

Curriculum Outcomes – Real PE

Curriculum Map – Early Years Foundation Stage

Unit	Week	Fundamental Movement Skill Focus	Other Ability Focus
1	1-3	Coordination – Floor Movement Patterns • Hop with either leg, gallop leading with both legs, sidestep both directions, skip • In straight line and different pathways	• I can follow instructions, practise safely and work on simple tasks by myself (Level 1) • I enjoy working on simple tasks with help (pre Level 1)
	4-6	Static balance – One Leg Standing • Balance both legs 10 seconds	
2	7-9	Dynamic balance to agility • Jump forwards, backwards and side to side with rhythm and retain balance • 2 feet to 2 feet, 1 foot to same foot, 1 foot to 2 feet	• I can work sensibly with others, taking turns and sharing (Level 1) • I can play with others and take turns and share with help (pre level 1)
	10-12	Static balance – seated • Hold a seated balance with both hands and both feet, 1 hand 2 feet, 1 foot 2 hands, 1 foot 1 hand, no hands no feet down	
3	13-15	Dynamic balance • Can walk forwards and backwards (Gym??)	• I can understand and follow simple rules and can name some things that I am good at (Level 1) • I can follow simple instructions (pre level 1)
	16-18	Static balance – small base • Stand on a line feet shoulder width apart with weight on the balls of feet hold 10 secs/ same low beam (Gym??)	

4	19-21	Coordination – ball skills • Roll ball around seated body 1 hand/ roll ball up and down body 2 hands	• I can explore and describe different movements (Level 1) • I can observe and copy others (pre level 1)
	22-24	Counter balance in pairs • Seated rocking forwards and backwards and sideways with partner holding hands (Dance ??)	
5	25-27	Coordination with equipment • Receive rebound from a wall right and left hand large and small ball/ catching rebound large ball 2 hands • Throwing underarm ball and beanbag • Rolling and striking with palm of hand to a target	• I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1) • I can move confidently in different ways (pre level 1)
	28-30	Agility- reaction/response • Catch a ball dropped from shoulder height after 2 bounces	
6	31-33	Agility – ball chasing • Roll a ball, chase it and collect in a balanced position • Stopping a moving ball with hands and feet	• I am aware exercise is important for good health (level 1) • I am aware of the changes to the way I feel when I exercise (pre level 1)
	34-36	Static balance – floor work • Mini front support position on knees/ mini front support position reach to the ceiling with both hands	

Curriculum Map - Year 1

Unit	Week	Fundamental Movement Skill Focus	Other Ability Focus
1	1-3	Coordination – Floor Movement Patterns • Skip with knees and elbows 90 degree angle, hopscotch • In straight line and different pathways	• I try several times if at first I don't succeed and ask for help when appropriate (Level 2) • I can follow instructions, practise safely and work on simple tasks by myself (Level 1)
	4-6	Static balance – One Leg Standing • Balance both legs 30 seconds/ mini squat	
2	7-9	Dynamic balance to agility • Jump 2 feet to 2 feet with a quarter turn and maintain balance/ jump 2 feet to 1 foot and freeze on landing • 2 feet to 2 feet, 1 foot to the same foot, 1 foot to 2 feet	• I can help praise and encourage others in their learning (Level 2) • I can work sensibly with others, taking turns and sharing (level 1)
	10-12	Static balance – seated • Seated balance swap bean bag one side to the other side and bring back	
3	13-15	Dynamic balance • Walk forwards lifting knees 90 degree angle/ walk lifting heels back up to bottom Gym ??	• I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2) • I can understand and follow simple rules and can name some things I am good at (Level 1)
	16-18	Static balance – small base • Stand on a line feet shoulder width apart weight on balls of feet hold for 10 secs/ same low beam Gym	

4	19-21	Coordination – ball skills • Roll ball up and down body standing 1 hand	• I can begin to compare my movements and skills with those of others. I can select and link movements together and fit a theme (Level 2) • I can explore and describe different movements (Level 1)
	22-24	Counter balance in pairs • Standing leaning backwards with long base with both hands then one Dance ??	
5	25-27	Coordination with equipment • Throwing a tennis ball to catch rebound no bounce and 1 bounce/ strike ball with hand against a wall • Throwing underarm and overarm with relative accuracy • Rolling, striking with palm of hand and bat for distance	• I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction and or speed (Level 2) • I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)
	28-30	Agility- reaction/response • Catch tennis ball dropped from shoulder height off 1 bounce	
6	31-33	Agility – ball chasing • Roll bouncing ball, chase it and collect in a balanced position • Stopping a moving ball with hands and feet	• I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2) • I am aware of why exercise is important for good health (Level 1)
	34-36	Static balance – floor work • Mini front support position place cone on back and take off with the other hand/ mini Back support position place cone on stomach and take off with the other hand	

