



Henbury View First School

PE Progression of Knowledge



Intent

'Physical Education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society'
UNESCO Sports Ministers

At Henbury View First School, we aim to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave our school with the capabilities to be successful in their sporting challenges and active lifestyles at middle school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Implementation

At Henbury View First School, the PE lessons that are delivered encourage children to compete against themselves and others whilst being challenged to improve their social and emotional skills. Due to our adoption of the Getset4PE scheme, the objectives that are taught align with the National Curriculum with the aim 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
- Have the opportunity to cover each area of the PE curriculum (in their Key Stage)
- By the end of KS2, are ready for the next stage of their PE learning in KS3
- Learn values such as fairness and respect
- Build confidence and resilience
- Have access to PE lessons

As stated above, it is our intent at Henbury View to teach children the knowledge and skills, which they will require to lead successful, healthy and active lives. In order to achieve this, we aim to deliver high-quality teaching and learning opportunities within PE. This scheme allows our children to access a clear progression of knowledge and skills as they progress through school. In EYFS, KS1 and KS2, the children have at least two high-quality PE lessons a week, which follow the prescribed Getset4PE scheme of work and subsequent lesson plans. We also have a wide range of high-quality external agencies (e.g. AFC Bournemouth, Premier Education) who support in the teaching of the curriculum.

In a PE lesson you will see:

- A consistent approach of: an introduction to the lesson, a warm-up, skill development and a plenary
- An opportunity for collaboration and partner/team discussion
- Opportunities for the children to work independently and collaboratively
- Opportunities for the children to perform their acquired skills
- Opportunities for feedback from other children and the teacher
- Sport/activity specific vocabulary that builds on the children's previous learning
- A clear progression in knowledge and skills from one-year group to the next

The school Sports Ambassadors assist in shaping PE and have helped plan school competitions such as Sports Day and Wake and Shake. Teachers and coaching staff use their professional judgement to observe children over the period of each half term. They use assessment strands, which include demonstrating fundamental movements in isolation and also applying to sports and physical activities, to make a judgement based within age-related expectations, above or below at the end of each half-term. 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.

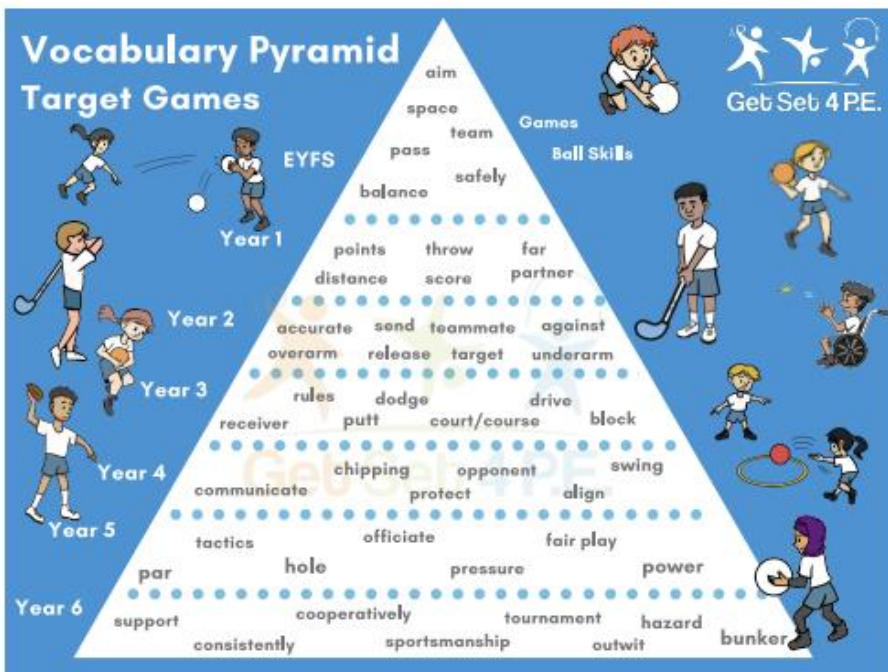
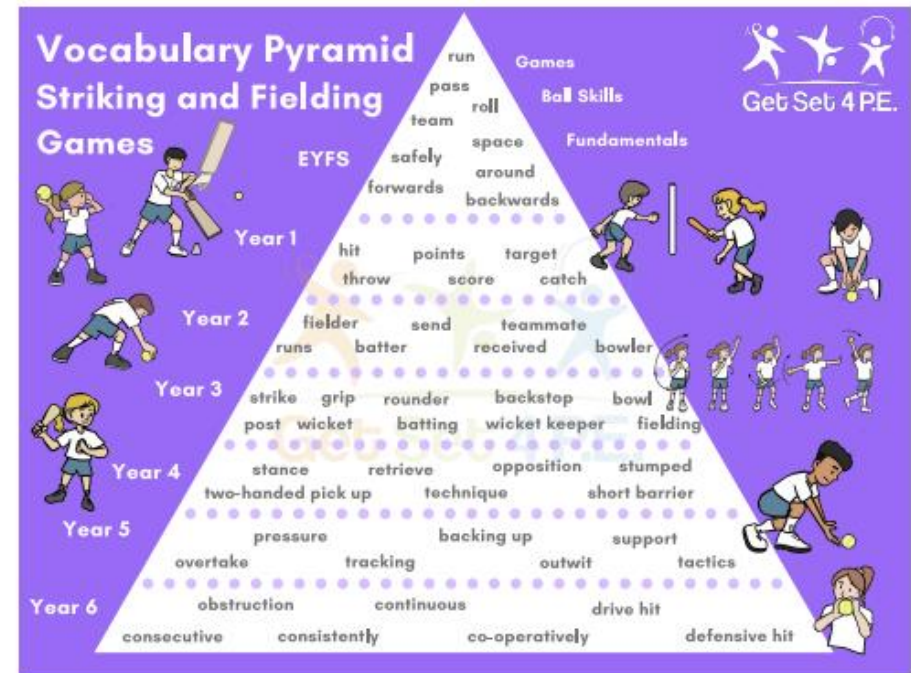
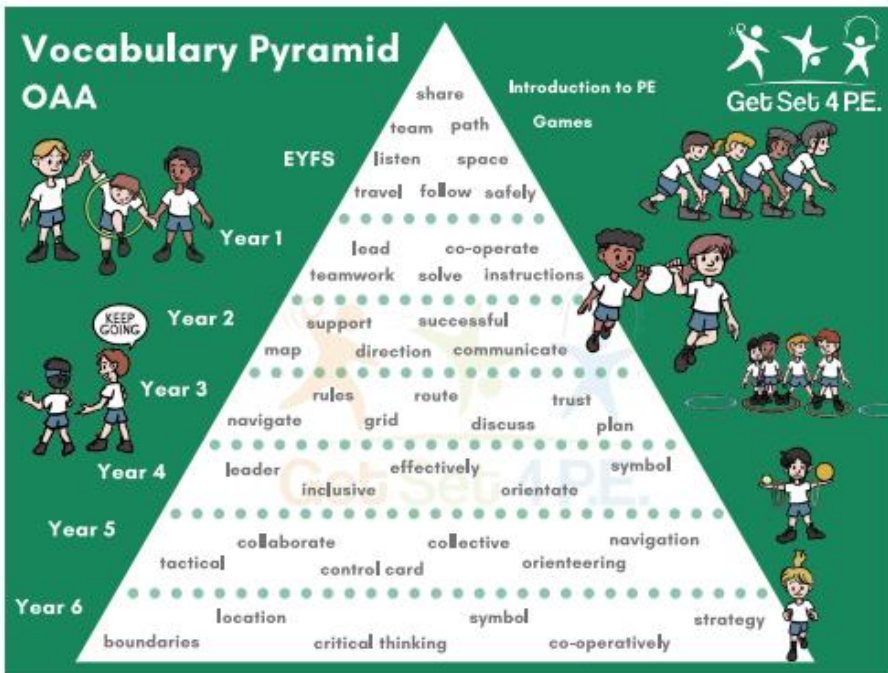
Key Threads

