

# Physical Education

WRENINGHAM VC PRIMARY - CURRICULUM  
KNOWLEDGE AND KEY SKILLS PROGRESSION



## Physical Education

### Intent

***For all children to enjoy being active and experience excellent physical education, school sport and physical activity: promoting an active and healthy lifestyle that will lead to life-long participation. In addition, to develop agility, balance and coordination, foster respect, resilience and determination, and provide opportunities for collaboration and communication.***

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.

### Implementation:

- The long term PE plan sets out the activities and skills taught, and ensures the requirements of the National Curriculum are fully met.
- Each class will participate in two high quality, challenging and enjoyable taught PE lessons each week.
- PE is promoted by teachers and staff in a positive manner: being supportive, encouraging and enthusiastic in the activities being taught. Teachers wear PE kit during the lesson to promote the importance and high regard for the subject.
- High quality teaching of fundamental movement skills with opportunities to develop agility, balance and coordination for all children.
- Opportunities to apply these skills within games, competitive sports and physical activities are interwoven with explicit skill development in the PE lessons taught throughout the year.
- A consistent, progressive skills-based approach to teaching PE from foundation to year 6, encompassing challenge and child led ownership of that challenge. The REAL PE scheme has been adopted to drive this approach, with high quality one to one training provided for each class teacher to ensure high quality teaching.
- Teaching of positive learning behaviours will be embedded in PE teaching: evaluating and recognising own successes, a willingness to identify weaknesses, embracing failure and proactively seeking challenge, and developing understanding of how to self improve.
- A range of physical activities and sports are taught, involving the introduction and progression in activity/sport specific skills from through KS1 to KS2, to complement the fundamental movement skills and learning behaviours developed through REAL PE.  
Core Sports with Progression from KS1 to KS2:  
*Basketball, Football, Athletics, Hockey, Netball, Rugby*  
Additional Sports/Activities Taught:  
*Rounders, Lacrosse, Tennis, Yoga, Cricket*
- Children gain experience of a wider range of enjoyable, adventurous physical outdoor activities, accessed through KS2 out-of-school residential visits: canoeing, bouldering, climbing, mountain biking, orienteering.

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- A group children in year 6 will be assigned roles as 'Sports Leaders', whose remit will involve organising and officiating additional intra-school competition between the Houses, and across the key stages, assisting in sports day and other events and being school sports role model.
- Experience of competition, events and physical activities will be provided through intra-school 'house' competition, organised by upper KS2 sports leaders.
- Experience of inter-school competition, events and physical activities will be provided through access and active involvement in the Norfolk School Games. Children will have the opportunity to compete in cluster, area and county level competition. A strong working relationship maintained with the area sports co-ordinator through the School Games South Norfolk Sports Partnership offer, providing access to competition, school support and CPD.
- The school will apply annually for the School Games Award – ensuring the school meets the criteria set out to achieve the highest award achievable, ensuring high quality PE provision and high levels of participation are maintained and pushed higher.
- Efforts, progress and participation are celebrated, along with attainment and competitive intra and inter school success.
- Relevant, effective assessment of physical skills, utilising the REAL PE assessment wheel is used by all four classes.
- The experience of passing on skills, insight into teaching PE and opportunity to acquire strong transitional skills is given to year 6 children through assisting KS1 teachers in teaching structured, high quality REAL PE skills lessons to younger children in the school.
- Children's views, expectations and experience is surveyed at the start and end of each year, with information reviewed critically to gain insight into areas for improvement and reflection of the PE provision in school to the people that matter: the children themselves.
- Each class takes part in a 'daily mile' to instil an understanding of the need to stay fit and healthy, and begin the morning with an active, energizing activity which will set the school day in a positive mindset. The benefits of this will be promoted and discussed by the class teachers regularly.
- Children from year 3 to 6 will be taught to swim, in ability groups to meet their needs. Children will be given the teaching and support to meet the statutory requirement of swimming 25 metres unaided by the time they leave year 6. In addition, children will be taught life-saving skills.
- A range of after-school, extra-curricular sports and physical activity clubs is provided throughout the school year. These include netball, basketball, lacrosse, cricket, tag rugby, cricket, multi-sports and table tennis.
- The school will hold an annual sports day to include both team based collaborative activities and individual events, promoting competition, collaboration, achievement, participation and enjoyment.