Curriculum Map - Year 2

Unit	Weeks	Fundamental Movement Skill Focus	Other Ability Focus
1	1-3	Coordination – Floor Movement Patterns • Hopscotch forwards and backwards • At different speeds; changing speed	• I know where I am with my learning and have begun to challenge myself (Level 3) • I try several times if at first I don't succeed and ask for help when appropriate (Level 2) • I can follow instructions, practise safely and work on simple tasks by myself (Level 1)
	4-6	Static balance – One Leg Standing • 1 leg balance both legs 30 secs/ eyes closed/ 5 mini squats/ ankle extensions	
2	7-9	Dynamic balance to agility • Jump 2 feet to 2 feet with 180 degree turn and land with balance/ tuck jump maintaining balance on landing/ tuck jump with 180 degree turn landing with balance • 1 foot to the opposite foot, 2 feet to 1 foot	• I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3) • I can help praise and encourage others in their learning (Level 2) • I can work sensibly with others, taking turns and sharing (Level 1)
	10-12	Static balance – seated • Seated balance swap bean bag from one side to the other side and bring back with the same hand/ dish balance 5 secs	
3	13-15	Dynamic balance • Marching action elbows and knees 90 degrees/ heel to toe action lifting knees up and then heels up	• I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I

		Dynamic Balance:	have begun to identify areas for improvement (Level 3) • I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (Level 2) • I can understand and follow simple rules and can name some things I am good at (Level 1)
	16-18	Static balance – small base • Stand on a line maintain balance picking up alternate feet/ same raising alternate knees/ same catch a ball and throw back to partner Gym	
4	19-21	Coordination – ball skills • Take ball around leg, alternate legs and back	• I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3) • I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2) • I can explore and describe different movements (Level 1)
	22-24	Counter balance in pairs • Standing leaning backwards with short base 1 handed Dance	
5	25-27	Coordination with equipment • Kick a large ball against a wall both feet and control rebound	• I can perform and repeat longer sequences with clear shapes and controlled movement. I can select

		• Throwing underarm and overarm aiming the ball relative to the position of the opposition • Rolling, striking with palm of hand and bat from tee and feed for distance and accuracy Games	and apply a range of skills with good control and consistency (Level 3) • I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2) • I can perform a single skill or movement with some control. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)
	28-30	Agility- reaction/response • Catch the ball after 1 bounce balancing on 1 leg Games	
6	31-33	Agility – ball chasing • Roll a ball, chase it, let through legs and collect in a balanced position • Moving in to pick up a ball two hands	• I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3) • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2) • I am aware of why exercise is important for good health (Level 1)
	34-36	Static balance – floor work • Hold full front support position/ front support position reach to ceiling with both hands/ transfer cone on and off back	

Year 3

Unit	Week	Physical Focus	Other Ability Focus
1	1-3	Coordination - Floor Movement Patterns: • Can Hopscotch with alternate Feet (Different Directions and change of Speed) • Can do a combination of sidesteps with pivots	• I have begun to challenge myself, and know where I am with my learning (Level 3) • I try several times if I first don't succeed (Level 2)
	4-6	Coordination - Floor Movement Patterns: • Can do 3 step zigzags patterns in different directions	
2	7-9	Dynamic Balance to Agility: • Can jump from 2 feet to 2 feet in various directions • Can include turns when jumping	• I cooperate well with others and give helpful feedback (Level 4) • I show patience and support others (Level 3) • I can praise and encourage others (Level 2)
	10-12	Dynamic Balance to Agility: • Can perform jumps from 2 feet to 1 foot landing with either leg • Can start to specialise jumps i.e. Tuck Jump and land in balance	
3	13-15	Dynamic Balance: • Can walk and march forwards and backwards swinging arms in opposite directions to legs	• Can understand ways to judge performances (Level 4) • Can explain what I am doing well (Level 3)

