



Physical Education

at Liscard Primary School



Physical Education



Intent

Liscard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim especially as we are located on a peninsula. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Liscard Primary, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.



Implementation

At Liscard Primary, children receive a minimum of two hours PE each week which is delivered by specialist sports coaches. Children receive additional physical education through other curriculum areas that focus on mental health and well-being. The key knowledge and skills of each topic are mapped across each year group and our curriculum is designed specifically for our children. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. Within these areas, skills are developed systematically and progressively within a programme of study with each year group building on previous learning whilst preparing for subsequent years. Knowledge and skills are linked and with a focus on achievement of key stage end points, as informed by the National Curriculum.

We teach lessons/sessions so that children:

- experience a high quality Physical Education programme, School Sport and Physical Activity pupils develop physical competence and confidence and are given opportunities to become physically literate.
- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- we have an inclusive approach that targets all pupils and which endeavours to encourage not only physical development but also well-being.
- have opportunities to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches with specialist skills and those who have careers in sport). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with staff ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition through intra and inter school opportunities, and are immersed in a culture that celebrates the importance of good sporting attitudes. Children learn in a safe environment, one in which they develop physically, spiritually and mentally. We motivate children to utilise and embed key skills and knowledge independently; creating positive physical and mental lifestyle habits.

Impact

Children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the links between physical activity, and good mental health and well-being, and they recognise the importance of living a healthy lifestyle. Liscard Primary compete in a variety of inter school competitions and organise and facilitate a number of local authority competitions. Our excellent PE and School Sport provision has been recognised by the national body 'School Games' who awarded Liscard Primary with four consecutive years of gold standard award before increasing their grading to the highest standard of platinum award, which we have maintained for the last three years.

Physical Education

Development Matters		
Birth to Three	Three and Four-Year-Olds	Children in Reception
<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Claps and stamps to music ● Fits into spaces like tunnels, dens and large boxes and moves around in them ● Is enjoying starting to kick, throw and catch balls ● walks, runs, jumps and climbs- and is starting to use the stairs independently ● Spins, rolls and independently uses ropes and swings ● Sits on a push- along wheeled toy, uses a scooter or a tricycle <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Is developing manipulation and control ● Explores different materials and tools ● Uses large and small motor skills to do things independently ● Showing an increasing desire to be independent e.g. wanting to feed themselves, dress/ undress ● Starting to eat independently and learning to use a knife and fork 	<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Continuing to develop movement, balancing, riding (Scooters, trikes and bikes) and ball skills ● Goes up steps and stairs or climbs up apparatus using alternate feet ● Skips, hops, stands on one leg and can hold a posed for a game like musical statues ● Starting to take part in some group activities, which they make up for themselves or as a team ● Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm ● Matches developing physical skills to tasks in the setting e.g. decided whether to crawl, walk or run across a plank depending on its width ● Chooses the right resources to carry out a plan- e.g. a spade to enlarge a hole ● Collaborates with others to manage large items such as moving a plank safely, carrying large blocks <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Uses one handed tools and equipment e.g. makes snips in paper using scissors ● Uses a comfortable grip with good control when holding pens and pencils ● Shows preference for a dominant hand ● Increasingly independent as he gets dressed and undressed 	<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Revising and refining the fundamental movement skills already acquired ● Progressing towards a more fluent style of moving, with developing control and grace ● Is developing the overall body strength, coordination, balance and agility needed to engage in future PE sessions including dance, gymnastics, sport and swimming ● Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ● Is able to combine different movements with ease and fluency ● Confidently and safely uses a range of large and small apparatus indoors and outdoors alone and in a group ● Developing overall body strength, balance, coordination and agility ● Further developing skills they need to manage the school day- mealtimes/ lining up and queuing ● Developing confidence, competence precision and accuracy when engaging in activities that involve a ball <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Is developing the foundations of a handwriting style which is fast, accurate and efficient ● Developing small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils, paint brushes, scissors, knives, forks,
EARLY LEARNING GOALS		
<p>Gross Motor:</p> <ul style="list-style-type: none"> ● Demonstrates strength, balance and coordination when playing. ● Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. ● Is able to negotiate space and obstacles safely, with consideration for himself/ herself and others. <p>Fine Motor:</p> <ul style="list-style-type: none"> ● Is beginning to show accuracy and care when drawing. ● Holds a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. ● Uses a range of small tools, including scissors, paint brushes and cutlery. 		