At Henbury View, we have key threads that run through and across year groups. These will continually be revisited and explored across the academic journey of a child at Henbury. Each thread is underpinned by key vocabulary and knowledge that will be explicitly taught in PE. The key threads are:

Dance	Fundamental Movement Skills	Games	Body Management	Outdoor Adventurous Activity	Physical, Social, Emotional, Thinking
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Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Dance: Unit 1	Dance: Unit 2	Ball Skills: Unit 1	Ball Skills: Unit 2
	Fundamentals: Unit 1	Fundamentals: Unit 2	Gymnastics: Unit 1	Gymnastics: Unit 2	Games: Unit 1	Games: Unit 2
Year 1	Fundamentals	Dance	Invasion	Net and Wall	Target Games	Athletics
	Gymnastics	Ball Skills	Sending and Receiving	Fitness	Team Building	Striking and Fielding
Year 2	Fundamentals	Dance	Invasion	Net and Wall	Target Games	Athletics
	Gymnastics	Ball Skills	Sending and Receiving	Fitness	Team Building	Striking and Fielding
Year 3	Fundamentals	Dance	Ball Skills Y3/4	Golf	Athletics	Tennis
	Gymnastics	Tag Rugby	Football	Handball	Fitness	Cricket
Year 4	Fundamentals	Dance	Ball Skills Y3/4	Fitness	Athletics	Rounders
	Gymnastics	Hockey	Netball	Basketball	OAA	Cricket

