

North Clifton Primary School: P.E. Disciplinary Knowledge Progression EYFS, Key Stage 1 and Key Stage 2

Statutory Framework for the Early Years: Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

National Curriculum Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using movement patterns.

National Curriculum 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.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|----------------------------|----------------------------|----------------------------|-----------------------|-------------------|----------------------------|----------------------------|
| Multiskills | Competent learner: | Competent learner: | Competent learner: | Competent learner: | Competent | Competent | Competent |
| -Ball Skills | Perform | Demonstrate some | Demonstrate some | Confidently | learner: | learner: | learner: |
| -Throwing and | fundamentals of | understanding of | understanding of | demonstrate | Confidently | Demonstrate | Demonstrate |
| catching | movement (ABC's) | simple tactics for | simple tactics for | creativity in their | demonstrate | effective | effective |
| -Sending and | with control and | attacking and | attacking and | work with control | creativity in | leadership | leadership |
| receiving | confidence | defending | defending | Demonstrate how | their work with | Demonstrate | Demonstrate |
| -Target games | Practice a range of | Perform | Perform | strategies and | control | improvements to | improvements to |
| -Striking | movements with | fundamentals of | fundamentals of | tactics can improve | Demonstrate | their work | their work |
| -Fielding | control | movement (ABC's) | movement (ABC's) | their work | how strategies | Demonstrate | Demonstrate |
| | demonstrating | with control and | with control and | Demonstrate | and tactics can | originality, | originality, |
| | balance & | confidence Safely | confidence Safely | improvements to | improve their | imagination and | imagination and |
| | coordination | negotiate space | negotiate space | their work | work | creativity in | creativity in |
| | Safely negotiate | both indoors and | both indoors and | Perform | Demonstrate | techniques, tactics | techniques, tactics |
| | space both indoors | outdoors | outdoors | fundamental | improvements | and choreography | and choreography |
| | and outdoors | Active & healthy | Active & healthy | movement skills in | to their work | Perform and link | Perform and link |
| | Active & healthy | learner: | learner: | a range of activities | Perform | skills with control | skills with control |
| | learner: | Recognise and | Recognise and | demonstrating | fundamental | and consistency | and consistency |
| | Understand and | describe how their | describe how their | balance, | movement skills | Perform/complete | Perform/complete |
| | explain the | body feels during | body feels during | coordination & | in a range of | fundamental | fundamental |
| | importance of good | and after activities | and after activities | agility | activities | sports skills with | sports skills with |
| | health, physical | Understand and | Understand and | Understanding of | demonstrating | control | control |
| | exercise and | explain the | explain the | effective leadership | balance, | Active & healthy | Active & healthy |
| | healthy food | importance of good | importance of good | Active & healthy | coordination & | learner: Clearly | learner: Clearly |
| | Understand and | health, physical | health, physical | learner: | agility | understand how | understand how |
| | explain which | exercise and | exercise and | Describe why | Understanding | personal fitness | personal fitness |
| | activities are good | healthy food | healthy food | physical activity is | of effective | can improve | can improve |
| | for our health | Understand and | Understand and | good for health and | leadership | performance | performance |
| | Reflective learner: | explain which | explain which | well-being | Active & | Demonstrate | Demonstrate |
| | Describe, explain | activities are good | activities are good | Recognise and | healthy learner: | sustained levels of | sustained levels of |
| | and comment on | for our health | for our health | describe how their | Describe why | fitness | fitness |
| | their own actions | Reflective learner: | Reflective learner: | body feels during | physical activity | Reflective learner: | Reflective learner: |
| | and feelings | Describe, explain | Describe, explain | and after activities | is good for | Consistently | Consistently |
| | Listen, respond to | and comment on | and comment on | Understand how to | health and | improve their work | improve their |
| | set tasks and | their own and | their own and | remain active for | wellbeing | Describe and | work Describe and |
| | sounds following | others' actions and | others' actions and | sustained periods | Recognise and | comment on their | comment on their |