		Can lift knees up or bring heels to bottom	I can recognise the similarities and differences in performances (Level 2)
	16-18	Dynamic Balance: Can walk fluidly forwards and backwards with a heel to toe landing	
4	19-21	Coordination with Equipment: - With a partner or against a wall I can throw or catch a tennis ball with either hand catching without a bounce - With a partner or against a wall I can throw a tennis ball with one hand and catch it with the other hand either after 1 bounce or no bounce	- I can link actions and develop sequences of movements that express my own ideas, I can also change tactics or rules to make activities more challenging (Level 4) - I can respond differently to a variety of tasks (Level 3) - I can begin to compare my movement skills with those of others (Level 2)
	22-24	Coordination with Equipment: - Can strike a large ball along the ground using alternate Feet and Hands - Can start to strike the ball with alternate hands and feet 5 times or more in a rally	
5	25-27	Agility – Reaction/Response: ♣ Can react and catch a large ball with various bounces ♣ Can react and catch a small ball with balance on one leg from various distances	♣ I can perform a range of skills with some control and consistency (Level 2) ♣ I can perform a sequence of movements with some changes in level, direction or speed - I can select and apply a range of skills with good control and consistency (Level 3)

	28-30	Can react and catch a small ball balancing on dominant or non-dominant leg with various bounces and various distances	- I can perform and repeat longer sequences with clear shapes and controlled movement (Level 3) - I can link actions together so that they flow in running, jumping and throwing activities (Level 4) - I can perform a variety of movements and skills with good body tension (Level 4)
6	31-33	Agility – Ball Chasing: - Can react and chase a ball rolled by a partner and collect it facing opposite direction - From a seated position can throw a bouncing ball chase and collect it facing forwards and opposite direction - From a lying position, I can react and chase a bouncing ball thrown by a partner and collect it facing forwards and opposite direction	- I can say how my body feel before, during and after exercise (Level 2) - I use equipment appropriately and move and land safely (Level 2) - I can describe how and why my body changes during and after exercise (Level 3)
	34-36	- Can roll a ball, chase it, let it roll through my legs and then collect it facing forwards and opposite direction - Can react and chase a ball rolled by a partner, let it roll through my legs and then collect it facing forwards and opposite direction	- I can explain why we need to warm up and cool down (Level 3) - I can describe the basic fitness components (Level 4) - I can explain how often and how long I should exercise to be healthy (Level 4)

Year 4

Unit	Week	Physical Focus	Other Ability Focus
1	1-3	Coordination - Floor Movement Patterns: • Can do 3 step zigzags patterns in various directions with control and consistency • Can hopscotch to alternate feet consistently with control and speed	• I cope well and react positively when things become difficult (Level 4) • I know where I am with my learning (Level 3) • I try several times if at first I don't succeed (Level 2)
	4-6	Coordination - Floor Movement Patterns: • Can do 3 step zigzags patterns in various directions with control and consistency and at full speed.	• I can improve my performance through regular exercise (Level 4)
2	7-9	Dynamic Balance to Agility: • Can jump from 2 feet to 2 feet with 180 degree turn in both directions • Can perform more specific jumps such as a tuck jump	• I cooperate well with others and give helpful feedback (Level 4) • I listen carefully to others about our work (Level 3) • I can praise and encourage others (Level 2)
	10-12	Dynamic Balance to Agility: • Can perform tuck jumps landing in balance and include 180 degree turns • Can jump 2 feet to 2 feet on a line in various directions landing in balance	• I help organise roles and responsibilities (Level 4) • I show patience and support others (Level 3)

3	13-15	Dynamic Balance: Can walk fluidly forwards and backwards with a heel to toe landing	- Can understand ways to judge performances (Level 4) - Can explain what I am doing well (Level 3) - I can recognise the similarities and differences in performances (Level 2)
	16-18	Dynamic Balance: Can walk fluidly forwards and backwards lifting my heels to my bottom and bringing my knees up again using a heel to toe landing	- I can identify specific parts to continue to work upon (Level 4) - I have begun to identify areas for improvement (Level 3)
4	19-21	Coordination with Equipment: - Can strike a large ball along the ground using alternate Feet and Hands - Can start to strike the ball with alternate hands and feet 5 times or more in a rally	- I can link actions and develop sequences of movements that express my own ideas (Level 4) - I can make up my own rules and versions of activities (Level 3) - I can select and link movements together to fit a theme (Level 2)
	22-24	Coordination with Equipment: - I can kick a ball with the same foot or alternate feet - I can alternatively roll 2 balls using both hands sending 1 as the other returns	I can change tactics, rules or tasks to make activities more challenging (Level 4)
5	25-27	Agility – Reaction/Response: - Can react and catch a small ball from various distances and with various bounces - Can react and catch a small ball with balance on one leg with either leg and various distances	- Can select and apply a range of skills with good control and consistency (Level 3) - Can perform and repeat longer sequences with clear shapes and controlled movement (Level 3)