National Curriculum: Subject Content - Physical Education

Key Stage 1

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

Pupils should be taught to:

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

Key Stage 2

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

Pupils should be taught to:

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

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

Physical Education Progression Map

Aspect	EYFS	Year1	Year2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> ● Showing increasing control when linking movements together ● Move freely with confidence in a range of ways ● Starting to experiment with different types of movements ● Jumping off objects safely and carefully 	<ul style="list-style-type: none"> ● Make their body curled, tense, stretched and relaxed ● Control body when travelling and balancing ● Copy sequences and repeat them ● Roll, curl, travel and balance in different ways ● Use under and over to move differently 	<ul style="list-style-type: none"> ● Move in a controlled and challenging way ● Include a change of height and direction in a sequence ● Work with a partner to create, repeat and improve a sequence with at least three phases 	<ul style="list-style-type: none"> ● Adapt sequences to suit different types of apparatus and criteria ● Explain how strength and suppleness/flexibility affect performance ● Work cooperatively with others to produce a routine 	<ul style="list-style-type: none"> ● Move in a controlled and challenging way ● Include a change of height and direction in a sequence ● Work with a partner to create, repeat and improve a sequence with at least three phases 	<ul style="list-style-type: none"> ● Make complex extended sequences ● Combine action, balance and shape ● Perform consistently to different audiences ● Offer constructive feedback to help others improve 	<ul style="list-style-type: none"> ● Combine own work with that of others ● Sequences to specific timings ● Adapt sequence and teach others key gymnastic movements
Dance	<ul style="list-style-type: none"> ● Responding to music showing appropriate movement and rhythm ● Showing increasing control when linking movements together ● Move freely with confidence in a range of ways ● Negotiating space carefully 	<ul style="list-style-type: none"> ● Perform own dance moves ● Copy or make up a short dance ● Move safely in a space ● Start and stop movement using music 	<ul style="list-style-type: none"> ● Change rhythm, speed, level and direction in dance ● Make a sequence by linking sections together ● Use dance to show a mood or feeling ● Perform in a small group to others 	<ul style="list-style-type: none"> ● Improvise freely and translate ideas from a stimulus into movement ● Share and create phrases with a partner and small group ● Remember and repeat dance perform phrases 	<ul style="list-style-type: none"> ● Take the lead when working with a partner or group ● Use dance to communicate an idea ● Use a theme as a stimulus to create ideas 	<ul style="list-style-type: none"> ● Compose own dances in a creative way ● Perform dance to an accompaniment ● Dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> ● Develop sequences in a specific style ● Choose own music and style
Basic movement and team games	<ul style="list-style-type: none"> ● Moving freely with confidence in a range of ways ● Running skilfully whilst negotiating space, adjusting speed and direction ● Travelling with confidence and skill when moving around, under, over and through equipment ● Show increasing control when 	<ul style="list-style-type: none"> ● ·Throw underarm towards a target ● ·Throw in different ways using different objects ● ·Coordinate their body with control ● ·Move around an area without collision and stop in a space ● ·Be able to change direction on command ● ·Jump and land with control 	<ul style="list-style-type: none"> ● ·Use hitting, kicking, throwing and/or rolling in a game ● ·Decide the best space to be in during a game ● ·Use a tactic in a game ● ·Follow rules ● ·Be able to catch from a low height and a close throw ● ·Throw towards a target with moderate accuracy ● ·Move in different ways, identify these and know how they look 				

	<p>throwing, catching and kicking a ball.</p> <ul style="list-style-type: none"> ● Move energetically such as running, jumping, dancing, hopping, skipping and climbing ● Negotiate space and obstacles safely, with consideration for themselves and others 	<ul style="list-style-type: none"> ● Move in different directions copying various movements 	<ul style="list-style-type: none"> ● Agility - change direction at speed to avoid chasers ● Show fairness and respect to others 				
Competitive Games				<ul style="list-style-type: none"> ● Be aware of space and use it to support team-mates and to cause problems for the opposition ● Know and use rules fairly ● Apply basic rules ● Begin to use suitable techniques ● Learn from not winning 	<ul style="list-style-type: none"> ● Throw and catch accurately ● Hit a ball accurately with control ● Vary tactics and adapt skills depending on what is happening in a game ● Work as a team to reduce the opposition scoring points e.g. striking and fielding 	<ul style="list-style-type: none"> ● Gain possession by working as a team and pass in different ways ● Choose a specific tactic for defending and attacking ● Use a number of techniques to pass, dribble and shoot ● Strike a ball, using a varied piece of equipment, into a space 	<ul style="list-style-type: none"> ● Agree and explain rules to others ● Work as a team and communicate a plan ● Lead others in a game situation when the need arises ● Show competency in a range of sports
Athletics				<ul style="list-style-type: none"> ● Run at fast, medium and slow speeds; changing speed and direction ● Take part in a relay, remembering when to run and what to do ● Identify different ways to jump linked to athletics 	<ul style="list-style-type: none"> ● Sprint over a short distance and show stamina when running over a long distance ● Jump in different ways, taking off on one foot and 2 feet, and landing with control 	<ul style="list-style-type: none"> ● Breakdown the technique of different jumping events and develop each area to provide an overall improvement ● Be able to measure with accuracy ● Throw with increasing distance 	<ul style="list-style-type: none"> ● Demonstrate stamina and increase strength ● Identify the attributes required for various events and be able to improve in their chosen event
Outdoor adventure				<ul style="list-style-type: none"> ● Demonstrate stamina and increase strength ● Identify the attributes required for various events and be able to improve in their chosen event 	<ul style="list-style-type: none"> ● Follow a map in a (more demanding) familiar context ● Follow a route within a time limit ● Mark on a map where they are 	<ul style="list-style-type: none"> ● Follow a map into an unknown location ● Use clues and a compass to navigate a route ● Change route to overcome a problem 	<ul style="list-style-type: none"> ● Plan a route and a series of clues for someone else ● Plan with others, taking account of safety and danger