| expectations and | feelings Listen, | feelings Listen, | of time | describe how | own and others' | own and others' |
|----------------------|----------------------|----------------------|------------------------|--------------------|----------------------|---------------------|
| rules | respond to set tasks | | | their body feels | performance with | performance with |
| Engaged learner: | and sounds | and sounds | Make judgements | during and after | accuracy of actions | accuracy of |
| Communicate, | following | following | to improve their | activities | Know what has | actions Know |
| select, prepare and | expectations and | expectations and | and others' work | Understand how | made their | what has made |
| handle appropriate | rules Make | rules Make | Respond to set | to remain active | performance | their performance |
| resources | judgements to | judgements to | tasks following | for sustained | ' effective | effective |
| effectively | improve their work | improve their work | rules and | periods of time | Engaged learner: | Engaged learner: |
| Dress and undress | Engaged learner: | Engaged learner: | expectations | Reflective | Compete | Compete |
| for PE promptly | Communicate, | Communicate, | Engaged learner: | learner: | respectfully and | respectfully and |
| Listen to others and | select, prepare and | select, prepare and | Demonstrate | Make | fairly following | fairly following |
| follow instruction | handle appropriate | handle appropriate | enthusiasm for PE | judgements to | rules Eagerly | rules Eagerly |
| Play and use a | resources | resources | Effectively | improve their | participate in every | participate in |
| range of skills | effectively | effectively | , communicate and | and others' | PE/Sport lesson | every PE/Sport |
| cooperatively, | , Cooperate and | , Cooperate and | collaborate with | work Respond | displaying | lesson displaying |
| taking turns and | work in small teams | work in small teams | each other | to set tasks | excellent sporting | excellent sporting |
| working together | Dress and undress | Dress and undress | Understand the | following rules | attitudes | attitudes |
| Disciplined Learner: | for PE promptly | for PE promptly | principles and | and | Effectively | Effectively |
| Show a positive | Listen to others and | Listen to others and | purpose of | expectations | communicate and | communicate and |
| attitude towards | follow instruction | follow instruction | preparing | Engaged | collaborate with | collaborate with |
| activities and other | Engaged learner: | Engaged learner: | effectively for PE | learner: | each other Work | each other Work |
| pupils | Show a positive | Show a positive | and sport Work | Demonstrate | independently for | independently for |
| Work well with | attitude towards | attitude towards | independently for | enthusiasm for | extended periods | extended periods |
| others by showing | activities and other | activities and other | extended periods of | PE Effectively | of time without the | of time without |
| respect | pupils Work well | pupils Work well | time without the | communicate | need for guidance | the need for |
| Stay on task | with others by | with others by | need for guidance | and collaborate | Engaged learner: | guidance |
| throughout the | showing respect | showing respect | Engaged learner: | with each other | Demonstrate self- | Engaged learner: |
| session | Dress and undress | Dress and undress | Demonstrate a | Understand the | discipline in all | Demonstrate self- |
| | for PE promptly | for PE promptly | positive attitude to | principles and | tasks Show a | discipline in all |
| | Stay on task | Stay on task | all activities and be | purpose of | positive attitude | tasks Show a |
| | throughout the | throughout the | respectful towards | preparing | throughout the | positive attitude |
| | lesson | lesson | others Follow rules | effectively for PE | lesson | throughout the |
| | | | and listen well to all | and sport Work | Be kind, respectful | lesson |
| | | | instructions Stay on | independently | and considerate | Be kind, respectful |
| | | | task and be | for extended | when working with | and considerate |
| | | | attentive in all | periods of time | others Show | when working |

| | | | activities Show | without the | support for their | with others Show |
|------------|---------------------|---------------------|-----------------------|------------------------|---------------------|---------------------|
| | | | kindness and | need for | peers Take | support for their |
| | | | consideration when | guidance | responsibility for | peers Take |
| | | | working with others | - | their own | responsibility for |
| | | | working with others | learner: | behaviour | their own |
| | | | | Demonstrate a | benaviour | behaviour |
| | | | | positive attitude | | Denaviour |
| | | | | 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 Show | | |
| | | | | kindness and | | |
| | | | | consideration | | |
| | | | | when working | | |
| | | | | with others | | |
| Gymnastics | Competent learner: | Competent learner: | Competent learner: | | Competent | Competent |
| , | Perform | Perform | Confidently | Confidently | learner: | learner: |
| | fundamentals of | fundamentals of | • | , demonstrate | Demonstrate | Demonstrate |
| | movement (ABC's) | movement (ABC's) | creativity in their | creativity in their | effective | effective |
| | with control and | with control and | • | work with control | leadership | leadership |
| | confidence Practice | confidence Practice | Demonstrate how | Demonstrate how | Demonstrate | Demonstrate |
| | a range of | a range of | strategies and | strategies and tactics | improvements to | improvements to |
| | movements with | movements with | tactics can improve | can improve their | their work | their work |
| | control | control | their work | work Demonstrate | Demonstrate | Demonstrate |
| | demonstrating | demonstrating | Demonstrate | improvements to | originality, | originality, |
| | balance & | balance & | improvements to | their work Perform | imagination and | imagination and |
| | coordination Safely | coordination Safely | | fundamental | creativity in | creativity in |
| | negotiate space | negotiate space | fundamental | movement skills in a | techniques, tactics | techniques, tactics |
| | both indoors and | both indoors and | movement skills in | range of activities | and choreography | and choreography |
| | outdoors | outdoors | a range of activities | Understanding of | Perform and link | Perform and link |