			♣ I can perform a sequence of movements with some changes in level, direction and speed (Level 3)
	28-30	♣ Can react and catch a small ball with step and hand across the body from various distances using either leg	♣ I can perform a variety of movements and skills with good body tension (Level 4) ♣ I can link actions together so that they flow in running, jumping and throwing activities (Level 4)
6	31-33	Agility - Ball Chasing: ♣ From a lying position can react and chase a bouncing ball thrown by a partner and collect it facing both directions ♣ Can roll a ball, chase it let it roll through my legs and then collect it facing forwards and in opposite direction	♣ I can explain why we need to warm up and cool down (Level 3) ♣ I can describe how and why my body changes during and after exercise (Level 3)
	34-36	♣ Can react and chase a ball rolled by a partner, let it roll through my legs and then collect it facing forwards and opposite direction ♣ Can roll a tennis ball, chase it, let it roll through my legs and then collect it facing forwards and in opposite direction	♣ I can describe the basic fitness components (Level 4) ♣ I can explain how often and how long I should exercise to be healthy (Level 4) ♣ I can record and monitor how hard I am working (Level 4)

Unit	Week	Physical Focus	Other Ability Focus
1	1-3	Game Skills: Throw Tennis/Benchball • Can throw and catch with both dominant and non - dominant hand. • Can catch across the body with one leg balance	• I can read and react to different game situations (Level 6) • I can develop methods to outwit opponents (Level 5) • I can recognise and suggest patterns of play which will increase chances of success (Level 5) • I can use my awareness of space and others to make good decisions (Level 4)
	4-6	Game Skills: Throw Tennis/Benchball • Can throw and catch with dominant and non-dominant hand • Can use various ball handling skills when playing in game situations	• I review, analyse and evaluate my own and others strengths and weaknesses (Level 6) • I have a clear idea of how to develop my own and others work (Level 5) • I can identify specific parts of performance to work on (Level 4)
2	7-9	Game Skills: Seated Volleyball/Scorpion Handball • Can use a range of skills to practice seated balance • Can catch and send the ball using a range of techniques • Can send the ball in different ways and with disguise	• I can effectively disguise what I am about to do next (Level 6) • I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others (Level 5) • I can respond imaginatively to different situations (Level 5) • I can change tactics, rules or tasks to make activities

			more fun or more challenging (Level 4)
	10-12	Game Skills: Seated Volleyball/Scorpion Handball • Can play the games using the correct positions and using good techniques • Can use various skills and techniques effectively when playing games	
3	13-15	Game Skills: Cross the river/Kabadi • Can use various movement and balancing skills • Can use various pieces of equipment to be able to challenge further	• I can involve others (Level 6) • I can negotiate and collaborate appropriately (Level 5) • I can give and receive sensitive feedback to improve myself and others (Level 5) • I help organise roles and responsibilities (Level 4)
	16-18	Game Skills: Cross the river/Kabadi • Will have a go at various roles and responsibilities when playing in game situations both defensively and attacking.	• I can motivate those around me to perform better (Level 6)
4	19-21	Game Skills: • Will practice various balance and agility skills to perform jumps with controlled landings • Combine a range of Jumps with speed and controlled landings	• I can perform a variety of skills consistently and effectively in a challenging or competitive situation (Level 6) • I can perform a range of skills fluently and accurately (Level 5) • I can use combinations of skills confidently in specific contexts (Level 5)

			• I can link actions together so that they flow (Level 4) • I can select and link movements together to fit a theme (Level 2)
	22-24	Game Skills: Jump Ball/Jump, Roll, Balance • I can perform jump, roll, balance sequences with additional movements/equipment • I can perform simple, medium and difficult jump, roll, balance sequences	
5	25-27	Static Balance: Small Base/Coordination – Floor movement skills ♣ Can maintain balance while picking up alternate knees 5 times ♣ Can maintain balance while catching a large ball at knees height, above my head and away from my body ♣ Can hopscotch forwards and backwards alternating hopping leg ♣ Can do a 3 step zig zag pattern forwards and backwards and with a crossover ♣ Can pick up and place balls or objects using dominant and non-dominant hand	♣ I can describe the basic fitness components (Level 4) ♣ I can record and monitor how hard I am working (Level 4) ♣ I can select and perform appropriate warm up and cool down activities (Level 5) ♣ I can identify possible dangers when planning and activity (Level 5)