				<ul style="list-style-type: none"> ● Measure and record results, link to personal best and aim to improve 		<ul style="list-style-type: none"> ● Use new information to change route ● Explain to others how their map is providing help 	<ul style="list-style-type: none"> ● Apply a strategy, work efficiently and effectively with the help of a map
Evaluating				<ul style="list-style-type: none"> ● Compare and contrast gymnastic sequences ● Recognise own improvement in invasion games 	<ul style="list-style-type: none"> ● Provide support and advice to others in gymnastics and dance ● Be prepared to listen to the ideas of others ● Work as team to develop others 	<ul style="list-style-type: none"> ● Articulate to others something a partner has done well and also something that can be improved ● Analyse - know why their own performance was better or not as good as their last 	<ul style="list-style-type: none"> ● Know which sports they are good at and find out how to improve further ● Modify and adapt games with their own ideas and teach this to others ● Identify activities to help improve performance



Physical Education - Attitudes to Learning

Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
EYFS	Competent Learner	Will begin to move with some basic control, balance and coordination using a range of movements. Will begin to become aware of those around them and will move with some understanding of safety	Can move with some basic control, balance and coordination using a range of movements. Safely negotiating space both in indoors and outdoors areas	Can move creatively with some basic control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas	Can move confidently and creatively with control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas	Can move confidently and creatively with control demonstrating balance coordination and agility using a range of large and small movements safely. Demonstrates some understanding of simple tactics for attack and defence.
	Active and Healthy Learner	Begins to understand that physical activity is good for our health and can differentiate activity from inactivity.	Understands that physical activity is good for our health and can differentiate activity from inactivity.	Shows some understanding of which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains the importance of being active and healthy and shows some understanding of the effects exercise has on the body
	Reflective Learner	Begin to follow simple instructions and rules. Begin to explain/comment on the simple actions and feelings	Follows simple instructions and rules. Can comment on the actions and feelings	Listens and responds to tasks and sounds and can follow instructions and rules. Comments on their own and others' actions and feelings with some accuracy.	Listens and responds to set tasks and sounds following set expectations and rules and can accurately comment on their own and others' actions and feelings	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their work
	Engaged Learner	Will dress and undress for PE with support. Will Begin to play nicely with other children sharing and taking turns.	Can dress and undress for PE with support and will ask for help if needed Plays nicely with other children sharing and taking turns.	Can dress and undress for PE with minimum help and will communicate appropriately if they need support. Plays nicely with other children cooperating, taking turns and working together.	Can dress and undress for PE promptly with minimum help and will communicate appropriately, selecting, preparing and handling resources effectively Plays nicely with other children cooperating, taking turns and can work together in small teams.	Can dress and undress for PE promptly without support Prepares themselves for PE and can select the correct resources handling them safely and correctly.
	Disciplined Learner	Begin to observe others showing a positive attitude towards activities and other students. Observe others working well with their peers by showing respect and listening well. Begin to stay on task.	Observe others showing a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Begin to show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Work well with others by showing respect and listening well. Stay on task and begin to be attentive in most tasks.