| Active & healthy | Active & healthy | Understanding of | effective leadership | skills with control | skills with control |
|----------------------------|----------------------------|----------------------------|------------------------|----------------------------|----------------------------|
| learner: Recognise | learner: Recognise | effective leadership | | and consistency | and consistency |
| and describe how | and describe how | • | learner: Describe | , | |
| | | Active & healthy | | Perform/complete | Perform/complete |
| their body feels | their body feels | learner: Describe | why physical activity | fundamental | fundamental |
| during and after | during and after | why physical | is good for health | sports skills with | sports skills with |
| activities | activities | activity is good for | and wellbeing | control | control |
| Understand and | Understand and | health and well- | Recognise and | Active & healthy | Active & healthy |
| explain the | explain the | being Recognise | describe how their | learner: Clearly | learner: Clearly |
| importance of good | importance of good | and describe how | body feels during | understand how | understand how |
| health, physical | health, physical | their body feels | and after activities | personal fitness | personal fitness |
| exercise and | exercise and | during and after | Understand how to | can improve | can improve |
| healthy food | healthy food | activities | remain active for | performance | performance |
| Understand and | Understand and | Understand how to | sustained periods of | Demonstrate | Demonstrate |
| explain which | explain which | remain active for | time | sustained levels of | sustained levels of |
| activities are good | activities are good | sustained periods | Reflective learner: | fitness Remain | fitness Remain |
| for our health | for our health | of time | Describe, explain and | active for | active for |
| Reflective learner: | Reflective learner: | Reflective learner: | comment on their | sustained periods | sustained periods |
| Describe, explain | Describe, explain | Describe, explain | own and others' | of time | of time |
| and comment on | and comment on | and comment on | actions and feelings | Reflective learner: | Reflective learner: |
| their own and | their own and | their own and | Make judgements to | Consistently | Consistently |
| others' actions and | others' actions and | others' actions and | improve their and | improve their work | improve their |
| feelings Listen, | feelings Listen, | feelings Make | others' work | Describe and | work Describe and |
| respond to set tasks | respond to set tasks | judgements to | Respond to set tasks | comment on their | comment on their |
| and sounds | and sounds | improve their and | following rules and | own and others' | own and others' |
| following | following | others' work | expectations | performance with | performance with |
| expectations and | expectations and | Respond to set | Engaged learner: | accuracy of actions | accuracy of |
| rules Make | rules Make | tasks following | Demonstrate | Know what has | actions Know |
| judgements to | judgements to | rules and | enthusiasm for PE | made their | what has made |
| improve their work | improve their work | expectations | Effectively | performance | their performance |
| Engaged learner: | Engaged learner: | Engaged learner: | communicate and | effective | effective |
| Communicate, | Communicate, | Demonstrate | collaborate with | Engaged learner: | Engaged learner: |
| select, prepare and | select, prepare and | enthusiasm for PE | each other | Compete | Compete |
| handle appropriate | handle appropriate | Effectively | Understand the | respectfully and | respectfully and |
| resources | resources | communicate and | principles and | fairly following | fairly following |
| effectively | effectively | collaborate with | purpose of preparing | | rules Eagerly |
| • | • | | | e , | • • |
| Cooperate and | Cooperate and | each other | effectively for PE and | participate in every | participate in |