	28-30	♣ Can maintain balance while catching a small ball at knee height, above my head and away from my body ♣ Can do a 3 step zig zag with knee raise across the body forwards and with heel behind forwards ♣ Can throw and catch predominantly with dominant hand or with either hand. Playing with a medium sized ball or small ball	♣ I can plan and follow my own basic fitness programme (Level 6) ♣ I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event (Level 6)
6	31-33	Coordination with equipment: ♣ Can strike/kick a large ball along the ground using either hand and feet ♣ Can roll/throw 2 tennis balls alternately using both hands sending 1 and the other is returning ♣ Can roll a large ball/tennis ball, chase it, let it roll through my legs and then collect it facing forwards or opposite direction in a long barrier position ♣ Can play some shots with weaker hand/foot choosing basic or challenging equipment	♣ I can cope well and react positively when things become difficult (Level 4) ♣ Can persevere with a task and improve my performance through regular practice (Level 4) ♣ I see all new challenges as opportunities to learn and develop (Level 5)
	34-36	♣ Can throw 2 tennis balls and catch them with the opposite hand (Cross-Over) ♣ Can roll a large ball, chase it and stop it facing the opposite direction with my head	♣ I recognise my strengths and weaknesses and can set myself appropriate targets (Level 5)

		♣ Can choose various equipment and use various techniques to enable regular strikes of the ball ♣ Can choose different techniques and equipment to find the most suitable for me ♣ Can choose equipment and techniques that are challenging for me	♣ I can create my own learning plan and revise that plan when necessary (Level 6) ♣ I can accept critical feedback and make changes (Level 6)
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Curriculum Outcomes – Sport Specific

Early Year Foundation Stage:

<u>Physical Development</u>	
Children who are EMERGNG through expected Levels of development will:	• Show simple control and coordination skills, using equipment to help aid the process • Will repeat simple sequences and movement skills • Will listen to teachers, stop and start instructions • Will work in pairs and small groups • Will share and take turns • Will be aware of some simple changes to their body when active.
Children who are DEVELOPING expected levels of development will:	• Will show good control and coordination with both small and large movements • Will move confidently in various ways and start to recognise space • Will use equipment with care • Will know the importance of being active and state some ways to keep healthy • Will be able to develop their own needs, example getting dressed on their own
Children who are SECURE expected levels of development will:	• Will repeat and explore simple skills, actions and movements with good control and coordination • Will link skills to certain activities • Will start to describe their own and others actions • Will talk about why it is important to be active and know the changes in their body when active

Year 1

Gymnastics	
Children who are EMERGNG through expected Levels of development will:	• Will notice changes happening to their body when active and will describe how they feel • Will travel in various ways, using the space that is available to them • Will follow instructions and rules from the teacher
Children who are DEVELOPING expected levels of development will:	• Will be aware of the changes to the body during activities and state some reasons why it is important to warm up • Will perform various skills including Jump Skip, Roll sideways and forwards and can balance on hands and feet with some control • Will link together two basic gymnastics movements as part of a sequence with some control and confidence • Will watch others and will talk about the positive aspects in their performance
Children who are SECURE expected levels of development will:	✦ Will understand the need to prepare their bodies to be active and will state reason on why it is important to warm up and the various changes that happen to the body ✦ Will travel at different speeds, levels and directions with consistent control ✦ Will be able to transfer body weight from different body parts simple movements include Bunny Hop ✦ Will be able to perform a mini sequence that includes linking 3 movements together with control and accuracy ✦ Will be able to talk to adults and other children about their own and others performances
Dance	
Children who are EMERGNG through expected Levels of development will:	• Will notice changes happening to their body when active and will describe how they feel • Will move with confidence and imagination using the space that is available to them • Know what dance activities are about and the various skills that can be learned through dance

Children who are DEVELOPING expected levels of development will:	♣ Will be aware of the changes to the body during activities and state some reasons why it is important to warm up ♣ Will begin to perform basic actions from teacher led activities ♣ Will begin to link basic movements and actions together with some fluency and control ♣ Will watch others and talk about positive aspects in their performances
Children who are SECURE expected levels of development will:	♣ Will understand the need to prepare their bodies to be active and will state reason on why it is important to warm up and the various changes that happen to the body ♣ Will perform dance routines in pairs and can mirror actions with control ♣ Will link actions and movements together to create a dance sequence with control and fluency
Games	
Children who are EMERGNG through expected Levels of development will:	• Will notice changes happening to their body when active and will describe how they feel • Will use a range of equipment with control • Will use space effectively for themselves and with others
Children who are DEVELOPING expected levels of development will:	♣ Will be aware of the changes to the body during activities and state some reasons why it is important to warm up ♣ Will throw and catch with some consistency ♣ Will strike an object with some control and accuracy ♣ Will be able to work with a partner and small groups effectively ♣ Will watch others and make comments on their performance ♣ Will be able to use space without colliding into objects or pupils with control
Children who are SECURE expected levels of development will:	♣ Will understand the need to prepare their bodies to be active and will state reason on why it is important to warm up and the various changes that happen to the body ♣ Will be able to throw using various skills including over arm and under arm using accuracy and control