Physical Education - Attitudes to Learning

Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
Year 1	Competent Learner	Can move with some basic control, balance and coordination using a range of movements. Safely negotiating space both in indoors and outdoors areas	Can move creatively with some basic control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas	Can move confidently and creatively with control, balance and coordination using a range of large and small movements, including curling, tensing, stretching and relaxing. Safely negotiating space both in indoors and outdoors areas Throw and kick in different ways. Copy and perform a short routine.	Can move confidently and creatively with control demonstrating balance coordination and agility using a range of large and small movements safely. Demonstrates some understanding of simple tactics for attack and defence.	Can travel in a range of ways with balance, coordination and agility Can perform simple jumping actions with some control Can send, strike and receive objects with some control in a range of activities Understands how effective leadership supports performance Shows confidence and creativity and some understanding of how strategies and tactics can improve their work
	Active and Healthy Learner	Understands that physical activity is good for our health and can differentiate activity from inactivity.	Shows some understanding of which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains the importance of being active and healthy and shows some understanding of the effects exercise has on the body	Understands and explains the importance of being active and healthy and can demonstrate and explain the effects exercise has on the body
	Reflective Learner	Follows simple instructions and rules. Can comment on the actions and feelings	Listens and responds to tasks, and sounds and can follow instructions and rules. Comments on their own and others' actions and feelings with some accuracy.	Listens and responds to set tasks and sounds following set expectations and rules and can accurately comment on their own and others' actions and feelings	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their work	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their and others work
	Engaged Learner	Can dress and undress for PE with support and will ask for help if needed Plays nicely with other children sharing and taking turns.	Can dress and undress for PE with minimum help and will communicate appropriately if they need support. Plays nicely with other children cooperating, taking turns and working together.	Can dress and undress for PE promptly with minimum help and will communicate appropriately , selecting, preparing and handling resources effectively Plays nicely with other children cooperating, taking turns	Can dress and undress for PE promptly without support Prepares themselves for PE and can select the correct resources handling them safely and correctly.	Prepares themselves for PE and sport demonstrating understanding of appropriate kit and resources. Can work both in teams and alone effectively communicating and collaborating and regularly shows enthusiasm for PE and sport.
	Disciplined Learner	Observe others showing a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Begin to show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Work well with others by showing respect and listening well. Stay on task and begin to be attentive in most tasks.	Demonstrate a positive attitude to all activities and begin to be respectful towards others. Follow rules and listen well to instructions. Stay on task and be attentive in most activities.



Physical Education - Attitudes to Learning

Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
Year 2	Competent Learner	Can move creatively with some basic control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas	Can move confidently and creatively with control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas	Can move confidently and creatively with control demonstrating balance coordination and agility using a range of large and small movements safely. Plan and perform a sequence of movements. Make sequences linking sections together. Use dance to show a mood or feeling. Can send, strike and receive objects with some control in a range of activities. Demonstrates basic understanding of simple tactics.	Can travel in a range of ways with balance, coordination and agility Can perform simple jumping actions with some control Can send, strike and receive objects with increasing control in a range of activities Understands how effective leadership supports performance Shows confidence and creativity and some understanding of how strategies and tactics can improve their work	Consistently demonstrates improvements to their work showing confidence and creativity in PE. Can demonstrate how strategies and tactics improve their work Can travel in a range of ways with balance, coordination and increased agility, can also perform a range leaping and jumping actions with control Can send, strike and receive objects with some control and accuracy in a range of activities Demonstrates leadership qualities in different situations
	Active and Healthy Learner	Shows some understanding of which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains the importance of being active and healthy and shows some understanding of the effects exercise has on the body	Understands and explains the importance of being active and healthy and can demonstrate and explain the effects exercise has on the body	Shows understanding of speed endurance and stamina and how this affects our ability to remain active for sustained periods of time and how and why this affects our performance and development
	Reflective Learner	Listens and responds to tasks, and sounds and can follow instructions and rules. Comments on their own and others' actions and feelings with some accuracy.	Listens and responds to set tasks, and sounds following set expectations and rules and can accurately comment on their own and others' actions and feelings	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their work	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their and others work	Will consistently suggest ways to improve their own work with minimal guidance and understands the importance of reflection
	Engaged Learner	Can dress and undress for PE with minimum help and will communicate appropriately if they need support. Plays nicely with other children cooperating, taking turns and working together.	Can dress and undress for PE promptly with minimum help and will communicate appropriately, selecting, preparing and handling resources effectively Plays nicely with other children cooperating, taking turns and can work together in small teams.	Can dress and undress for PE promptly without support Prepares themselves for PE and can select the correct resources handling them safely and correctly. Cooperates and works well in teams	Prepares themselves for PE and sport demonstrating understanding of appropriate kit and resources. Can work both in teams and alone effectively communicating and collaborating and regularly shows enthusiasm for PE and sport.	Understands why preparation for PE and sport supports performance. Is motivated and enthused by PE and sport.
	Disciplined Learner	Begin to show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Work well with others by showing respect and listening well. Stay on task and begin to be attentive in most tasks.	Demonstrate a positive attitude to all activities and begin to be respectful towards others. Follow rules and listen well to instructions. Stay on task and be attentive in most activities.	Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. When working with others, wait their turn and show kindness and consideration to others.