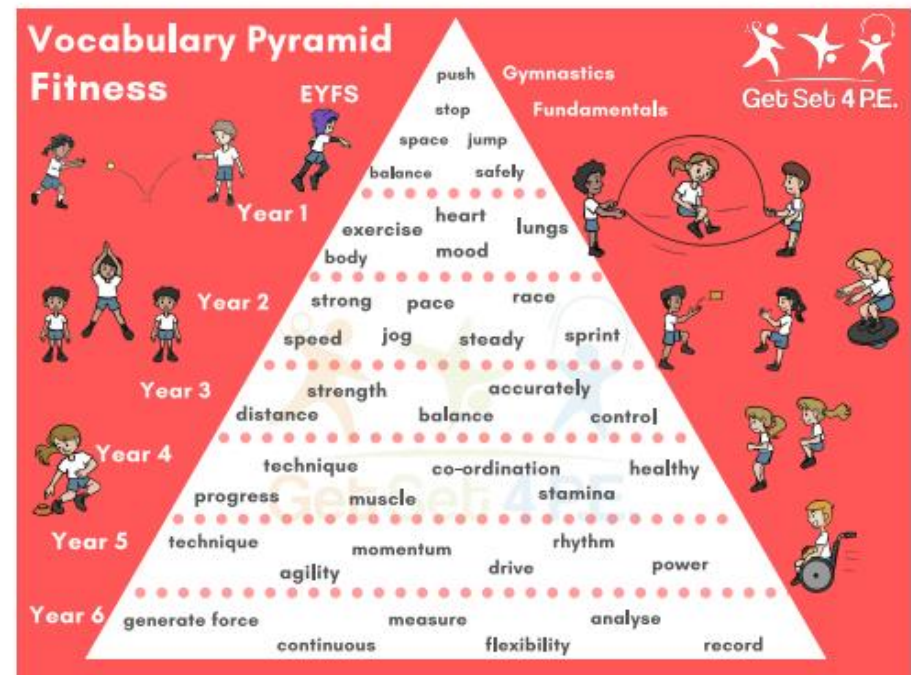
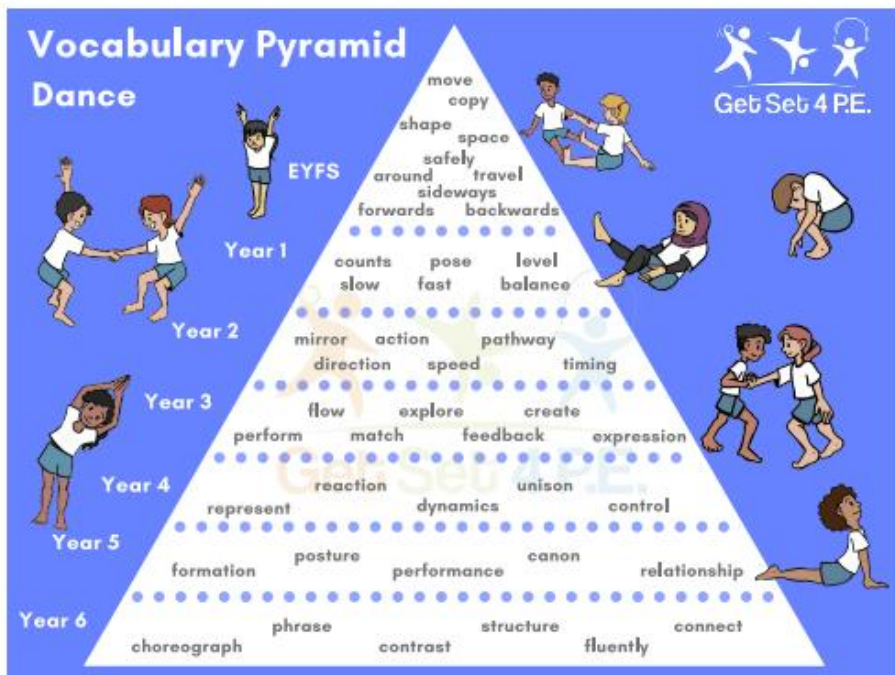
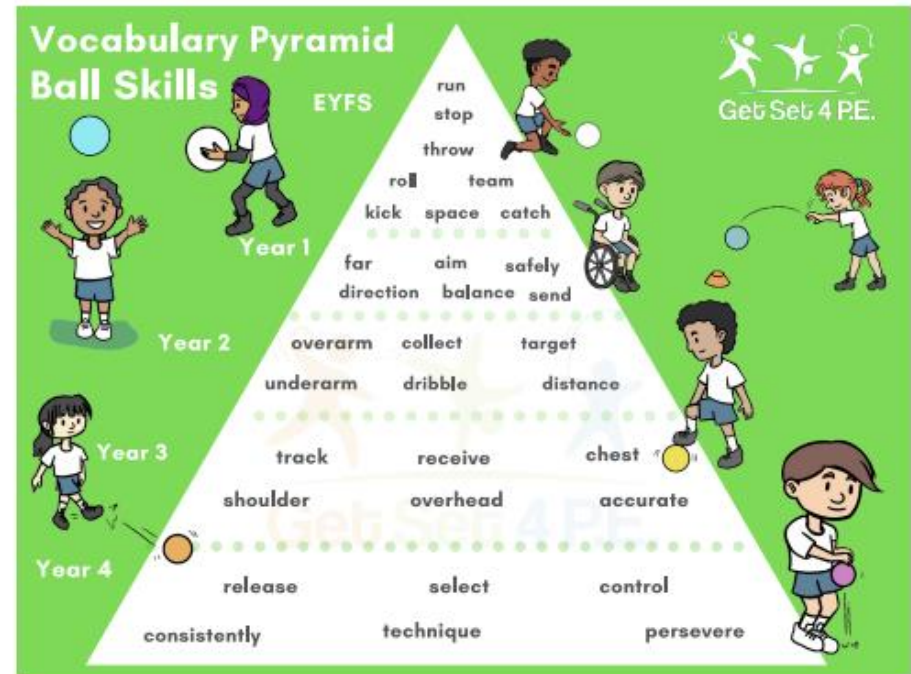
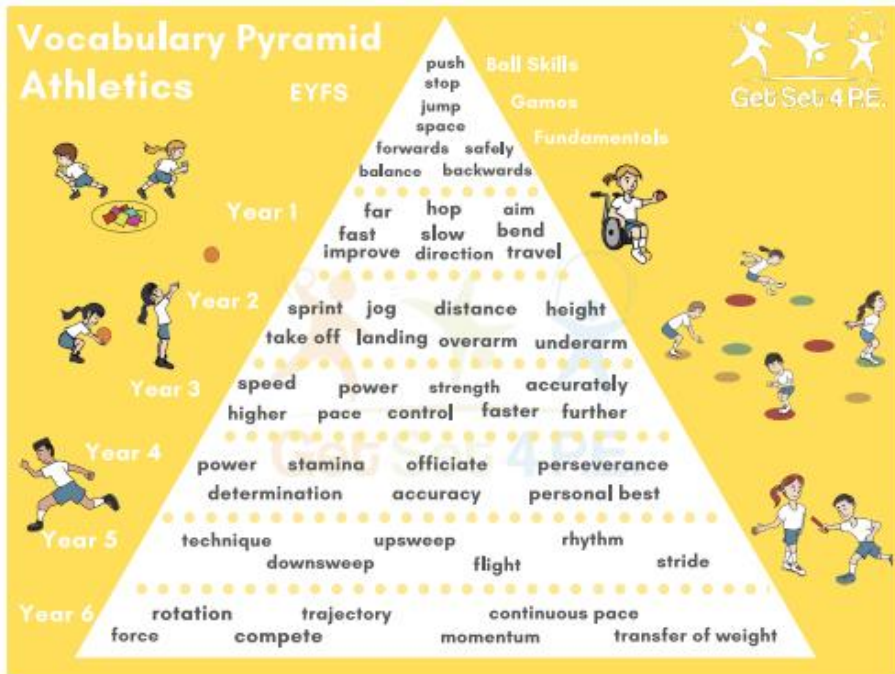