| [| | | | 11.1.1 | | | |
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| | | work in small teams | work in small teams | Understand the | sport Work | PE/Sport lesson | every PE/Sport |
| | | Dress and undress | Dress and undress | principles and | independently for | displaying | lesson displaying |
| | | for PE promptly | for PE promptly | purpose of | extended periods of | excellent sporting | excellent sporting |
| | | Listen to others and | Listen to others and | preparing | time without the | attitudes | attitudes |
| | | follow instruction | follow instruction | effectively for PE | need for guidance | Effectively | Effectively |
| | C | Disciplined Learner: | Disciplined Learner: | and sport Work | Disciplined Learner: | communicate and | communicate and |
| | 5 | Show a positive | Show a positive | independently for | Demonstrate a | collaborate with | collaborate with |
| | a | attitude towards | attitude towards | extended periods of | positive attitude to | each other Work | each other Work |
| | a | activities and other | activities and other | time without the | all activities and be | independently for | independently for |
| | k | pupils Work well | pupils Work well | need for guidance | respectful towards | extended periods | extended periods |
| | V | with others by | with others by | Disciplined Learner | others Follow rules | of time without the | of time without |
| | S | showing respect | showing respect | Demonstrate a | and listen well to all | need for guidance | the need for |
| | S | Stay on task | Stay on task | positive attitude to | instructions Stay on | Disciplined | guidance |
| | t | throughout the | throughout the | all activities and be | task and be attentive | Learner: | Disciplined |
| | l. | lesson | lesson | respectful towards | in all activities Show | Demonstrate self- | Learner: |
| | | | | others Follow rules | kindness and | discipline in all | Demonstrate self- |
| | | | | and listen well to all | consideration when | tasks Show a | discipline in all |
| | | | | instructions Stay on | working with other | positive attitude | tasks Show a |
| | | | | task and be | | throughout the | positive attitude |
| | | | | attentive in all | | lesson Be kind, | throughout the |
| | | | | activities Show | | respectful and | lesson |
| | | | | kindness and | | considerate when | Be kind, respectful |
| | | | | consideration when | | working with | and considerate |
| | | | | working with others | | others Show | when working |
| | | | | - | | support for their | with others Show |
| | | | | | | peers Take | support for their |
| | | | | | | responsibility for | peers Take |
| | | | | | | their own | responsibility for |
| | | | | | | behaviour | their own |
| | | | | | | | behaviour |
| Dance | . Ca | ompetent learner | Competent learner | Competent learner | Competent learner | Competent | Competent |
| | | eginning to respond | Beginning to | Can demonstrate | Can demonstrate | learner Can | learner |
| | | o simple stimuli. | respond to simple | how to respond to a | how to respond to a | improve own and | Can improve own |
| | | an move | stimuli. Can move | wider range of | wider range of | other's | and other's |
| | | onfidently and | confidently and | stimuli. Can | stimuli. | performance. | performance. |
| | | reatively with | creatively with | | Can perform a range | Consistently | Consistently |
| L | CI | catificity with | | | can perform a range | | |

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| control, balance | | | of travelling, | performs a range if | performs a range |
| coordination. | and coordination. | - | jumping, and turning | travels, turns, | if travels, turns, |
| Can use a range o | of Can use a range of | with control. Can | actions with control. | jumps, gestures | jumps, gestures |
| movements. | movements. Safely | use level, direction | Can use level, | and stillness to a | and stillness to a |
| Safely negotiatin | g negotiating space. | and pathways, to | direction and | high skill level | high skill level |
| space. | Active & healthy | develop themes | pathways, to | demonstrating | demonstrating |
| Active & healthy | learner Recognise | and ideas. | develop themes and | technique, | technique, |
| learner Recognis | e and describe how | Consistently | ideas. | alignment and | alignment and |
| and describe hov | their body feels | demonstrates | Consistently | control. Takes the | control. Takes the |
| their body feels | during and after | improvements to | demonstrates | lead in a range of | lead in a range of |
| during and after | activities. | their work showing | improvements to | choreographic | choreographic |
| activities. | Understand and | confidence and | their work showing | situations and | situations and |
| Understand and | explain the | creativity in dance. | confidence and | activities making | activities making |
| explain the | importance of good | Demonstrates | creativity in dance. | suggestions that | suggestions that |
| importance of go | od health, physical | leadership qualities | Demonstrates | improve | improve |
| health, physical | exercise and | in the development | leadership qualities | performance. Uses | performance. |
| exercise and hea | thy healthy food. | of choreography. | in the development | originality, | Uses originality, |
| food. | Understand and | Active & healthy | of choreography. | imagination, and | imagination, and |
| Understand and | explain which | learner Describe | Active & healthy | creativity in | creativity in |
| explain which | activities are good | why physical | learner Describe | choreography to | choreography to |
| activities are goo | d for our health. | activity is good for | why physical activity | effectively convey | effectively convey |
| for our health. | Reflective learner | health and | is good for health | themes, ideas and | themes, ideas and |
| Reflective learne | r Describe, explain | wellbeing. | and wellbeing. | emotions. | emotions. |
| Describe, explain | and and comment on | Recognise and | Recognise and | Active & healthy | Active & healthy |
| comment on the | | describe how their | describe how their | learner Clearly | learner Clearly |
| own and others' | others' actions and | body feels during | body feels during | understand how | understand how |
| actions and feelin | ngs. feelings. Listen, | and after activities. | and after activities. | personal fitness | personal fitness |
| Listen, respond to | 0 | | | can improve | can improve |
| set tasks and sou | • | remain active for | remain active for | performance. | performance. |
| following | following | sustained periods | sustained periods of | Demonstrate | Demonstrate |
| expectations and | | of time. | time. | sustained levels of | sustained levels of |
| rules. | rules. Make | | Reflective learner | fitness. | fitness. |
| Make judgement | | Describe, explain, | Describe, explain, | Reflective learner | Reflective learner |
| improve their wo | | and comment on | and comment on | Consistently | Consistently |
| Engaged learner | Engaged learner | their own and | their own and | improve their | improve their |
| Communicate, | Communicate, | | others' actions and | work. Describe and | work. Describe |
| communicate, | communicate, | | others actions allu | | |