Physical Education - Attitudes to Learning

Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
Year 3	Competent Learner	Can move confidently and creatively with control, balance and coordination using a range of large and small movements. Safely negotiating space both in indoors and outdoors areas	Can move confidently and creatively with control demonstrating balance coordination and agility using a range of large and small movements safely. Demonstrates some understanding of simple tactics for attack and defence.	Can travel in a range of ways with balance, coordination and agility. Can perform routines/sequence and can include basic apparatus within a routine/sequence Can send, strike and receive objects with some control in a range of activities Understands how effective leadership supports performance Shows confidence and creativity and some understanding of how strategies and tactics can improve their work Use simple clues to follow a route safely in a familiar context	Consistently demonstrates improvements to their work showing confidence and creativity in PE. Can demonstrate how strategies and tactics improve their work Can travel in a range of ways with balance, coordination and increased agility, can also perform a range (eg jumping and leaping) actions with control Can send, strike and receive objects with some control and accuracy in a range of activities Demonstrates leadership qualities in different situations Use clues to follow a route safely in context	Can perform and link range skills with control and consistency in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities Demonstrates originality, imagination and creativity in techniques, tactics and choreography. Takes the lead in a range of situations and activities, Use clues to follow a route safely in a more demanding context.
	Active and Healthy Learner	Understands and explains which activities are good for our health and why it is important to be physically active and eat healthy	Understands and explains the importance of being active and healthy and shows some understanding of the effects exercise has on the body	Understands and explains the importance of being active and healthy and can demonstrate and explain the effects exercise has on the body	Shows understanding of speed endurance and stamina and how this affects our ability to remain active for sustained periods of time and how and why this affects our performance and development	Understands the importance of speed, endurance and stamina and how this affects performance Can suggest activities to improve fitness levels and the importance of a healthy diet and lifestyle
	Reflective Learner	Listens and responds to set tasks, and sounds following set expectations and rules and can accurately comment on their own and others' actions and feelings	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their work	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their and others work	Will consistently suggest ways to improve their own work with minimal guidance and understands the importance of reflection	Will consistently improve their own work and others work through observation, effective communication and reflection
	Engaged Learner	Can dress and undress for PE promptly with minimum help and will communicate appropriately , selecting, preparing and handling resources effectively Plays nicely with other children cooperating, taking turns and can work together in small teams.	Can dress and undress for PE promptly without support Prepares themselves for PE and can select the correct resources handling them safely and correctly. Cooperates and works well in teams	Prepares themselves for PE and sport demonstrating understanding of appropriate kit and resources. Can work both in teams and alone effectively communicating and collaborating and regularly shows enthusiasm for PE and sport.	Understands why preparation for PE and sport supports performance. Is motivated and enthused by PE and sport.	Is always prepared for PE and sport activities and eagerly participates in every PE/Sport lesson Is motivated by competition and competes respectfully and fairly following rules
	Disciplined Learner	Show a positive attitude towards activities and other students. Begin to work well with others by showing respect and listening well. Begin to stay on task.	Show a positive attitude towards activities and other students. Work well with others by showing respect and listening well. Stay on task and begin to be attentive in most tasks.	Demonstrate a positive attitude to all activities and begin to be respectful towards others. Follow rules and listen well to instructions. Stay on task and be attentive in most activities.	Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. When working with others, wait their turn and show kindness and consideration to others.	Begin to show self-discipline within practical tasks and continue to demonstrate a positive attitude to all activities. Be respectful, kind and considerate when working with others. Take it in turns in group activities and offer support to their peers. Follow rules and listen well to all instructions.

