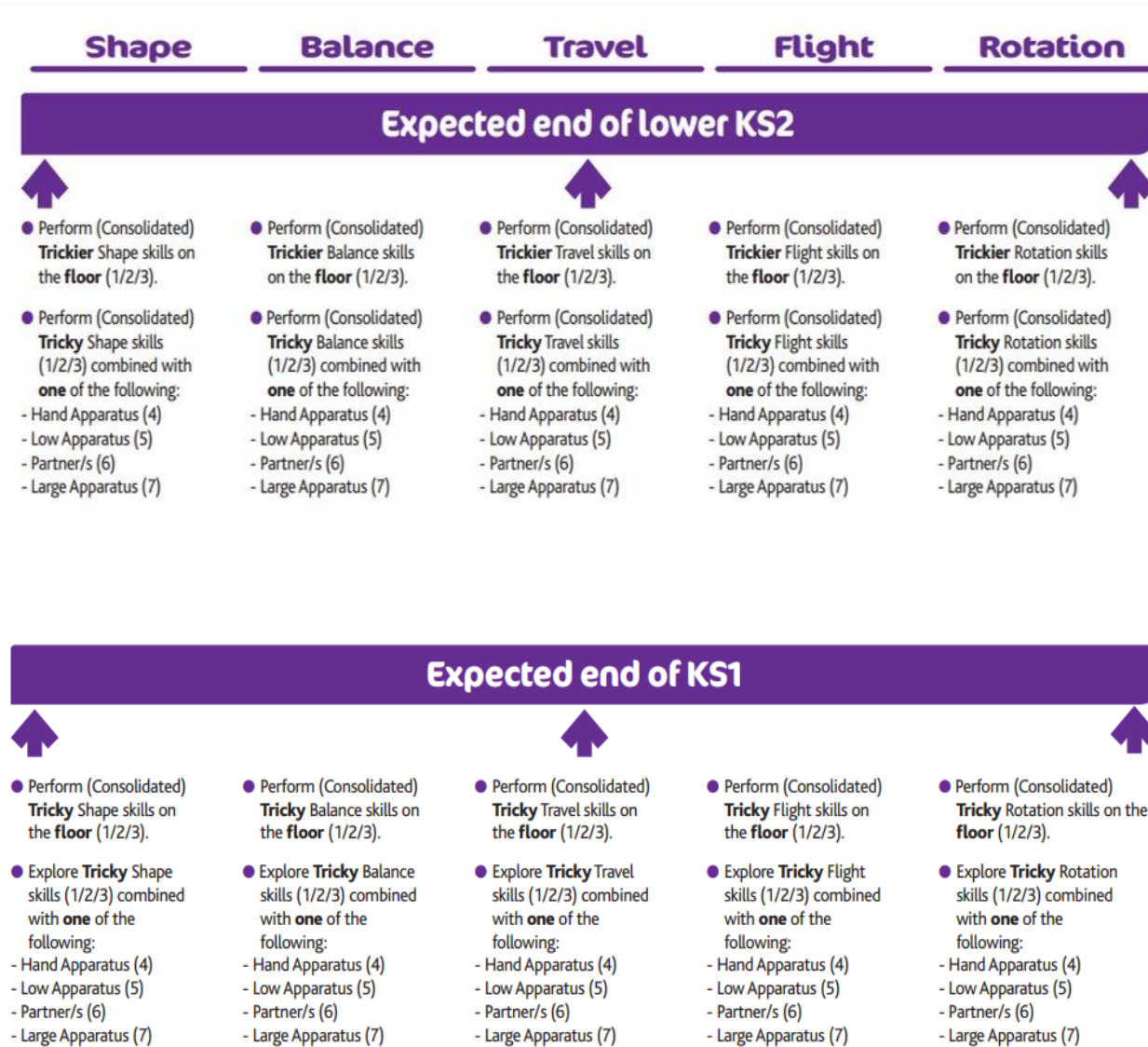
# Skills Progression in PE

	By the end of KS1 expected	By the end of Lower KS2 expected	By the end of Upper KS2 expected and exceeding
Cognitive	<p><b>RECOGNISE AND ORDER</b> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.</p> <p><b>OBSERVE AND DESCRIBE</b> I can understand and follow simple rules. I can name some things I am good at</p> <p><b>FOLLOW INSTRUCTIONS</b> I can follow simple instructions.</p>	<p><b>EXPLAIN WHY</b> I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p><b>DESCRIBE HOW TO IMPROVE</b> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p><b>MAKE GOOD DECISIONS</b> I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p><b>ANALYSE PERFORMANCE</b> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p>
Creative	<p><b>OBSERVE AND COPY</b> I can observe and copy others.</p> <p><b>EXPLORE AND DESCRIBE</b> I can explore and describe different movements.</p> <p><b>COMPARE AND DEVELOP</b> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p><b>RECOGNISE AND RESPOND</b> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p><b>REFINE AND CHANGE</b> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p><b>EXPRESS, ADAPT AND ADJUST</b> I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p> <p><b>VARIETY AND DISGUISE</b> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>
Health and Fitness	<p><b>DESCRIBE SIMPLE CHANGES</b> I am aware of the changes to the way I feel when I exercise.</p> <p><b>EXPLAIN BENEFITS OF EXERCISE</b> I am aware of why exercise is important for good health.</p> <p><b>PRACTISE SAFELY</b> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p><b>EXPLAIN WHY</b> I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</p>	<p><b>EXPLAIN HOW TO EXERCISE</b> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p><b>PREPARE MYSELF FOR ACTIVITY</b> I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> <p><b>PLAN MY OWN FITNESS</b> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.</p>

# Skills Progression in Gym



# Skills Progression in Gym



# Skills Progression in FUNS

## FUNS Framework – Skills 1 to 4

### Static Balance: 1 Leg

#### On both legs:

1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.
2. Perform above challenge with eyes closed.
3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.

### Static Balance: Seated

1. Reach and pick up cones on the floor whilst on a bench, without losing balance.
2. Turn 360° in either direction, first on the floor then on a bench.
3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds.