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### Impact

- Children are enthused and engaged, and actively look forward to PE lessons in school.
- Children choose to participate in sport and activity outside of school through clubs and sporting organisation.
- Children demonstrate excellent progression in fundamental movement skills and ability to apply those skills increasingly competently, creatively and effectively in physical activities and sports as they move up the school.
- Children proactively choose to challenge themselves, are willing and able to be constructively critical of their performance or mastery of a physical skill and are able to make effective decisions and refinements to improve those skills.
- Children communicate and collaborate in activities and sports in a positive, supportive and respectful manner, both in structured lessons and competition, in the classroom and in 'free-time' during the school day.
- Year 6 children leave Wreningham having gained and developed higher level coaching, teaching and supporting skills through experience of teaching younger children in school.
- Children perform confidently and competently in competitive intra and inter school sport and competition, and feel good about their performance, efforts and participation irrespective of competition results.
- Children moving on to high school are equipped with confidence, having developed a full range of fundamental movement skills to build upon, along with experience, knowledge and competence in the sports and activities they will experience in KS3.
- Children are fit and healthy during their daily school life.
- After school physical activity and sport clubs are consistently well attended, with children demanding opportunities to stay after school to take part in physical activity.
- All children leave Wreningham with an experience of competing in inter-school sport or taking part in out of school events, festivals and physical activities.
- Children speak positively about the benefits of PE in school and hold it in high regard.
- Children have high expectations of themselves in physical activity, games and sports.
- Children choose to use their free-time in school to take part in physically activity in constructive and positive manner.

### Swimming Provision Information

**Note : From September 2023, swimming provision has now been arranged with the UEA pool. The first half term in autumn will be deemed the core swimming provision , allocated to year 3 and 4. Children not achieving the statutory requirement of 25 metres after their two years of core provision will be provided with additional focused provision in year 5/6 during the second autumn half term.**

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Early Years Foundation Stage		
Year R	<p>Physical Development – Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p><u>Early Years – Expectations of skills</u> Jump off an object and land appropriately. -Show increasing control over an object when pushing, patting, throwing, catching or kicking. -Experiment with different ways of moving. -Travel with confidence and skills, around, under, over and through balancing and climbing equipment. -Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles</p>	<p>Real PE - Fundamental Movement Skills Yoga Dance</p>

National Curriculum Statutory Requirements		
Key Stage 1 - Year 1/2	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.</p> <p>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.</p>	<p>Real PE - Fundamental Movement Skills Gymnastics – Incl. Apparatus Focus: Travelling, Balance, Agility, Co-ordination Dance - plan a sequence in dance using stories and music as a stimulus Team Games Basketball Football Tennis Athletics Hockey Netball</p>

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<p>Key stage 2 – Year 3/4 &amp; Year 5/6</p>	<p><u>Pupils should be taught:</u> 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-use running, jumping, throwing and catching in isolation and in combination</li> <li>-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</li> <li>-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>-perform dances using a range of movement patterns</li> <li>-take part in outdoor and adventurous activity challenges both individually and within a Team</li> <li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>Real PE - Fundamental Movement Skills Gymnastics - Incl. Apparatus Hockey Swimming Indoor Athletics Netball/Basketball Orienteering (Residential) Cricket Skills/ Kwik Cricket Dance Outdoor Athletics Tag Rugby Adventure Activities: Canoeing, Climbing – Residential at Horstead Rounders Norfolk Lakes Residential – Fencing, Kayaking Lacrosse</p>
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<p>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:</p> <ul style="list-style-type: none"> <li>-swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>-perform safe self-rescue in different water-based situations.</li> </ul> <p>Wreningham provides swimming instruction in years 3 to 6.</p>
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	<p><b>Pirate Pranks</b> One Leg (FUNS Station 1)</p>	<p>Static Balance: <b>Monkey Business</b> Seated (FUNS Station 2)</p>		<p>Ball Skills (FUNS Station 9)</p> <p>Counter Balance: <b>Wendy's Water-Ski Challenge</b> With a Partner (FUNS Station 7)</p>	<p>Agility: <b>Rings to the Rescue</b> Reaction/Response (FUNS Station 12)</p>	<p>Static Balance: <b>Casper the Very Clever Cat</b> Floor Work (FUNS Station 3)</p>
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## Physical Education

The following table outlines the PE curriculum over the 2 year curriculum for classes in school. Skills progression is achieved through use of the REAL PE skills scheme , along with application of skills within a specific sport/game lessons at Wreningham.