Physical Education - Attitudes to Learning




Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
Year 4	Competent Learner	Can move confidently and creatively with control demonstrating balance coordination and agility using a range of large and small movements safely. Demonstrates some understanding of simple tactics for attack and defence.	Can travel in a range of ways with balance, coordination and agility Can perform simple jumping actions with some control Can send, strike and receive objects with some control in a range of activities Understands how effective leadership supports performance Shows confidence and creativity and some understanding of how strategies and tactics can improve their work	Consistently demonstrates improvements to their work showing confidence and creativity in PE. Can demonstrate how strategies and tactics improve their work Can travel in a range of ways, over varied distances, with control, balance, coordination and increased agility Can also perform a range leaping and jumping actions with control Can send, strike and receive objects with some control and accuracy in a range of activities Demonstrates multi-phase sequences Demonstrates leadership qualities in different situations Use clues to follow a route within a time limit	Can perform and link range skills with control and consistency in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities Demonstrates originality, imagination and creativity in techniques, tactics and choreography. Takes the lead in a range of situations and activities, Use clues to follow a more demanding route within a time limit	Consistently performs and competes in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities Uses originality, imagination and creativity in techniques, tactics and choreography to effectively improve performance Takes the lead in a range of situations and activities making suggestions that improve performance. Use clues to follow a demanding route, and overcome a problem, within a time limit
	Active and Healthy Learner	Understands and explains the importance of being active and healthy and shows some understanding of the effects exercise has on the body	Understands and explains the importance of being active and healthy and can demonstrate and explain the effects exercise has on the body	Shows understanding of speed endurance and stamina and how this affects our ability to remain active for sustained periods of time and how and why this affects our performance and development	Understands the importance of speed, endurance and stamina and how this affects performance Can suggest activities to improve fitness levels and the importance of a healthy diet and lifestyle	Can remain active for sustained periods of time and demonstrates a good level of fitness Understands how speed, endurance and stamina effects performance Shows good understanding of the importance of a healthy and balanced diet/lifestyle and how different food groups affect our body and performance
	Reflective Learner	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their work	Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their and others work	Will consistently suggest ways to improve their own work with minimal guidance and understands the importance of reflection	Will consistently improve their own work and others work through observation, effective communication and reflection	Will consistently and accurately improves their own and others work through observation, effective communication and reflection understanding what has made the performance effective
	Engaged Learner	Can dress and undress for PE promptly without support Prepares themselves for PE and can select the correct resources handling them safely and correctly. Cooperates and works well in teams	Prepares themselves for PE and sport demonstrating understanding of appropriate kit and resources. Can work both in teams and alone effectively communicating and collaborating and regularly shows enthusiasm for PE and sport.	Understands why preparation for PE and sport supports performance. Is motivated and enthused by PE and sport.	Is always prepared for PE and sport activities and eagerly participates in every PE/Sport lesson Is motivated by competition and competes respectfully and fairly following rules	Is eager to impress in PE and sport and displays an excellent sporting attitude. Stays on task for prolonged periods of time demonstrating perseverance in the whole range of activities
	Disciplined Learner	Show a positive attitude towards activities and other students. Work well with others by showing respect and listening well. Stay on task and begin to be attentive in most tasks.	Demonstrate a positive attitude to all activities and begin to be respectful towards others. Follow rules and listen well to instructions. Stay on task and be attentive in most activities.	Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. When working with others, wait their turn and show kindness and consideration to others.	Begin to show self-discipline within practical tasks and continue to demonstrate a positive attitude to all activities. Be respectful, kind and considerate when working with others. Take it in turns in group activities and offer support to their peers. Follow rules and listen well to all instructions.	Demonstrate self-discipline within all practical tasks and show a positive attitude through the lesson. Be kind, respectful and considerate with working with others. Show support for their peers and follow rules and listen well. Begin to take responsibility for their own behaviour.