4. Reach and pick up cones on the floor whilst on an uneven surface.

### Static Balance: Floorwork

1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.
2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.

### Static Balance: Stance

1. Throw and catch small ball, catching across body with either hand.
2. Throw and catch 2 balls alternately, catching across body with either hand.
3. Volley large ball back to a partner with either foot.

#### On both legs:

1. Complete 5 ankle extensions with eyes closed.
2. Complete 10 squats into ankle extensions with eyes closed.
3. Complete above 2 challenges on uneven surface with eyes open.
4. Complete first 2 challenges on uneven surface with eyes closed.

1. Reach and pick up cones from in front, to the side and from behind.
2. Reach and pick up cones from in front, to the side and from behind with eyes closed.
3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force.
4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.

1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.
2. Rotate fluently from front support to back support, and then continue rotating with fluency.

1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body.
2. Strike small ball back to a partner with a racket.
3. Strike a small ball back to a partner from across body with a racket.

# Skills Progression in FUNS

## Expected - End of Upper Key Stage 2

### On both legs:

1. Stand still on uneven surface for 30 seconds.
2. Stand still on uneven surface for 30 seconds with eyes closed.
3. Complete 10 squats into ankle extensions.
4. Complete 5 squats with eyes closed.

1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).
2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).
3. Hold a V-shape with straight arms and legs for 10 seconds.

1. Transfer tennis ball on and off back in a front support.
2. Transfer cone on and off tummy in back support.
3. Transfer tennis ball on and off tummy in back support.

1. Raise alternate knees to opposite elbow 5 times.
2. Catch large ball thrown at knee height and above head.
3. Catch large ball thrown away from body.
4. Catch small ball thrown close to and away from body.

## Expected - End of Lower Key Stage 2

### On both legs:

1. Stand still for 30 seconds with eyes closed.
2. Complete 5 squats.
3. Complete 5 ankle extensions.

1. Pick up a cone from one side and place it on the other side with same hand.
2. Return it to the opposite side using the other hand.
3. Sit in a dish shape and hold it for 5 seconds.