	♦ Will receive and control a ball with one or both hands ♦ Will use bats and balls, work together in groups and be able to avoid others when moving
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Year 2

Gymnastics	
Children who are EMERGNG through expected Levels of development will:	♦ Will understand the need to prepare their bodies for exercise ♦ Will travel at different speeds, levels and directions with consistent control ♦ Will be able to transfer body weight from different body parts simple movements include Bunny Hop ♦ Will be able to perform a mini sequence that includes linking 3 movements together with control and accuracy ♦ Will be able to talk to adults and other children about their own and others performances
Children who are MEETING expected levels of development will:	♦ Will show simple warm up activities and be able to describe changes that are happening to the body when warming up ♦ Will be able to use their own ideas and teach them to a partner ♦ Will be able to perform 6 gymnastic actions on their own using both floor work and apparatus at different levels and speeds
Children who are EXCEEDING expected levels of development will:	♦ Will be able to start and demonstrate some warm up activities and know what effects exercise has on their bodies. ♦ Will be able to perform 6-8 actions using various skills, with different levels and speeds ♦ Will hold balances on small body parts without support ♦ Will start to improve and modify their own and others performances

Dance	
Children who are EMERGNG through expected Levels of development will:	• Become aware of the need for safety can get changed for PE and be aware of body changes. • Explore and perform basic actions in response to teacher led stimuli. • begin to link basic actions appropriately e.g. travel, turn and gesture with some fluency and control. • Be able to watch others and discuss what was good in their performance together. • Get changed for PE.
Children who are MEETING expected levels of development will:	• Understand the need to prepare their bodies to be active. • Perform dance routines in pairs set by adult and can follow and mirror actions with some control. • Respond imaginatively to stimuli with control, co-ordination and some fluency, linking actions to create a dance phrase. • Discuss and compare performance with adults and children.
Children who are EXCEEDING expected levels of development will:	• Demonstrate simple warm up activities and explore gestures and body actions e.g. flick, grab, float, strike. • Work in pairs or groups on a set dance. • Be able to plan and perform a dance phrase in pairs including change of levels and direction. • Make suggestions to improve quality of performance.
Games	
Children who are EMERGNG through expected Levels of development will:	• Be able to throw and catch with some consistency and strike a stationary object with some control and basic accuracy. • Be able to work with a partner and can watch others and make some comments on performance. • Get changed for PE. • Move within space without collisions and with some control.

Children who are MEETING expected levels of development will:	• Begin to throw with control and some accuracy under & over arm and can receive and control a ball with one/both hands. • Use suitable sized bats with suitable sized balls and can work together and avoid others when moving. • Understand the need to prepare their bodies to be active and can say why their body changes during exercise and the need to change clothes/footwear.
Children who are EXCEEDING expected levels of development will:	• Play a game (pairs/small group) with rules and scoring. • Be able to kick/pass and control/catch a ball with feet/ hands with accuracy and consistency. • Understand how to position yourself when attacking/ defending. • Watch a partner and suggest improvements. • Explain a warm up/cool down and give reasons why it is done.

Year 3/4

Gymnastics	
Children who are EMERGNG through expected Levels of development will:	• Understand the need to prepare their bodies to be active. • Travel at different speeds, levels and directions safely. • Be able to transfer weight from different body parts e.g. bunny hop, rock/roll and move/ balance on large and small body parts. • Perform sequences linking 3 basic moves on floor and apparatus with some control and accuracy