Physical Education - Attitudes to Learning

Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
Year 5	Competent Learner	<p>Can travel in a range of ways with balance, coordination and agility Can perform simple jumping actions with some control</p> <p>Can send, strike and receive objects with some control in a range of activities</p> <p>Understands how effective leadership supports performance</p> <p>Shows confidence and creativity and some understanding of how strategies and tactics can improve their work</p>	<p>Consistently demonstrates improvements to their work showing confidence and creativity in PE.</p> <p>Can demonstrate how strategies and tactics improve their work</p> <p>Can travel in a range of ways with balance, coordination and increased agility, can also perform a range leaping and jumping actions with control</p> <p>Can send, strike and receive objects with some control and accuracy in a range of activities</p> <p>Demonstrates leadership qualities in different situations</p>	<p>Can perform and link range skills with control and consistency in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities</p> <p>Demonstrates originality, imagination, creativity in techniques and complex choreography - combine action, balance and shapes</p> <p>Demonstrate an understanding of tactics in attacking and defending</p> <p>Takes the lead in a range of situations and activities.</p> <p>Use a compass to follow a map into an unknown location</p> <p>Use mapping/problem solving skills to overcome a problem</p>	<p>Consistently performs and competes in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities</p> <p>Uses originality, imagination and creativity in techniques, tactics and choreography to effectively improve performance</p> <p>Demonstrate an understanding of tactics within varied situations</p> <p>Takes the lead in a range of situations and activities making suggestions that improve performance.</p> <p>They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances,</p>	<p>Performs and Competes in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities</p> <p>Techniques and ideas and apply them accurately and appropriately in different physical activities, when performing in different physical activities, they consistently show precision, control and fluency.</p> <p>They can draw on what they know about strategy, tactics and composition to produce effective outcomes</p> <p>They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances, taking the lead where possible to have an impact on performance.</p>
	Active and Healthy Learner	<p>Understands and explains the importance of being active and healthy and can demonstrate and explain the effects exercise has on the body</p>	<p>Shows understanding of speed endurance and stamina and how this affects our ability to remain active for sustained periods of time and how and why this affects our performance and development</p>	<p>Understands the importance of speed, endurance and stamina and how this affects performance</p> <p>Can suggest activities to improve fitness levels and the importance of a healthy diet and lifestyle</p>	<p>Can remain active for sustained periods of time and demonstrates a good level of fitness</p> <p>Understands how speed, endurance and stamina effects performance</p> <p>Shows good understanding of the importance of a healthy and balanced diet/lifestyle and how different food groups affect our body and performance</p>	<p>They remain active for sustained periods of time and demonstrate good levels of fitness</p> <p>They can explain how the body reacts during different types of activity and why physical activity is an essential component of a healthy lifestyle</p> <p>Understand how different components of fitness affect performance</p> <p>Can explain how appropriate food groups can affect performance and has a good understanding of general health.</p>
	Reflective Learner	<p>Listens and responds to set tasks, rules and can comment on their own and others' actions and feelings and can suggest ways to improve their and others work</p>	<p>Will consistently suggest ways to improve their own work with minimal guidance and understands the importance of reflection</p>	<p>Will consistently improve their own work and others work through observation, effective communication and reflection</p>	<p>Will consistently and accurately improves their own and others work through observation, effective communication and reflection</p> <p>understanding what has made the performance effective</p>	<p>They use imaginative ways to solve problems, overcome challenges</p> <p>They draw on what they know about strategy, tactics and composition and what they know about their own and others' strengths and weaknesses</p> <p>They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance and suggest ways to improve.</p>

	Engaged Learner	Prepares themselves for PE and sport demonstrating understanding of appropriate kit and resources. Can work both in teams and alone effectively communicating and collaborating and regularly shows enthusiasm for PE and sport.	Understands why preparation for PE and sport supports performance. Is motivated and enthused by PE and sport.	Is always prepared for PE and sport activities and eagerly participates in every PE/Sport lesson Is motivated by competition and competes respectfully and fairly following rules	Is eager to impress in PE and sport and displays an excellent sporting attitude. Stays on task for prolonged periods of time demonstrating perseverance in the whole range of activities	Consistently impresses in PE and sport and eagerly wish to be challenged and compete where possible while consistently displaying an excellent sporting attitude. Displays perseverance in all tasks set and is driven to succeed and entertain audiences
	Disciplined Learner	Demonstrate a positive attitude to all activities and begin to be respectful towards others. Follow rules and listen well to instructions. Stay on task and be attentive in most activities.	Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. When working with others, wait their turn and show kindness and consideration to others.	Begin to show self-discipline within practical tasks and continue to demonstrate a positive attitude to all activities. Be respectful, kind and considerate when working with others. Take it in turns in group activities and offer support to their peers. Follow rules and listen well to all instructions.	Demonstrate self-discipline within all practical tasks and show a positive attitude through the lesson. Be kind, respectful and considerate when working with others. Show support for their peers and follow rules and listen well. Begin to take responsibility for their own behaviour.	Confidently demonstrate self-discipline throughout the whole lesson. Show a positive attitude towards the lesson, their peers and the teacher. Be kind, respectful and considerate to everyone. Show support and offer guidance to their peers. Follow all rules and listen to all instructions. Take responsibility for their own behaviour and strive to achieve their best.