1. Hold full front support position.
2. Lift 1 arm and point to the ceiling with either hand in front support.
3. Transfer cone on and off back in front support.

1. Receive a small force from various angles.
2. Raise alternate feet 5 times.
3. Raise alternate knees 5 times.
4. Catch ball at chest height and throw it back.

# Skills Progression in FUNS

## Expected - End of Key Stage 1

### On both legs:

1. Stand still for 30 seconds.
2. Complete 5 mini-squats.

1. Pick up a cone from one side, swap hands and place it on the other side.
2. Return the cone to the opposite side.

1. Place cone on back and take it off with other hand in mini-front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini-back support.

1. Stand on low beam with good stance for 10 seconds.

### On both legs:

1. Stand still for 10 seconds.

1. Balance with both hands/ feet down.
2. Balance with 1 hand/ 2 feet down.
3. Balance with 2 hands/ 1 foot down.
4. Balance with 1 hand/ 1 foot down.
5. Balance with 1 hand or 1 foot down.
6. Balance with no hands or feet down.

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support.

1. Stand on line with good stance for 10 seconds.

## Skills Progression in FUNS

# FUNS Framework – Skills 5 to 8

### Dynamic Balance: On a Line

1. Lunge walk backwards.
2. Lunge walk backwards with opposite elbow at 90°.
3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°.
4. Perform above challenges with eyes closed.

### Dynamic Balance: Jumping & Landing

1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides).
2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides).
3. Jump 2 feet to 2 feet with 360° turn (in both directions).

### Counter Balance: In Pairs

1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position.
2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position.

### Coordination: Sending & Receiving

1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously.
2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously.

1. Sidestep in both directions.
2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots
3. Move sideways, stepping across body (lateral step-over).
4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat).
5. Complete blue challenges then above challenges with eyes closed.

1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions).
2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions).
3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).

1. Complete all blue challenges with eyes closed.
2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together.
3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.

1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes.
2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.

# Skills Progression in FUNS

## Expected - End of Upper Key Stage 2

1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.
2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).
3. Lunge walk forwards, bringing opposite elbow up to a 90° angle.
4. Complete all red challenges with eyes closed.

1. Jump 2 feet to 2 feet forwards, backwards and side-to-side.
2. Hop forward and backwards, freezing on landing.
3. Jump 1 foot to other forwards and backwards, freezing on landing.
4. Hop sideways, raising knee and freezing on landing.
5. Jump 1 foot to other sideways, raising knee and freeze on landing.

1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.
2. Stand on 1 leg while holding on to partner's opposite foot.

1. Alternately throw and catch 2 tennis balls against a wall.
2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).
3. Throw 2 tennis balls against a wall in a circuit, in both directions.

## Expected - End of Lower Key Stage 2

1. March, lifting knees and elbows up to a 90° angle.
2. Walk fluidly with heel to toe landing.
3. Walk fluidly, lifting knees and using heel to toe landing  
Walk fluidly, lifting heels to bottom and using heel to toe landing.


1. Jump from 2 feet to 2 feet with 180° turn in either direction.
2. Complete a tucked jump.
3. Complete a tucked jump with 180° turn in either direction.

1. Hold on and, with a short base, lean back, hold balance and then move back together.
2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.
3. Perform above challenges with eyes closed.


1. Strike a ball with alternate hands in a rally.
2. Kick a ball with the same foot.
3. Kick a ball with alternate feet  
Roll 2 balls alternately using both hands, sending 1 as the other is returning.


# Skills Progression in FUNS


## Expected - End of Key Stage 1

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1. Walk fluidly, lifting knees to 90°.
  2. Walk fluidly, lifting heels to bottom.


1. Jump from 2 feet to 2 feet with quarter turn in both directions.
2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).


- 
1. Hold on and, with a long base, lean back, hold balance and then move back together.
  2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

- 
1. Throw tennis ball, catch rebound with same hand after 1 bounce.
  2. Throw tennis ball, catch rebound with same hand without a bounce.
  3. Throw tennis ball, catch rebound with other hand after 1 bounce.
  4. Throw tennis ball, catch rebound with other hand without a bounce.
  5. Strike large, soft ball along ground with hand 5 times in a rally.