	• Discuss and compare performance with adults and children.
Children who are MEETING expected levels of development will:	• Be able to select ideas, teach them to a partner and perform a 6 action sequence independently on floor and apparatus using speed and levels. • Make suggestions to improve quality of performance. • Demonstrate simple warm up activities and begin to describe changes in body.
Children who are EXCEEDING expected levels of development will:	• Perform a sequence of 6-8 actions on floor and apparatus showing changes of level, speed and direction and hold balances on small body parts without support. • Show asymmetry and symmetry in their actions and will be able to turn round on a lateral axis (e.g. cartwheel). • Describe how to refine and improve and modify their performance. • Demonstrate activities for warming up and describe the effect that exercise has on their bodies.
Dance	
Children who are EMERGING through expected Levels of development will:	• Understands the need to prepare their bodies to be active. • Be able to perform dance routines in pairs set by adult and can follow and mirror actions with some control. • Be able to respond imaginatively to stimuli with control, co-ordination and some fluency, linking actions to create a dance phrase. • Discuss and compare performance with adults and children
Children who are MEETING expected levels of development will:	• Demonstrate simple warm up activities and explore gestures and body actions e.g. flick, grab, float, strike. • Be able to work in pairs or groups on a set dance.

	• Be able to plan and perform a dance phrase in pairs including change of levels and direction. • Make suggestions to improve quality of performance.
Children who are EXCEEDING expected levels of development will:	• Lead a warm up activity for dance. • Suggest movement patterns/body actions and show consistency and control. • Link movement phrases fluently and plan and perform a series of dance phrases in pairs or small groups. • Describe how to refine and improve their performance.
Games	
Children who are EMERGNG through expected Levels of development will:	• Begin to throw with control and some accuracy under & over arm and can receive and control a ball with one/both hands. • Use relevant sized bats and balls and can work together and avoid others when moving. • Understand the need to prepare their bodies to be active and can say why their body changes during exercise and the need to change clothes/footwear.
Children who are MEETING expected levels of development will:	• Play a game (pairs/small group) with rules and scoring. • Kick/pass and control/catch a ball with feet/hands with accuracy and consistency. • Understand how to position yourself when attacking/defending. • Watch a partner and suggest improvements. • Explain a warm up/cool down and give reasons why it is done.
Children who are EXCEEDING expected levels of development will:	• Throw/catch, pass/control with accuracy in appropriate situations within a game and consistently hit target when shooting.

	• Be able to position yourself in appropriate and correct positions in games and make accurate decisions to move when attacking and defending. • Discuss and show simple tactics to overcome opposition. • Devise and perform own simple warm up to prepare for games
Athletics	
Children who are EMERGNG through expected Levels of development will:	• Perform simple skills in running, jumping and throwing with some control when using a small range of basic running, jumping and throwing actions. • Co-operate when completing challenges in groups. • Recognise when body is warmer/cooler and heart beats faster/slower. • Recognise and describe basic athletic techniques and events.
Children who are MEETING expected levels of development will:	• Understand & demonstrate differences between athletic techniques – sprinting/ running for sustained distance and show a range of throws and jumps while showing consistent technique and accuracy when performing all athletic actions. • Play different roles when working as a group. • Discuss how different warm ups affect heart rate and body temperature. • Begin to evaluate own and others performance.
Children who are EXCEEDING expected levels of development will:	• Choose best pace for a running event and improving personal targets. • Show control at take off when jumping and show accuracy and good technique when throwing for distance.

	• Understand how stamina/power help improve performance. • Use a criteria to identify good performance and explain why it's good
Outdoor And Adventurous	
Children who are EMERGING through expected Levels of development will:	• Identify where they are by using simple plans/diagrams of familiar environments and be able to follow a short trail by simple point to points using a simple plan. • Show increasing co-operation when working with others. • Recognise how different tasks make their body work, react and think in different ways. • Talk about their performance when working on a task.
Children who are MEETING expected levels of development will:	• Use maps and diagrams to orientate themselves around a simple course. • Begin planning sensible response to a challenge and can work and discuss problems as group. • Recognise what tasks have demanded of them physically. • Identify what parts of activity were successful.
Children who are EXCEEDING expected levels of development will:	• Attempt to adapt quickly to new situations by devising/asking for a range of solutions and put them into practice. • Demonstrate confidence when working in familiar environments and will pursue solutions in unfamiliar environments. • Understand clearly what a challenge is asking of them allowing them to take a leading role when working with others. • Discuss what makes effective performance and will suggest how to improve.