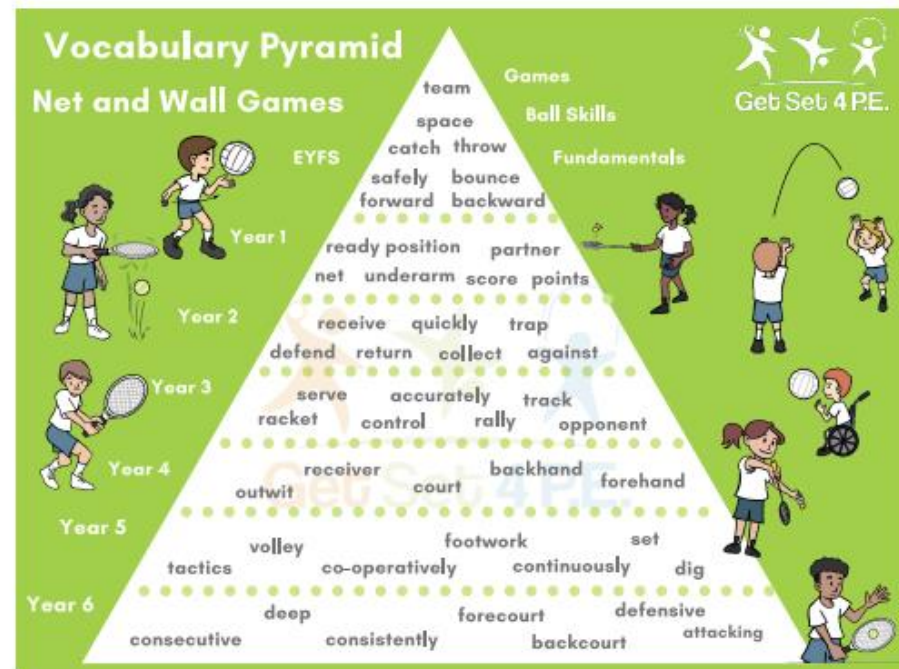
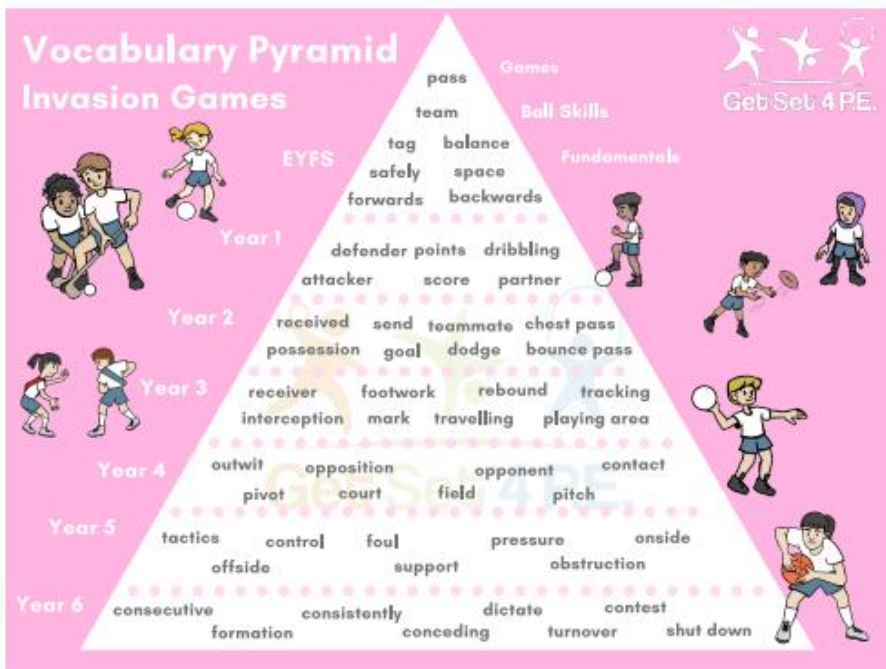
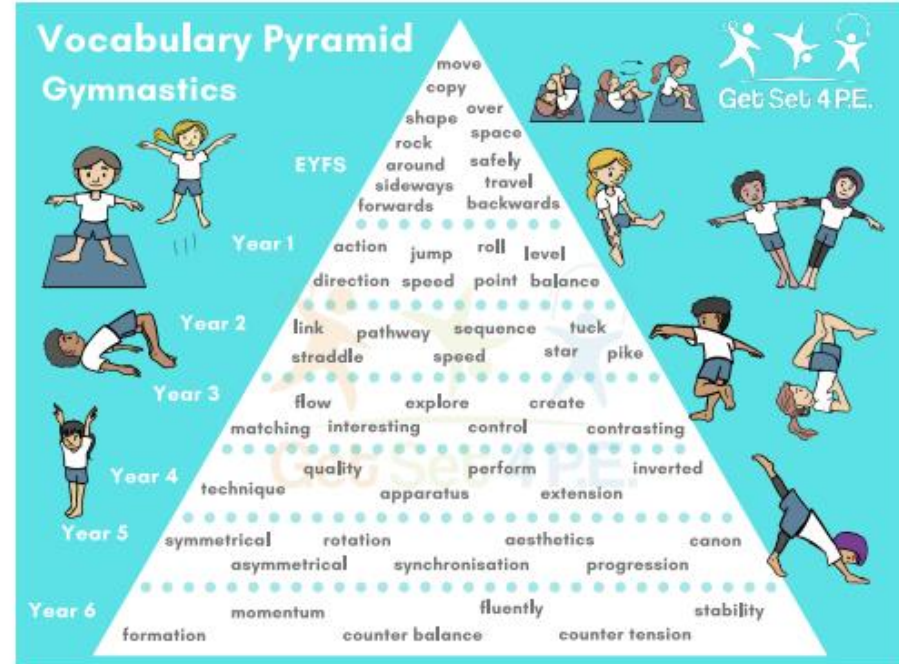
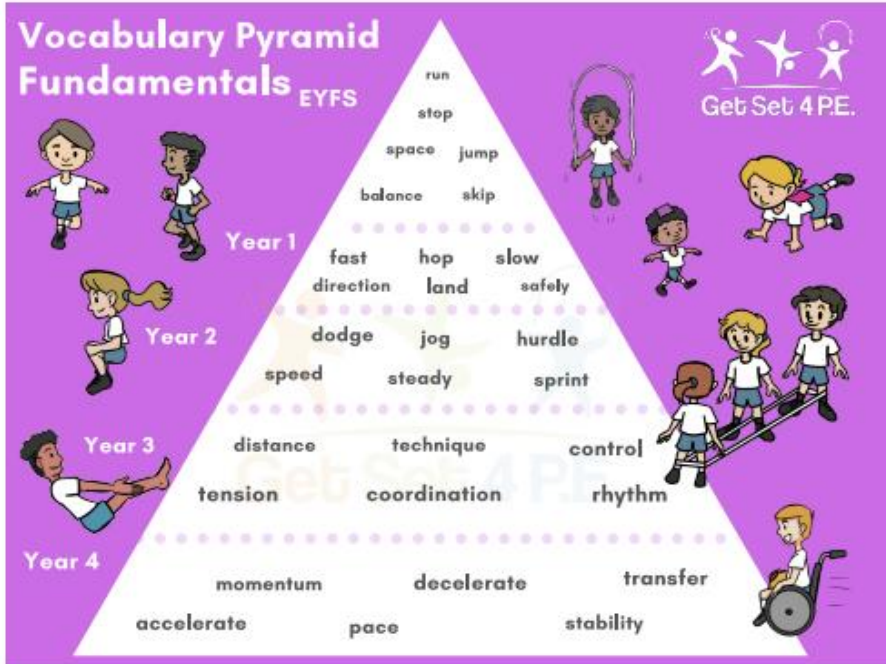
Vocabulary