 Physical Education - Attitudes to Learning						
Year Group	Strands	Emergent	Established	Expected	Exceeding	Excelling
Year 6	Competent Learner	Consistently demonstrates improvements to their work showing confidence and creativity in PE. Can demonstrate how strategies and tactics improve their work Can travel in a range of ways with balance, coordination and increased agility, can also perform a range leaping and jumping actions with control Can send, strike and receive objects with some control and accuracy in a range of activities Demonstrates leadership qualities in different situations	Can perform and link range skills with control and consistency in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities Demonstrates originality, imagination and creativity in techniques, tactics and choreography. Takes the lead in a range of situations and activities,	Consistently performs and competes in a range of areas including invasive, net wall, striking and fielding games, athletic activities and creative Uses originality, imagination and creativity in techniques, tactics and choreography to effectively develop and improve performance combining work of their own with others. Takes the lead in a range of situations and activities making suggestions that improve performance.	Performs and Competes in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities Use techniques and ideas and apply them accurately and appropriately in different physical activities, when performing in different physical activities, they consistently show precision, control and fluency. They can draw on what they know about strategy, tactics and composition to produce effective outcomes They modify and refine skills and techniques to develop and improve their performance and adapt their actions in response to changing circumstances, taking the lead where possible to have an impact on performance.	Will confidently and creatively perform and compete in a range areas including invasive, net wall, striking and fielding games, creative and athletic activities Can confidently use techniques and ideas and apply them consistently with accuracy and appropriately when performing in different physical activities, they consistently show precision, control and fluency. They can work technically and strategically drawing on what they know about strategy, tactics and composition to produce effective outcomes They will constantly strive for excellence and modify and refine skills and techniques to improve individual and team performance and adapt their actions in response to changing circumstances, they will lead on team situations and will work hard for excellence
	Active and Healthy Learner	Shows understanding of speed endurance and stamina and how this affects our ability to remain active for sustained periods of time and how and why this affects our performance and development	Understands the importance of speed, endurance and stamina and how this affects performance Can suggest activities to improve fitness levels and the importance of a healthy diet and lifestyle	Can remain active for sustained periods of time and demonstrates a good level of fitness Understands how speed, endurance and stamina effects performance	They remain active for sustained periods of time and demonstrate good levels of fitness They can explain how the body reacts during different types of activity and	They remain active for sustained periods of time and demonstrate high levels of fitness They can explain how the body reacts during different types of activity and

				Shows good understanding of the importance of a healthy and balanced diet/lifestyle and how different food groups affect our body and performance	why physical activity is an essential component of a healthy lifestyle Understand how different components of fitness affect performance Can explain how appropriate food groups can affect performance and has a good understanding of general health.	why physical activity is an essential component of a healthy lifestyle Understand how different components of fitness affect performance Can explain how appropriate food groups can affect performance and has a good understanding of general health. They have a solid understanding of health and wellbeing and act as a role model and advocate for physical activity and sport
	Reflective Learner	Will consistently suggest ways to improve their own work with minimal guidance and understands the importance of reflection	Will consistently improve their own work and others work through observation, effective communication and reflection	Will consistently and accurately improve their own and others work through observation, effective communication and reflection as part of a team understanding what has made the performance effective.	They use imaginative ways to solve problems, overcome challenges They draw on what they know about strategy, tactics and composition and what they know about their own and others' strengths and weaknesses They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance and suggest ways to improve.	They confidently and creatively use imaginative ways to solve problems, overcome challenges and can explain their reasons. They will identify and discuss the effectiveness of what they know about strategy, tactics and composition and what they know about their own and others' strengths and weaknesses and how this impacts on performance. They use technical terms when analysing and commenting on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance and will suggest consistent correct ways to improve performance.
	Engaged Learner	Understands why preparation for PE and sport supports performance. Is motivated and enthused by PE and sport.	Is always prepared for PE and sport activities and eagerly participates in every PE/Sport lesson Is motivated by competition and competes respectfully and fairly following rules	Is eager to impress in PE and sport and displays an excellent sporting attitude. Stays on task for prolonged periods of most of the time demonstrates perseverance in the whole range of activities	Consistently impresses in PE and sport and likes to be challenged and compete where possible while consistently displaying a good sporting attitude. Displays perseverance in all tasks set and is driven to succeed.	Is always eager and consistently impresses in PE and sport and eagerly wishes to be challenged and compete where possible while consistently displaying an outstanding sporting attitude. Consistently displays perseverance in all tasks set and has a real drive to succeed and entertain. Often demonstrates skills such as discussing, debating, planning, creating and problem solving within tasks and activities.
	Disciplined Learner	Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. When working with others, wait their turn and show kindness and consideration to others.	Begin to show self-discipline within practical tasks and continue to demonstrate a positive attitude to all activities. Be respectful, kind and considerate when working with others. Take it in turns in group activities and offer support to their peers. Follow rules and listen well to all instructions.	Demonstrate self-discipline within all practical tasks and show a positive attitude through the lesson. Be kind, respectful and considerate with working with others. Show support for their peers and follow rules and listen well. Begin to take responsibility for their own behaviour.	Confidently demonstrate self-discipline throughout the whole lesson. Show a positive attitude towards the lesson, their peers and the teacher. Be kind, respectful and considerate to everyone. Show support and offer guidance to their peers. Follow all rules and listen to all instructions. Take responsibility for their own behaviour and strive to achieve their best.	Confidently demonstrate self-discipline throughout the whole lesson. Consistently show a positive attitude towards the lesson, their peers and the teacher. Always demonstrate kindness, respect and consideration to everyone. Show support and offer guidance to their peers. Follow all rules and listen to all instructions. Continue to take responsibility for their own behaviour and always strive to achieve their best.