Appendix One provides a full progression map of the skills taught through the REAL PE scheme through KS1 to Upper KS2

■ = Gymnastics    ■ = Swimming    ■ = Dance

Year 1/2	<p>Team Games/Basketball</p> <p><b>Real PE Skills - Personal</b> Coordination: Footwork (FUNS Station 10)</p> <p>Static Balance: One Leg (FUNS Station 1)</p>	<p><b>Real PE Skills – Cognitive Gymnastics</b> <span style="background-color: yellow;">Theme: Toy box Balance Skills</span></p> <p><span style="background-color: yellow;">Theme: Jungle Trip Travel Skills</span></p> <p><b>Real PE Skills - Social</b> Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p> <p>Static Balance: Seated (FUNS Station 2)</p>	<p><b>Real Dance - Cognitive Skills and building a performance</b></p> <p><b>Real PE Skills – Cognitive</b> Dynamic Balance: On a Line (FUNS Station 5)</p> <p>Static Balance: Stance (FUNS Station 4)</p>	<p>Tag Rugby – Chasing and tagging game Handling and throwing skills</p> <p><b>Real PE Skills - Creative</b> Coordination: Ball Skills (FUNS Station 9)</p> <p>Counter Balance: With a Partner (FUNS Station 7)</p>	<p>Football -kicking Skills, dribbling and control, Manipulating the ball</p> <p><b>Real PE skills – Apply Physical</b> Coordination: Sending and Receiving (FUNS Station 8)</p> <p>Agility: Reaction/Response (FUNS Station 12)</p>	<p>Athletics – Jumping &amp; Throwing</p> <p><b>Real PE skills– Health &amp; Fitness</b> Agility: Ball Chasing (FUNS Station 11)</p> <p>Static Balance: Floor Work (FUNS Station 3)</p>
	<p>Team games –Hockey</p> <p><b>Real PE Skills - Personal</b> Coordination: Footwork (FUNS Station 10)</p> <p>Static Balance: One Leg (FUNS Station 1)</p>	<p><b>Real PE Skills – Cognitive Gymnastics</b> <span style="background-color: yellow;">Theme: Park Life Flight Skills</span></p> <p><span style="background-color: yellow;">Theme: Big City Rotation Skills</span></p> <p><b>Real PE Skills - Social</b> Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p> <p>Static Balance: Seated (FUNS Station 2)</p>	<p><b>Real Dance - Cognitive Skills and building a performance</b></p> <p><b>Real PE Skills – Cognitive</b> Dynamic Balance: On a Line (FUNS Station 5)</p> <p>Static Balance: Stance (FUNS Station 4)</p>	<p>Netball Catching/Throwing/Moving</p> <p><b>Real PE Skills - Creative</b> Coordination: Ball Skills (FUNS Station 9)</p> <p>Counter Balance: With a Partner (FUNS Station 7)</p>	<p>Tennis - racket and ball</p> <p><b>Real PE skills – Apply Physical</b> Coordination: Sending and Receiving (FUNS Station 8)</p> <p>Agility: Reaction/Response (FUNS Station 12)</p>	<p>Athletics– Jumping &amp; Throwing</p> <p><b>Real PE skills– Health &amp; Fitness</b> Agility: Ball Chasing (FUNS Station 11)</p> <p>Static Balance: Floor Work (FUNS Station 3)</p>

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Year 3/4	Hockey – control, striking and dribbling focus  Swimming Group 1 ,2,3,4 UEA Core lessons	Indoor Athletics  <b>Real PE Skills - Social</b> Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)	<b>Gymnastics</b> Theme: Sequences with Ropes Flight Skills Theme: Group Sequences Low/Large Apparatus Skills & Travel  <b>Real PE Skills – Cognitive</b> Dynamic Balance: On a Line (FUNS Station 5)  Coordination: Ball Skills (FUNS Station 9)	Netball/Basket Ball <b>Utilising Real PE Skills - Creative</b> Coordination: Sending and Receiving (FUNS Station 8)  Counter Balance: With a Partner (FUNS Station 7) Orienteering (Residential)  <b>Real Dance – Creative</b> Skills and building a performance	Cricket Skills – catching and batting focus  <b>Real PE skills – Apply Physical</b> Agility: Reaction/Response (FUNS Station 12)  Static Balance: Floor Work (FUNS Station 3)	<b>Dance for Sports Day</b> Haka  Football / Athletics  <b>Real PE skills– Health &amp; Fitness</b> Skill – Agility: Ball Chasing (FUNS Station 11)  Static Balance: Stance (FUNS Station 4)
	Hockey – control, striking and passing focus  Swimming Group 1 ,2,3,4 UEA Core lessons	Tag Rugby – Ball Handling focus  <b>Real PE Skills - Social</b> Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)	<b>Gymnastics</b> Theme: Acrobatic Sequences Balance Skills Theme: Rotation Sequences Hand Apparatus Skills  <b>Real PE Skills – Cognitive</b> Dynamic Balance: On a Line (FUNS Station 5)  Coordination: Ball Skills (FUNS Station 9)	Netball/Basket Ball <b>Utilising Real PE Skills - Creative</b> Coordination: Sending and Receiving (FUNS Station 8) Counter Balance: With a Partner (FUNS Station 7) Orienteering (Residential)  <b>Real Dance – Creative</b> Skills and building a performance	Cricket Skills – bowling and accuracy focus  <b>Real PE skills – Apply Physical</b> Agility: Reaction/Response (FUNS Station 12)  Static Balance: Floor Work (FUNS Station 3)	<b>Cultural Dance for Sports Day –</b>  Athletics  <b>Real PE skills– Health &amp; Fitness</b> Agility: Ball Chasing (FUNS Station 11)  Static Balance: Stance (FUNS Station 4)