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| select, prepare an | | feelings. Make | feelings. | comment on their | and comment on |
| handle appropriat | | judgements to | Make judgements to | own and others' | their own and |
| resources effective | • | improve their and | improve their and | performance with | others' |
| Cooperate and wo | • | others' work. | others' work. | accuracy of | performance with |
| in small teams. | Cooperate and | Respond to set | Respond to set tasks | actions. Know | accuracy of |
| Dress and undress | work in small | tasks following | following rules and | what has made | actions. Know |
| for PE promptly. | teams. Dress and | rules and | expectations. | their performance | what has made |
| Listen to others ar | nd undress for PE | expectations. | Engaged learner | effective. | their performance |
| follow instructions | s. promptly. Listen to | Engaged learner | Demonstrate | Engaged learner | effective. |
| Disciplined learne | r others and follow | Demonstrate | enthusiasm for PE. | Compete | Engaged learner |
| Show a positive | instructions. | enthusiasm for PE. | Effectively | respectfully and | Compete |
| attitude towards | Disciplined learner | Effectively | communicate and | fairly following | respectfully and |
| activities and othe | r Show a positive | communicate and | collaborate with | rules. Eagerly | fairly following |
| pupils. | attitude towards | collaborate with | each other. | participate in every | rules. Eagerly |
| Work well with | activities and other | each other. | Understand the | PE/Sport lesson | participate in |
| others by showing | pupils. Work well | Understand the | principles and | displaying | every PE/Sport |
| respect. | with others by | principles and | purpose of preparing | excellent attitudes. | lesson displaying |
| Stay on task | showing respect. | purpose of | effectively for PE and | Effectively | excellent |
| throughout the | Stay on task | preparing | sport. | communicate and | attitudes. |
| lesson | throughout the | effectively for PE | Work independently | collaborate with | Effectively |
| | lesson. | and sport. Work | for extended periods | each other. Work | communicate and |
| | | independently for | of time without the | independently for | collaborate with |
| | | extended periods of | fneed for guidance. | extended periods | each other. Work |
| | | time without the | Disciplined learner | of time without the | independently for |
| | | need for guidance. | Demonstrate a | need for guidance. | extended periods |
| | | Disciplined learner | positive attitude to | Disciplined learner | of time without |
| | | Demonstrate a | all activities and be | Demonstrate self- | the need for |
| | | positive attitude to | respectful towards | discipline in all | guidance. |
| | | all activities and be | others. | tasks. Show a | Disciplined |
| | | | Follow rules and | positive attitude | learner |
| | | others. Follow rules | listen well to all | throughout the | Demonstrate self- |
| | | and listen well to al | | lesson. Be kind, | discipline in all |
| | | instructions. Stay | Stay on task and be | respectful and | tasks. Show a |
| | | on task and be | attentive in all | considerate when | positive attitude |
| | | attentive in all | activities. | working with | throughout the |
| | | activities. Show | Show kindness and | others. Show | lesson. Be kind, |
| ·I | | 1 | | _ | , |