Throughout our PE curriculum, vocabulary is clearly planned to be progressive which allows the children to build upon their understanding from previous year groups. The vocabulary for each unit of work can be seen on the 'Get Set 4 PE Vocabulary Progressions' documents.

Children are introduced to the vocabulary during the unit of lessons, and it is continually recapped through a spiral curriculum. Children are encouraged to use the vocabulary themselves when explaining their thoughts and practices and teachers ensure that the vocabulary is modelled in context through the learning process.

Before starting a new unit, teachers carefully plan in time to recap previous vocabulary to ensure that the children's prior knowledge is secure and can be built upon.





Year Group Unit Overview- EYFS

Unit	Overview	Key Skills	
Introduction to PE: Unit 1	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping	Physical	Moving safely, running, jumping, throwing, catching, following a path
		Social	Sharing, leadership
		Emotional	Perseverance, confidence
		Thinking	Decision making, selecting and applying actions
Introduction to PE: Unit 2	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, 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 and skipping. Children will also play simple games and begin to understand and use rules.	Physical	Moving safely, running, jumping, throwing, catching, rolling
		Social	Sharing and taking turns, encouraging and supporting others, responsibility
		Emotional	Honesty and fair play, confidence, perseverance
		Thinking	Decision making, understanding and using rules
Fundamentals: Unit 1	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner	Physical	Balancing, running, jumping, changing direction, hopping, travelling
		Social	Working safely, responsibility, helping others
		Emotional	Honesty, challenging myself, determination
		Thinking	Decision making, selecting and applying actions, using tactics
Fundamentals: Unit 2	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	Physical	Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running
		Social	Working safely, responsibility, working with others
		Emotional	Managing emotions, challenging myself
		Thinking	Selecting and applying actions
Dance: Unit 1	In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Physical	Travelling, copying and performing actions, co-ordination
		Social	Respect, co-operating with others
		Emotional	Working independently, determination
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Dance: Unit 2	In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	Physical	Travelling, copying and performing actions, co-ordination
		Social	Respect, co-operating with others
		Emotional	Working independently, confidence
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Gymnastics: Unit 1	In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Physical	Shapes, balances, jumps, rocking, rolling, travelling
		Social	Taking turns, co-operation, communication
		Emotional	Confidence, determination
		Thinking	Selecting and applying skills, creating sequences
Gymnastics: Unit 2	In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll
		Social	Leadership, taking turns, helping others
		Emotional	Determination
		Thinking	Selecting and applying skills, creating sequences
Ball Skills: Unit 1	In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner	Physical	Rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, supporting others, sharing and taking turns
		Emotional	Honesty, perseverance
		Thinking	Using tactics, decision making
Ball Skills: Unit 2	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Physical	Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, sharing and taking turns
		Emotional	Determination
		Thinking	Using tactics, decision making

Games: Unit 1	In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Physical	Running, balancing, changing direction, striking a ball, throwing
		Social	Communication, co-operation, taking turns, supporting and encouraging others
		Emotional	Honesty and fair play, managing emotions
		Thinking	Using tactics, decision making
Games: Unit 2	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Physical	Running, changing direction, striking a ball
		Social	Communication, co-operation, taking turns, respect, supporting and encouraging others
		Emotional	Honesty, managing emotions, perseverance
		Thinking	Using tactics