- 
1. Walk forwards with fluidity and minimum wobble.
  2. Walk backwards with fluidity and minimum wobble.

1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.

- 
1. Sit holding hands with toes touching, lean in together then apart.
  2. Sit holding 1 hand with toes touching, lean in together then apart.
  3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.

- 
1. Roll large ball and collect the rebound.
  2. Roll small ball and collect the rebound.
  3. Throw large ball and catch the rebound with 2 hands.

# Skills Progression in FUNS

## FUNS Framework – Skills 9 to 12

### Coordination: Ball Skills

**In 20 seconds or less:**

1. Complete 12 long circle (forwards and then backwards).
2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).

### Coordination: Footwork

1. Move backwards in 3-step zigzag pattern with foot behind.
2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind.

### Agility: Ball Chasing

1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce.
2. Perform above challenge but catch ball on instep of foot and lower it to the ground.

### Agility: Reaction & Response

**From 1, 2 and 3 metres:**

1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg.
2. Perform above challenge but react to sound of bounce rather than call.
3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.

**In 20 seconds or less:**

1. Stand with legs apart and complete 20 front to back catches with a bounce in between.
2. Perform above 30 times without ball bouncing in between.
3. Complete above tasks with head up throughout.
4. Complete 11 overhead throw and catches.

1. Move in 3-step zigzag pattern while alternating knee raise and foot behind.
2. Move backwards in 3-step zigzag pattern with cross-over (swerve).
3. Move backwards in 3-step zigzag pattern with knee raise across body.

1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce.
2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.

**From 1, 2 and 3 metres:**

1. React to call from partner when they drop a ball, turn and catch it after 1 bounce.
2. Perform above challenge but react to sound of the bounce rather than call.

# Skills Progression in FUNS

## Expected - End of Upper Key Stage 2

### In 20 seconds or less:

1. Stand with legs apart and move ball in figure of 8 around both legs 12 times.
2. Move ball around waist into figure of 8 around both legs 10 times.
3. Move ball around waist and then around alternate legs 12 times.
4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.

1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.
2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.
3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.

1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.
2. Perform above challenge with tennis ball.
3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.

### From 1, 2 and 3 metres:

1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.

## Expected - End of Lower Key Stage 2

### In 20 seconds or less:

1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).
2. Move a ball round waist 17 times.
3. Stand with legs apart and move a ball around alternate legs 16 times.

1. Hopscotch forwards and backwards, alternating hopping leg each time.
2. Move in a 3-step zigzag pattern forwards.
3. Move in a 3-step zigzag pattern backwards.


1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
3. Complete above challenges with tennis ball.


### From 1, 2 and 3 metres:


1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

# Skills Progression in FUNS


## Expected - End of Key Stage 1


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1. Sit and roll a ball up and down legs and round upper body using 1 hand.
  2. Stand and roll a ball up and down legs and round upper body using 1 hand.


- 
1. Combine side-steps with 180° front pivots off either foot.
  2. Combine side-steps with 180° reverse pivots off either foot.
  3. Skip with knee and opposite elbow at 90° angle.
  4. Hopscotch forwards and backwards, hopping on the same leg (right and left).

- 
1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
  2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.

- From 1, 2 and 3 metres:**
1. React and catch tennis ball dropped from shoulder height after 1 bounce.

- 
1. Sit and roll a ball along the floor around body using 2 hands.
  2. Sit and roll a ball along the floor around body using 1 hand (right and left).
  3. Sit and roll a ball down legs and around upper body using 2 hands.
  4. Stand and roll a ball up and down legs and round upper body using 2 hands.

- 
1. Side-step in both directions.
  2. Gallop, leading with either foot.
  3. Hop on either foot.
  4. Skip.

- 
1. Roll a ball, chase and collect it in balanced position facing opposite direction.
  2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

- From 1, 2 and 3 metres:**
1. React and catch large ball dropped from shoulder height after 2 bounces.
  2. React and catch large ball dropped from shoulder height after 1 bounce.