| | | | kindness and consideration when working with others | - | support for their peers. Take responsibility for their own behaviour. | respectful and considerate when working with others. Show support for their peers. Take responsibility for their own |
|-----------------------|-----------------------|-----------------------|---|-----------------|---|---|
| | | | | | | behaviour. |
| Striking and fielding | Competent learner: | Competent learner: | Competent learner: | Competent | Competent | Competent |
| | Demonstrate some | Demonstrate some | Confidently | learner: | learner: | learner: |
| | understanding of | understanding of | demonstrate | Confidently | Demonstrate | Demonstrate |
| | simple tactics for | simple tactics for | creativity in their | demonstrate | effective | effective |
| | striking and fielding | striking and fielding | work with control | creativity in | leadership | leadership |
| | Perform | Perform | Demonstrate how | their work with | Demonstrate | Demonstrate |
| | fundamentals of | fundamentals of | strategies and | control | improvements to | improvements to |
| | movement (ABC's) | movement (ABC's) | tactics can improve | Demonstrate | their work | their work |
| | with control and | with control and | their work | how strategies | Demonstrate | Demonstrate |
| | confidence | confidence | Demonstrate | and tactics can | originality, | originality, |
| | Safely negotiate | Safely negotiate | improvements to | improve their | imagination and | imagination and |
| | space both indoors | space both indoors | their work | work | creativity in | creativity in |
| | and outdoors | and outdoors | Perform | Demonstrate | techniques, tactics | techniques, tactics |
| | Active & healthy | Active & healthy | fundamental | improvements | and choreography | and choreography |
| | learner: Recognise | learner: Recognise | movement skills in | to their work | Perform and link | Perform and link |
| | and describe how | and describe how | a range of activities | Perform | skills with control | skills with control |
| | their body feels | their body feels | demonstrating | fundamental | and consistency | and consistency |
| | during and after | during and after | balance, | movement skills | Perform/complete | Perform/complete |
| | activities | activities | coordination & | in a range of | fundamental | fundamental |
| | Understand and | Understand and | agility | activities | sports skills with | sports skills with |
| | explain the | explain the | Understanding of | demonstrating | control | control |
| | importance of good | importance of good | effective leadership | balance, | Active & healthy | Active & healthy |
| | health, physical | health, physical | Active & healthy | coordination & | learner: Clearly | learner: Clearly |
| | exercise and | exercise and | learner: Describe | agility | understand how | understand how |
| | healthy food | healthy food | why physical | Understanding | personal fitness | personal fitness |
| | Understand and | Understand and | activity is good for | of effective | can improve | can improve |
| | explain which | explain which | health and well | leadership | performance | performance |

| activities are good | activities are good | being | Active & | Demonstrate | Demonstrate |
|----------------------|-----------------------------|----------------------|-------------------|----------------------|---------------------|
| for our health | for our health | Recognise and | healthy learner: | sustained levels of | sustained levels of |
| Reflective learner: | Reflective learner: | describe how their | Describe why | fitness | fitness |
| Describe, explain | Describe, explain | body feels during | physical activity | Reflective learner: | Reflective learner: |
| and comment on | and comment on | and after activities | is good for | Consistently | Consistently |
| their own and | their own and | Understand how to | health and well | | improve their |
| | | | | improve their work | • |
| others' actions and | others' actions and | remain active for | being | Describe and | work Describe and |
| feelings Listen, | feelings Listen, | sustained periods | Recognise and | comment on their | comment on their |
| respond to set tasks | respond to set tasks | | describe how | own and others' | own and others' |
| and sounds | and sounds | Reflective learner: | their body feels | performance with | performance with |
| following | following | Describe, explain | during and after | accuracy of actions | accuracy of |
| expectations and | expectations and | and comment on | activities | Know what has | actions Know |
| rules Make | rules Make | their own and | Understand how | made their | what has made |
| judgements to | judgements to | others' actions and | to remain active | performance | their performance |
| improve their work | improve their work | feelings Make | for sustained | effective | effective |
| Engaged learner: | Engaged learner: | judgements to | periods of time | Engaged learner: | Engaged learner: |
| Communicate, | Communicate, | improve their and | Reflective | Compete | Compete |
| select, prepare and | select, prepare and | others' work | learner: | respectfully and | respectfully and |
| handle appropriate | handle appropriate | Respond to set | Describe, | fairly following | fairly following |
| resources | resources | tasks following | explain and | rules Eagerly | rules Eagerly |
| effectively | effectively | rules and | comment on | participate in every | participate in |
| Cooperate and | Cooperate and | expectations | their own and | PE/Sport lesson | every PE/Sport |
| work in small teams | work in small teams | Engaged learner: | others' actions | displaying | lesson displaying |
| Dress and undress | Dress and undress | Demonstrate | and feelings | excellent sporting | excellent sporting |
| for PE promptly | for PE promptly | enthusiasm for PE | Make | attitudes | attitudes |
| Listen to others and | Listen to others and | Effectively | judgements to | Effectively | Effectively |
| follow instruction | follow instruction | communicate and | improve their | communicate and | communicate and |
| Disciplined Learner: | Disciplined Learner: | collaborate with | and others' | collaborate with | collaborate with |
| Show a positive | Show a positive | each other | work Respond | each other Work | each other Work |
| attitude towards | attitude towards | Understand the | to set tasks | independently for | independently for |
| activities and other | activities and other | principles and | following rules | extended periods | extended periods |
| pupils Work well | pupils Work well | purpose of | and | of time without the | of time without |
| with others by | with others by | preparing | expectations | need for guidance | the need for |
| showing respect | showing respect | effectively for PE | Engaged | Disciplined | guidance |
| Stay on task | Stay on task | and sport Work | learner: | Learner: | Disciplined |
| throughout the | throughout the | independently for | Demonstrate | Demonstrate self- | Learner: |
| | | | Demonstrate | Demonstrate Sell- | Learner. |