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Year 5/6	<p>Tag Rugby</p> <p><b>Real PE skills - Cognitive</b>                      Coordination:                      Ball Skills                      (FUNS Station 9)</p> <p>Agility:                      Reaction/Response                      (FUNS Station 12)</p>	<p><span style="background-color: #00FFFF; border: 1px solid black; padding: 2px;">Swimming - Additional focused swimming to meet KS2 expectation for targeted children</span></p> <p>Adventure Activities –                      Canoeing, climbing –                      Residential at Horstead</p> <p>Indoor-Sportshall Athletics                      (Standing Jump/Vertical                      Jump/Speed Bounce/Triple                      Jump)</p> <p><b>Real PE skills - Creative</b>                      Static Balance: Seated                      (FUNS Station 2)                      Static Balance: Floor Work                      (FUNS Station 3)  <b>Gymnastics</b>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Theme: Acrobatic Sequences</span>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Partner Work Skills</span>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Theme: Climbing Sequences</span>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Large Apparatus Skills</span></p>	<p>Basketball</p> <p><b>Real PE Skills - Creative</b>                      Dynamic Balance:                      On a Line                      (FUNS Station 5)                      Counter Balance:                      With a Partner                      (FUNS Station 7)</p>	<p>Hockey</p> <p><b>Real PE skills – Apply Physical</b>                      Static Balance:                      One Leg                      (FUNS Station 1)                      Dynamic Balance to Agility:                      Jumping and Landing                      (FUNS Station 6)</p>	<p>Kwik Cricket / Lacrosse</p> <p><b>Real PE skills – Personal</b>                      Agility:                      Ball Chasing                      (FUNS Station 11)                      Coordination:                      Sending and Receiving                      (FUNS Station 8)</p>	<p>Athletics                      Hurdles/Shotput/Discuss/                      Javelin</p> <p><span style="background-color: #FFFF00; border: 1px solid black; padding: 2px;">Dance for Sports Day Bollywood</span></p> <p><b>Real Dance - Creative Skills and building a performance</b></p>
	<p>Football/Tag Rugby</p> <p><b>Real PE skills – Personal</b>                      Coordination:                      Ball Skills                      (FUNS Station 9)                      Agility:                      Reaction/Response                      (FUNS Station 12)</p>	<p><span style="background-color: #00FFFF; border: 1px solid black; padding: 2px;">Swimming - Additional focused swimming to meet KS2 expectation for targeted children</span></p> <p>Adventure Activities –  <b>Norfolk Lakes</b>  <b>Kayaking, Fencing, Caving,</b>  <b>Raft Building, orienteering</b>  <b>Team activities</b></p> <p>Hockey – Elements of the                      game                      Indoor/Sportshall Athletics                      (Standing Jump/Vertical                      Jump/Speed Bounce/Triple</p>	<p>Basketball</p> <p><b>Real PE Skills - Cognitive</b>  <b>Gymnastics</b>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Theme: Rhythmic Sequences</span>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Hand Apparatus Skills</span>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Theme: Bench Sequences</span>  <span style="background-color: #90EE90; border: 1px solid black; padding: 2px;">Low Apparatus Skills</span></p>	<p>Netball</p> <p><b>Real Dance - Creative Skills and building a performance</b></p>	<p>Kwik Cricket / Rounders</p> <p><b>Real PE skills – Personal</b>                      Agility:                      Ball Chasing                      (FUNS Station 11)                      Coordination:                      Sending and Receiving                      (FUNS Station 8)</p>	<p>Athletics                      Hurdles/Shotput/Discuss/Javelin</p> <p><span style="background-color: #FFFF00; border: 1px solid black; padding: 2px;">Dance for Sports Day – Haka</span>  <b>Real PE skills – Health &amp; Fitness</b>                      Static Balance:                      Stance                      (FUNS Station 4)                      Coordination:                      Footwork (FUNS Station 10)</p>