	•prepare effectively.
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Year 5/6

Gymnastics	
Children who are EMERGNG through expected Levels of development will:	• Select ideas, teach them to a partner and perform a 6 action sequence independently on floor and apparatus using speed and levels. • Make suggestions to improve quality of performance. • Demonstrate simple warm up activities and begin to describe changes in body.
Children who are MEETING expected levels of development will:	• Perform a sequence of 6-8 actions on floor and apparatus showing changes of level, speed and direction and hold balances on small body parts without support. • Show asymmetry and symmetry in their actions and will be able to turn round on a lateral axis (cartwheel). • Describe how to refine and improve and modify their performance. • Demonstrate activities for warming up and describe the effect that exercise has on their bodies.
Children who are EXCEEDING expected levels of development will:	• Adapt existing skills and use more complex apparatus. • Perform a complex balances e.g. head/ handstand and move into and out of balances in a controlled way. • compose a sequence independently and analyse a performance, demonstrating sound knowledge and understanding. • Lead a warm up and demonstrate all round safe practice.

Dance	
Children who are EMERGNG through expected Levels of development will:	• Demonstrate simple warm up activities and explore gestures and body actions e.g. flick, grab, float, strike. • Work in pairs or groups on a set dance. • Plan and perform a dance phrase in pairs including change of levels and direction. • Make suggestions to improve quality of performance.
Children who are MEETING expected levels of development will:	• Lead a warm up activity for dance. • Suggest movement patterns/body actions and show consistency and control. • link movement phrases fluently and plan and perform a series of dance phrases in pairs or small groups. • Describe how to refine and improve their performance.
Children who are EXCEEDING expected levels of development will:	• Describe the effects of exercise and lead a warm up session for dance. • Link movement phrases fluently showing great control while performing a variety of dance styles. • Demonstrate ability to refine and modify activities/dances. • Describe constructively how to refine, improve and modify their dance performance
Games	
Children who are EMERGNG through expected Levels of development will:	• Play a game (pairs/small group) with rules and scoring. • Kick/pass and control/catch a ball with feet/hands with accuracy and consistency. • Understand how to position yourself when attacking/defending.

	• Watch a partner and suggest improvements. • Explain a warm up/cool down and give reasons why it is done.
Children who are MEETING expected levels of development will:	• Throw/catch, pass/control with accuracy in appropriate situations within a game and consistently hit target when shooting. • Position themselves in appropriate and correct positions in games and make accurate decisions to move when attacking and defending. • Discuss and show simple tactics to overcome opposition. • Devise and perform own simple warm up to prepare for games.
Children who are EXCEEDING expected levels of development will:	• Deliver a ball in a specific direction using appropriate technique in a game situation with consistency & accuracy. • Apply appropriate rules to small sided games and can usually modify and develop tactics and strategies. • Play as part of a team and develop team performance. • Select and perform warm up activity specific to skills covered in lesson
Athletics	
Children who are EMERGING through expected Levels of development will:	• Understand & demonstrate differences between athletic techniques – sprinting/ running for sustained distance and show a range of throws and jumps while showing consistent technique and accuracy when performing all athletic actions. • Play different roles when working as a group. • Discuss how different warm ups affect heart rate and body temperature.

	• Begin to evaluate own and others performance.
Children who are MEETING expected levels of development will:	• Choose best pace for a running event and improving personal targets. • Show control at take off when jumping and show accuracy and good technique when throwing for distance. • Understand how stamina/power help improve performance. • Use a criteria to identify good performance and explain why it's good.
Children who are EXCEEDING expected levels of development will:	• Show good control, speed, strength and stamina when running, jumping and throwing. • Use good technique when completing a variety of athletic challenges and know the rules, organise and judge events. • Demonstrate suitable activities in warm ups that develop stamina or power. • Pick out important features of performance and make good suggestions on how to improve
Outdoor And Adventurous	
Children who are EMERGING through expected Levels of development will:	• Use maps and diagrams to orientate themselves around a simple course. • Begin planning sensible responses to a challenge and respond as challenge increases and can work and discuss problems as group. • Recognise what tasks have demanded of them physically. • Identify what parts of activity were successful.
Children who are MEETING expected levels of development will:	• Attempt to adapt quickly to new situations by devising/asking for a range of solutions and put them into practice.

	• Demonstrate confidence when working in familiar environments and will pursue solutions in unfamiliar environments. • Understand clearly what a challenge is asking of them allowing them to take a leading role when working with others. • Discuss what makes effective performance and will suggests how to improve. • Prepare effectively to suit the challenge.
Children who are EXCEEDING expected levels of development will:	• Adapt quickly to new situations by devising a range of solutions and putting them into practice. • Show confidence when working in familiar & unfamiliar environments. • Understand clearly what a challenge is asking of them and will take a leading role when working with others. • Discuss what makes effective performance and show how to improve weaknesses. • Prepare effectively to suit the challenge.