UNIT 1	Personal
UNIT 2	Social

# PE Curriculum Map Year 1

Unit 4	Creative
Unit 5	Physical
Unit 6	Health and Fitness

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I enjoy working on simple tasks with help</p>	<p>I can help praise and encourage others in their learning</p> <p>I can work sensibly with others, taking turns and sharing</p> <p>I can play with others and take turns and share with help</p>	<p>I can begin to order instructions, movements and skills.</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p> <p>I can understand and follow simple rules and can name some things I am good at</p> <p>I can follow simple instructions</p>	<p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p> <p>I can explore and describe different movements</p> <p>I can observe and copy others</p>	<p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p> <p>I can perform a single skill or movement with some control.</p> <p>I can perform a small range of skills and link two movements together</p> <p>I can move confidently in different ways</p>	<p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p> <p>I am aware of why exercise is important for good health</p> <p>I am aware of the changes to the way I feel when I exercise</p>

UNIT 1	Personal
UNIT 2	Social

# PE Curriculum Map Year 2

Unit 4	Creative
Unit 5	Physical
Unit 6	Health and Fitness

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p>	<p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p> <p>I can help praise and encourage others in their learning</p> <p>I can work sensibly with others, taking turns and sharing</p>	<p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>I can begin to order instructions, movements and skills.</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p> <p>I can understand and follow simple rules and can name some things I am good at</p>	<p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p> <p>I can explore and describe different movements</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p> <p>I can perform a single skill or movement with some control</p> <p>I can perform a small range of skills and link two movements together</p>	<p>I can describe how and why my body feels during and after exercise.</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p> <p>I am aware of why exercise is important for good health</p>

UNIT 1	Personal
UNIT 2	Social

# PE Curriculum Map Year 3

Unit 4	Creative
Unit 5	Physical
Unit 6	Health and Fitness

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p> <p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task</p> <p>I show patience and support others, listening well to them about our work.</p> <p>I am happy to show and tell them about my ideas</p> <p>I can help praise and encourage others in their learning s</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon</p> <p>I can use my awareness of space and others to make good decisions</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>I can begin to order instructions, movements and skills.</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>	<p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working I can describe how and why my body feels during and after exercise.</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>

UNIT 1	Personal
UNIT 2	Social

# PE Curriculum Map Year 4

Unit 4	Creative
Unit 5	Physical
Unit 6	Health and Fitness

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p> <p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task</p> <p>I show patience and support others, listening well to them about our work.</p> <p>I am happy to show and tell them about my ideas</p> <p>I can help praise and encourage others in their learning</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p> <p>I can use my awareness of space and others to make good decisions</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>I can begin to order instructions, movements and skills.</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>	<p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working</p> <p>I can describe how and why my body feels during and after exercise.</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>

UNIT 1	Cognitive
UNIT 2	Creative

# PE Curriculum Map Year 5

Unit 4	Physical
Unit 5	Health and Fitness
Unit 6	Personal

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop</p> <p>I have a clear idea of how to develop my own and others' work.</p> <p>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p> <p>I can use my awareness of space and others to make good decisions</p>	<p>I can effectively disguise what I am about to do next.</p> <p>I can use variety and creativity to engage an audience</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p>	<p>I can involve others and motivate those around me to perform better</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I can negotiate and collaborate appropriately</p> <p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme</p> <p>I can self select and perform appropriate warm up and cool down activities.</p> <p>I can identify possible dangers when planning an activity</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working</p>	<p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p>

Unit 1	Cognitive
Unit 2	Creative

# PE Curriculum Map Year 6

Unit 4	Physical
Unit 5	Health and Fitness
Unit 6	Personal

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop</p> <p>I have a clear idea of how to develop my own and others' work.</p> <p>I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p> <p>I can use my awareness of space and others to make good decisions</p>	<p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging n</p>	<p>I can involve others and motivate those around me to perform better</p> <p>I can give and receive sensitive feedback to improve myself and others.</p> <p>I can negotiate and collaborate appropriately</p> <p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme</p> <p>I can self select and perform appropriate warm up and cool down activities.</p> <p>I can identify possible dangers when planning an activity</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working</p>	<p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p>