Year Group Unit Overview- Year 1

Unit	Overview	Key Skills	
Fundamentals	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, working safely, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Identifying strengths, listening and following instructions
Gymnastics	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Physical	Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions
		Social	Sharing, working safely
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying actions
Dance	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Physical	Travel, copying and performing actions, using shape, balance, coordination
		Social	Co-operation, communication, coming to decisions with a partner, respect
		Emotional	Confidence, acceptance
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Ball Skills	In this unit, pupils will explore 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. Pupils will be able to explore their own ideas in response to tasks.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling, tracking
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions, comprehension
Invasion	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponent.	Physical	Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Co-operation, communication, supporting and encouraging others
		Emotional	Honesty and fair play, managing emotions
		Thinking	Connecting information, decision making, recalling information
Sending and Receiving	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping 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 the rules to keep themselves and others safe.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Perseverance, honesty, being happy to succeed
		Thinking	Transferring skills
Net and Wall	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Physical	Throwing, catching, hitting a ball, tracking a ball
		Social	Respect, communication
		Emotional	Honesty and fair play, determination
		Thinking	Decision making, using simple tactics, recalling information, comprehension
Fitness	In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	Physical	Running, co-ordination, stamina, strength, agility, balance
		Social	Co-operation, support, responsibility
		Emotional	Kindness, perseverance, honesty, independence
		Thinking	Comprehension, creativity, problem solving, reflection
Target Games	In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. 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.	Physical	Underarm throwing, overarm throwing, aim, hand eye co-ordination
		Social	Communication, supporting and encouraging others, leadership
		Emotional	Perseverance, honesty, fair play
		Thinking	Using tactics, selecting and applying skills, decision making
Team Building	In this unit pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	Physical	Balancing, travelling actions
		Social	Communication, sharing ideas, inclusion, encouraging and supporting others
		Emotional	Confidence, trust, honesty
		Thinking	Decision making, using tactics, providing instructions, planning, problem solving
Athletics	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing	Physical	Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance

	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.	Social	Working safely, collaborating with others
		Emotional	Working independently, honesty and playing to the rules, determination
		Thinking	Exploring ideas
Striking and Fielding	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	Physical	Throwing, catching, retrieving a ball, tracking a ball, striking a ball
		Social	Communication, supporting and encouraging others, consideration of others
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making

Year Group Unit Overview- Year 2

Unit	Overview	Key Skills	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities 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 strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying, identifying strengths
Gymnastics	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.	Physical	Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll
		Social	Sharing, working safely
		Emotional	Confidence, independence
		Thinking	Observing and providing feedback, selecting and applying actions
Dance	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.	Physical	Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination
		Social	Respect, consideration, sharing ideas, decision making with others
		Emotional	Acceptance, confidence
		Thinking	Selecting and applying actions, counting, observing and providing feedback, creating
Ball Skills	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.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions
Invasion	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.	Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Communication, respect, co-operation, kindness
		Emotional	Empathy, integrity, independence, determination, perseverance
		Thinking	Creativity, reflection, decision making, comprehension
Sending and Receiving	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.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Co-operation, communication, keeping others safe
		Emotional	Perseverance, challenging myself
		Thinking	Identifying how to improve, transferring skills
Net and Wall	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.	Physical	Throwing, catching, racket skills, ready position, hitting a ball
		Social	Support, co-operation, respect, communication
		Emotional	Perseverance, honesty
		Thinking	Decision making, reflection, comprehension, selecting and applying
Fitness	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.	Physical	Agility, balance, co-ordination, speed, stamina, skipping
		Social	Taking turns, encouraging and supporting others
		Emotional	Determination, perseverance, challenging myself
		Thinking	Identifying strengths and areas for improvement, observing and providing feedback
Target Games	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.	Physical	Throwing, rolling, kicking, striking
		Social	Honesty, perseverance, independence, manage emotions
		Emotional	Communication, collaboration, kindness, support
		Thinking	Select and apply, using tactics, decision making, provide feedback, problem solving
Team Building	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.	Physical	Travelling actions, jumping, balancing
		Social	Communication, leading, inclusion
		Emotional	Trust, honesty and fair play, acceptance
		Thinking	Planning, decision making, problem solving

Athletics	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.	Physical	Running at different speeds, jumping for distance, throwing for distance
		Social	Working safely, collaborating with others
		Emotional	Working independently
		Thinking	Observing and providing feedback, exploring ideas determination
Striking and Fielding	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.	Physical	Throwing and catching, tracking a ball, bowling, batting
		Social	Communication, collaboration
		Emotional	Honesty, acceptance, controlling emotions
		Thinking	Select and apply, using tactics, decision making

Year Group Unit Overview- Year 3

Unit	Overview	Key Skills	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	Physical	Balancing, running, hopping, jumping, dodging, skipping
		Social	Supporting and encouraging others, respect, communication, taking turns
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development
Gymnastics	In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Physical	Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics
		Social	Collaboration, communication, respect
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying actions, evaluating and improving
Dance	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Physical	Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance
		Social	Sharing ideas, respect, inclusion of others, leadership, working safely
		Emotional	Confidence, acceptance
		Thinking	Selecting and applying actions, creating, observing and providing feedback
Tag Rugby	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.	Physical	Passing, catching, dodging, tagging, scoring
		Social	Honesty and fair play, perseverance, confidence
		Emotional	Communication, collaboration, inclusion
		Thinking	Planning strategies and using tactics, observing and providing feedback
Ball Skills Y3/4	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.	Physical	Tracking a ball, throwing, catching, dribbling
		Social	Supporting others, co-operation, communication, managing games
		Emotional	Perseverance, honesty, respect, challenging self
		Thinking	Decision making, developing tactics, creativity
Football	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.	Physical	Dribbling, passing, ball control, tracking/jockeying, turning, receiving
		Social	Communication, collaboration, cooperation
		Emotional	Honesty, perseverance
		Thinking	Selecting and applying tactics, decision making
Handball	Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.	Physical	Ball control, throwing and catching, moving with the ball, dribbling, shooting
		Social	Working safely, communication, respect
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies, observing and providing feedback
Athletics	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. Pupils are also given opportunities to measure, time and record scores.	Physical	Sprinting, jumping for a distance, push and pull throwing for a distance
		Social	Working collaboratively, working safely
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback
Fitness	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.	Physical	Strength, speed, power, agility, coordination, balance, stamina
		Social	Supporting others, working safely
		Emotional	Perseverance, determination
		Thinking	Identifying areas of strength and areas for development