| | I. | | , I | ام | | | D |
|---|----|-------|--------|------------------------|--------------------|--------------------|--------------------|
| | le | esson | lesson | extended periods of | | discipline in all | Demonstrate self- |
| | | | | time without the | PE Effectively | tasks Show a | discipline in all |
| | | | | need for guidance | communicate | positive attitude | tasks Show a |
| | | | | Disciplined Learner: | and collaborate | throughout the | positive attitude |
| | | | | Demonstrate a | with each other | lesson Be kind, | throughout the |
| | | | | positive attitude to | Understand the | respectful and | lesson Be kind, |
| | | | | all activities and be | principles and | considerate when | respectful and |
| | | | | respectful towards | purpose of | working with | considerate when |
| | | | | others Follow rules | preparing | others Show | working with |
| | | | | and listen well to all | effectively for PE | support for their | others Show |
| | | | | instructions Stay on | and sport Work | peers Take | support for their |
| | | | | task and be | independently | responsibility for | peers Take |
| | | | | attentive in all | for extended | their own | responsibility for |
| | | | | activities Show | periods of time | behaviour | their own |
| | | | | kindness and | without the | | behaviour |
| | | | | consideration when | need for | | |
| | | | | working with others | guidance | | |
| | | | | | 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 Show | | |
| | | | | | kindness and | | |
| | | | | | consideration | | |
| | | | | | when working | | |
| | | | | | with others | | |
| L | | | | | with others | | |

| Athletics | Competent learner | Competent learner | Competent learner | Competent | Competent | Competent |
|-----------|---------------------------|----------------------|-----------------------|-------------------|---------------------|---------------------|
| | Practice a range of | Practice a range of | Confidently | learner | learner | learner |
| | movements with | movements with | demonstrate | Confidently | Demonstrate | Demonstrate |
| | control | control | creativity in their | demonstrate | effective | effective |
| | demonstrating | demonstrating | work with control | creativity in | leadership | leadership |
| | balance & | balance & | Demonstrate how | their work with | Demonstrate | Demonstrate |
| | coordination | coordination | strategies and | control | improvements to | improvements to |
| | Perform | Perform | tactics can improve | Demonstrate | their work | their work |
| | fundamentals of | fundamentals of | their work | how strategies | Demonstrate | Demonstrate |
| | movement (ABC's) | movement (ABC's) | Demonstrate | and tactics can | originality, | originality, |
| | with control and | with control and | improvements to | improve their | imagination and | imagination and |
| | confidence | confidence Safely | their work Perform | work | creativity in | creativity in |
| | Safely negotiate | negotiate space | fundamental | Demonstrate | techniques, tactics | techniques, tactics |
| | space both indoors | both indoors and | movement skills in | improvements | and choreography | and choreography |
| | and outdoors | outdoors | a range of activities | to their work | Perform and link | Perform and link |
| | Active & healthy | Active & healthy | Understanding of | Perform | skills with control | skills with control |
| | learner | learner | effective leadership | fundamental | and consistency | and consistency |
| | Recognise and | Recognise and | Active & healthy | movement skills | Perform/complete | Perform/complete |
| | describe how their | describe how their | learner | in a range of | fundamental | fundamental |
| | body feels during | body feels during | Describe why | activities | sports skills with | sports skills with |
| | and after activities | and after activities | physical activity is | Understanding | control Active & | control Active & |
| | | Understand and | good for health and | of effective | healthy learner: | healthy learner: |
| | Understand and | explain the | well-being | leadership | Clearly understand | Clearly |
| | explain the | importance of good | Recognise and | Active & | how personal | understand how |
| | importance of good | health, physical | describe how their | healthy learner | fitness can | personal fitness |
| | health, physical | exercise and | body feels during | Describe why | improve | can improve |
| | exercise and healthy | healthy food | and after activities | physical activity | performance | performance |
| | food Understand | Understand and | Understand how to | is good for | Demonstrate | Demonstrate |
| | and explain which | explain which | remain active for | health and | sustained levels of | sustained levels of |
| | activities are good | activities are good | sustained periods | wellbeing | fitness Remain | fitness Remain |
| | for our health | for our health | of time | Recognise and | active for | active for |
| | Reflective learner | Reflective learner | Reflective learner | describe how | sustained periods | sustained periods |
| | Describe, explain | Describe, explain | Describe, explain | their body feels | of time Reflective | of time Reflective |
| | and comment on | and comment on | and comment on | during and after | learner | learner |
| | their own and | their own and | their own and | activities | Consistently | Consistently |
| | others' actions and | others' actions and | others' actions and | Understand how | improve their work | improve their |