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		Jump) – fundamental techniques  <b>Real PE Skills - Social</b> Dynamic Balance: On a Line (FUNS Station 5) Counter Balance: With a Partner (FUNS Station 7)				
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Key Knowledge & Skills				
Key: <span style="color: orange;">Exceeding</span> <span style="color: green;">Expected</span> <span style="color: purple;">Working Towards</span>				
	Reception	Year 1/2	Year 3/4	Year 5/6
Acquiring and developing physical skills (APPLYING PHYSICAL COG in REAL PE)	<p><b>In Line with REAL PE:</b> 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 explore and describe different movements.</p>	<p><b>In Line with REAL PE:</b> 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 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><b>In Line with REAL PE:</b> 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><b>In Line with Real PE Skills:</b> 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 – running, balance, throwing, catching and striking.</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, throwing and catching activities</p>

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Key Knowledge & Skills				
Key: Exceeding Expected Working Towards				
	Reception	Year 1/2	Year 3/4	Year 5/6
Selecting and applying decision making skills, tactics and compositional ideas (PERSONAL & COGNITIVE COGS in REAL PE)	<p><b>In Line with REAL PE Skills:</b> I can understand and follow simple rules.</p> <p>I can follow simple instructions.</p> <p>I can follow instruction, practise safely and work on simple tasks by myself.</p> <p>I enjoy working on simple tasks with help</p>	<p><b>In Line with REAL PE skills:</b> I can make up my own rules and versions of activities.</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can begin to order instructions, movements and skills.</p> <p>I can understand and follow simple rules and can name some things I am good at.</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p>	<p><b>In Line with REAL PE skills:</b> 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 begin to order instructions, movements and skills.</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 respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>I can select and link movements together to fit a theme.</p>	<p><b>In Line with REAL PE skills:</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.(Exceeding plus)</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 use my awareness of space and others to make good decisions.</p> <p>I can effectively disguise what I am about to do next. .(Exceeding plus)</p> <p>I can use variety and creativity to engage an audience. .(Exceeding plus)</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>

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Key Knowledge & Skills		Key:		
		Exceeding	Expected	Working Towards
	Reception	Year 1/2	Year 3/4	Year 5/6
Evaluating and improving social skills , physical skills and performance (SOCIAL & COGNITIVE & CREATIVE COGS in REAL PE)	<p>Pupils move with confidence, imagination and safety.</p> <p><b>In line with REAL PE Skills:</b> 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 explore and describe different movements. (also in physical skills section)</p> <p>I can name some things I am good at.</p> <p>I can observe and copy others</p>	<p>Pupils describe and comment on their own and others' actions. Pupils talk about differences between their own and others performances and suggest improvements.</p> <p><b>In line with REAL PE Skills:</b> 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 work sensibly with others, taking turns and sharing</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement .</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</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 begin to compare my movements and skills with those of others.</p>	<p>Pupils can see how their work is similar and different to and from the work of others. They use this to improve their own work.</p> <p><b>In line with REAL PE Skills:</b> 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 understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon.</p> <p>I am beginning to independently recognise similarities and differences in performance and I can explain why someone is working or performing well.</p>	<p><b>In line with REAL PE Skills:</b> I have a clear idea of how to develop my own and others' work.</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon and refine to improve performance.</p> <p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop .(Exceeding plus) (also above).</p> <p>I can accept critical feedback and make changes.</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> <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.(Plus)</p> <p>I can negotiate and collaborate appropriately.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task (Year 6 Teaching Opportunities with Key Stage 1)</p>

## Physical Education

### Key Knowledge & Skills

Key: **Exceeding** **Expected** **Working Towards**

	Reception	Year 1/2	Year 3/4	Year 5/6
Knowledge and understanding of fitness and health (HEALTH AND FITNESS COG in REAL PE)	<p><b>In Line with REAL PE Skills:</b>                      I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>	<p>Pupils talk about how to exercise safely and how their bodies feel during activities.</p> <p>Pupils understand how to exercise safely and describe how their bodies feel during various activities.</p> <p><b>In Line with REAL PE Skills:</b>                      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 can use equipment appropriately (including large apparatus) and move and land safely .</p> <p>I am aware of why exercise is important for good health</p>	<p>Pupils begin to understand why they warm up and why physical activity is important for good health.</p> <p>Pupils</p> <p>Pupils give reasons why they warm up before exercise and why physical activity is good for their health.</p> <p><b>In Line with REAL PE Skills:</b>                      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 changes 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 and why it feels that way.</p>	<p>Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness.</p> <p><b>In Line with REAL PE Skills:</b>                      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 self select and perform appropriate warm up and cool down activities.</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p>