Tennis	In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple 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.	Physical	Forehand, backhand, throwing, catching, ready position
		Social	Respect, collaboration, supporting others
		Emotional	Honesty, perseverance
		Thinking	Decision making, using tactics, understanding rules
Cricket	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 trying avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting
		Social	Collaboration and communication, respect
		Emotional	Perseverance, honesty
		Thinking	Observing and providing feedback, applying strategies

Year Group Unit Overview- Year 4

Unit	Overview	Key Skills	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	Physical	Balancing, running, hopping, jumping, dodging, skipping
		Social	Supporting and encouraging others, respect, communication, taking turns
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development
Gymnastics	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.	Physical	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
		Social	Collaboration, communication, respect, responsibility
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving
Dance	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.	Physical	Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique
		Social	Collaboration, consideration, inclusion, respect
		Emotional	Empathy, confidence
		Thinking	Observing and providing feedback, selecting and applying actions
Hockey	Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	Physical	Passing, dribbling, receiving, intercepting, tackling
		Social	Communication, collaboration
		Emotional	Honesty and fair play, empathy
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making
Ball Skills Y3/4	Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.	Physical	Tracking a ball, throwing, catching, dribbling
		Social	Supporting others, co-operation, communication, managing games
		Emotional	Perseverance, honesty, respect, challenging self
		Thinking	Decision making, developing tactics, creativity
Netball	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.	Physical	Passing, catching, footwork, intercepting, shooting
		Social	Working safely, communication, collaboration
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback
Basketball	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.	Physical	Throwing and catching, dribbling, intercepting, shooting
		Social	Working safely, communication, collaboration
		Emotional	Honesty and fair play, perseverance
		Thinking	Planning strategies and using tactics, observing and providing feedback
Athletics	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.	Physical	Pacing, sprinting technique, jumping for distance, throwing for distance
		Social	Working collaboratively, working safely
		Emotional	Perseverance, determination
		Thinking	Observing and providing feedback, exploring ideas
OAA	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.	Physical	Balance, running
		Social	Communication, teamwork, trust, inclusion, listening
		Emotional	Confidence
		Thinking	Planning, map reading, decision making, problem solving
Tennis		Physical	Underarm throwing, catching, forehand, backhand, ready position

	<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>	Social	Collaboration, respect, supporting others
		Emotional	Honesty, perseverance
		Thinking	Decision making, understanding rules, selecting and applying skills and tactics
Rounders	<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>	Physical	Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting
		Social	Collaboration and communication, respect, supporting and encouraging others
		Emotional	Honesty and fair play, confident to take risks, managing emotions
		Thinking	Observing and providing feedback, using tactics, decision making

Progression Journey: Dance

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	Physical Development <u>Gross Motor Skills (ELG)</u> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> perform dances using simple movement patterns 		<ul style="list-style-type: none"> perform dances using a range of movement patterns 	
Dance	Copy basic body actions and rhythms Choose and use travelling actions, shapes and balances Travel in different pathways using the space around them Begin to use dynamics and expression with guidance Begin to count to music	Copy, remember and repeat actions Choose actions for an idea Use changes of direction, speed and levels with guidance Show some sense of dynamic and expressive qualities Begin to use counts	Copy, remember and repeat a series of actions Select from a wider range of actions in relation to a stimulus Use pathways, levels, shapes, directions, speeds and timing with guidance Use mirroring and unison when completing actions with a partner Show a character through actions, dynamics and expression Use counts with help to stay in time with the music	Copy remember and perform a dance phrase Create short dance phrases that communicate an idea Use canon, unison and formation to represent an idea Match dynamic and expressive qualities to a range of ideas Use counts to keep in time with a partner and group	Copy, remember and adapt set choreography Choreograph considering structure individually, with a partner and in a group Use action and reaction to represent an idea Change dynamics to express changes in character or narrative Use counts when choreographing short phrases

Progression Journey: Fundamental Movement Skills (FMS)

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	<p>Physical Development <u>Gross Motor Skills (ELG)</u></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 			<ul style="list-style-type: none"> use running, jumping and throwing in isolation and in combination
FMS	<p>Run and stop with some control</p> <p>Explore skipping as a travelling action</p> <p>Jump and hop with bent knees</p> <p>Throwing larger balls and beanbags into space</p> <p>Balance whilst stationary and on the move</p> <p>Change direction at a slow pace</p> <p>Explore moving different body parts together</p>	<p>Attempt to run at different speeds showing an awareness of technique</p> <p>Begin to link running and jumping movements with some control</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest</p> <p>Throw towards a target</p> <p>Show some control and balance when travelling at different speeds</p> <p>Begin to show balance and co-ordination when changing direction</p> <p>Use co-ordination with and without equipment</p>	<p>Show balance and co-ordination when running at different speeds</p> <p>Link running and jumping movements with some control and balance</p> <p>Show hopping and jumping movements with some balance and control</p> <p>Change technique to throw for distance</p> <p>Show control and balance when travelling at different speeds</p> <p>Demonstrates balance and co-ordination when changing direction</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment</p>	<p>Show balance, coordination and technique when running at different speeds, stopping with control</p> <p>Link running, hopping and jumping actions using different take offs and landing</p> <p>Jump for distance and height with an awareness of technique</p> <p>Throw a variety of objects, changing action for accuracy and distance</p> <p>Demonstrate balance when performing other fundamental skills</p> <p>Show balance when changing direction in combination with other skills</p> <p>Can co-ordinate their bodies with increased consistency in a variety of activities</p>	<p>Demonstrate how and when to speed up and slow down when running</p> <p>Link hopping and jumping actions with some control</p> <p>Jump for distance and height showing balance and control</p> <p>Throw with some accuracy and power towards a target area</p> <p>Demonstrate good balance when performing other fundamental skills</p> <p>Show balance when changing direction at speed in combination with other skills</p> <p>Begin to co-ordinate their body at speed in response to a task</p>

Progression Journey: Games

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	Physical Development <u>Gross Motor Skills (ELG)</u> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> master basic movements including throwing and catching participate in team games, developing simple tactics for attacking and defending 		<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	
Games	Drop and catch with two 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 Hit a ball with hands Run and stop when instructed Move around showing limited awareness of others Make simple decisions in response to a situation	Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot Throw and roll towards a target with some varying techniques Kick towards a stationary target Catch a beanbag and a medium-sized ball Attempt to track balls and other equipment sent to them Strike a stationary ball using a racket Run, stop and change direction with some balance and control Recognise space in relation to others Begin to use simple tactics with guidance	Dribble a ball with two hands on the move Dibble a ball 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 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 Use simple tactics	Dribble the ball with one hand with some control in game situations Dribble a ball with feet with some control in game situations Use a variety of throwing techniques in game situations Kick towards a partner in game situations Catch a ball passed to them using one and two hands with some success Receive a ball sent to them using different parts of the foot Strike a ball with varying techniques Change direction with increasing speed in game situations Use space with some success in game situations Use simple tactics individually and within a team	Link dribbling the ball with other actions with increasing control Change direction when dribbling with feet with some control in game situations Use a variety of throwing techniques with increasing success in game situations Kick 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

Progression Journey: Body Management (Gymnastics)

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives	Physical Development Gross Motor Skills (ELG) <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> master basic movements as well as developing balance, agility and co-ordination 		<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	
Body Management (Gymnastics)	<p>Create shapes showing a basic level of stillness using different parts of their bodies</p> <p>Begin to take weight on different body parts</p> <p>Show shapes and actions that stretch their bodies</p> <p>Copy and link simple actions together</p>	<p>Perform balances making their body tense, stretched and curled</p> <p>Take body weight on hands for short periods of time</p> <p>Demonstrate poses and movements that challenge their flexibility</p> <p>Remember, repeat and link simple actions together</p>	<p>Perform balances on different body parts with some control and balance</p> <p>Take body weight on different body parts, with and without apparatus</p> <p>Show increased awareness of extension and flexibility in actions</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique</p>	<p>Complete balances with increasing stability, control and technique</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time</p> <p>Demonstrate increased flexibility and extension in their actions</p> <p>Choose actions that flow well into one another both on and off apparatus</p>	<p>Use body tension to perform balances both individually and with a partner</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight</p> <p>Demonstrate increased flexibility and extension in more challenging actions</p> <p>Plan and perform sequences showing control and technique with and without a partner</p>

Progression Journey: Outdoor Adventurous Activity (OAA)

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives				<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	
OAA	<p>Follow simple instructions</p> <p>Share their ideas with others</p> <p>Explore activities making own decisions in response to a task</p> <p>Make decisions about where to move in space</p> <p>Follow a path</p> <p>Begin to identify personal success</p>	<p>Follow instructions</p> <p>Begin to work with a partner and a small group</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks</p> <p>Copy a simple diagram/map</p> <p>Identify own and others' success</p>	<p>Follow instructions accurately</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other</p> <p>Try different ideas to solve a task</p> <p>Follow and create a simple diagram/map</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve</p>	<p>Follow instructions from a peer and give simple instructions</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas</p> <p>Plan and attempt to apply strategies to solve problems</p> <p>Orientate and follow a diagram/map</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach</p> <p>Plan and apply strategies to solve problems</p> <p>Identify key symbols on a map and use a key to help navigate around a grid</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements</p>

Progression Journey: Social, Emotional, Thinking (SET)

	Foundation	Year 1	Year 2	Year 3	Year 4
Curriculum Objectives				<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	
Social	<p>Take turns</p> <p>Learn to share equipment with others</p> <p>Share their ideas with others</p>	<p>Encourage others to keep trying</p> <p>Talk to a partner about their ideas and take turns to listen to each other</p> <p>Work with a partner and small group to play games and solve challenges</p>		<p>Encourage and motivate others to work to their personal best</p> <p>Work with others to achieve a shared goal</p> <p>Work with others to self-manage games</p>	
Emotional	<p>Try again if they do not succeed</p> <p>Practise skills independently</p> <p>Confident to try new tasks and challenges</p>	<p>Show determination to continue working over a longer period of time</p> <p>Determined to complete the challenges and tasks set</p> <p>Explore skills independently before asking for help</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others</p>		<p>Persevere when finding a challenge difficult</p> <p>Understand what their best looks like and they work hard to achieve it</p> <p>Begin to use rules showing awareness of fairness and honesty</p> <p>Show an awareness of how other people feel</p>	
Thinking	<p>Begin to identify personal success</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance</p>	<p>Make decisions when presented with a simple challenge e.g. move to an open space towards goal</p> <p>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</p> <p>Provide feedback beginning to use key words from the lesson</p>		<p>Pupils make quicker decisions when selecting and applying skills to a situation e.g. who to pass to and where to move</p> <p>Select and apply from a wider range of skills and actions in response to a task</p> <p>Provide feedback using key terminology</p>	