| | C 1* 1 * . | factions | faalinga Marka | to some is a still a | Describe | work Describes and |
|---|-------------------|----------------------|------------------------|----------------------|----------------------|--------------------|
| | feelings Listen, | feelings Listen, | feelings Make | to remain active | Describe and | work Describe and |
| | respond to set ta | | | for sustained | comment on their | comment on their |
| | and sounds follo | 0 | improve their and | periods of time | own and others' | own and others' |
| | expectations and | | others' work | Reflective | performance with | performance with |
| | rules Make | expectations and | Respond to set | learner | accuracy of actions | accuracy of |
| | judgements to | rules Make | tasks following | Describe, | Know what has | actions Know |
| | improve their wo | ork judgements to | rules and | explain and | made their | what has made |
| | | improve their work | expectations | comment on | performance | their performance |
| | | Engaged learner | Engaged learner | their own and | effective | effective |
| | | Communicate, | Demonstrate | others' actions | Engaged learner | Engaged learner |
| | | select, prepare and | enthusiasm for PE | and feelings | Compete | Compete |
| | | handle appropriate | Effectively | Make | respectfully and | respectfully and |
| | | resources | communicate and | judgements to | fairly following | fairly following |
| | | effectively | collaborate with | improve their | rules Eagerly | rules Eagerly |
| | | Cooperate and | each other | and others' | participate in every | participate in |
| | | work in small teams | Understand the | work Respond | PE/Sport lesson | every PE/Sport |
| | | Dress and undress | principles and | to set tasks | displaying | lesson displaying |
| | | for PE promptly | purpose of | following rules | excellent sporting | excellent sporting |
| | | Listen to others and | preparing | and | attitudes | attitudes |
| | | follow instruction | effectively for PE | expectations | Effectively | Effectively |
| | | Disciplined Learner | and sport Work | Engaged learner | communicate and | communicate and |
| | | Show a positive | independently for | Demonstrate | collaborate with | collaborate with |
| | | attitude towards | extended periods of | enthusiasm for | each other Work | each other Work |
| | | activities and other | time without the | PE Effectively | independently for | independently for |
| | | pupils Work well | need for guidance | communicate | extended periods | extended periods |
| | | with others by | Disciplined Learner | and collaborate | of time without the | of time without |
| | | showing respect | Demonstrate a | with each other | need for guidance | the need for |
| | | Stay on task | positive attitude to | Understand the | Disciplined | guidance |
| | | throughout the | all activities and be | principles and | Learner | Disciplined |
| | | lesson | respectful towards | purpose of | Demonstrate self- | Learner |
| | | | others Follow rules | preparing | discipline in all | Demonstrate self- |
| | | | and listen well to all | | tasks Show a | discipline in all |
| | | | instructions Stay on | and sport Work | positive attitude | tasks Show a |
| | | | task and be | independently | throughout the | positive attitude |
| | | | attentive in all | for extended | lesson Be kind, | throughout the |
| | | | activities Show | periods of time | respectful and | lesson Be kind, |
| | | | | | | |
| L | I I | | 1 | I | L | 1 |

| | Engaged learner Communicate, select, prepare and handle appropriate resources effectively Cooperate and work in small teams Dress and undress for PE promptly Listen to others and follow instruction Disciplined Learner Show a positive attitude towards | | kindness and consideration when working with others | without the need for guidance 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 Show | considerate when working with others Show support for their peers Take responsibility for their own behaviour | respectful and considerate when working with others Show support for their peers Take responsibility for their own behaviour |
|-----------------------------|---|--|---|---|--|--|
| Invasion games -Handball | attitude towards activities and other pupils Work well with others by showing respect Stay on task throughout the lesson Competent learner Demonstrate some | Competent learner Demonstrate some | Competent learner : Confidently | kindness and consideration when working with others | Competent learner | Competent learner |
| -Tag Rugby | understanding of | understanding of | demonstrate | demonstrate | Demonstrate | Demonstrate |
| -Netball | simple tactics for | simple tactics for | creativity in their | creativity in their | effective | effective |
| -Lacrosse | attacking and | attacking and | work with control | work with control | leadership | leadership |
| -Quidditch | defending. Perform | defending. Perform | Demonstrate how | Demonstrate how | Demonstrate | Demonstrate |
| -Unihoc | fundamentals of | fundamentals of | | strategies and tactics | improvements to | improvements to |
| | movement (ABC's) | movement (ABC's) | | can improve their | their work | their work |
| | with control and | with control and | their work | work | Demonstrate | Demonstrate |
| | confidence. Safely | confidence. Safely | Demonstrate | Demonstrate | originality, | originality, |

| [] | | | | | | |
|----|----------------------|---------------------------|-----------------------|-----------------------|---------------------|---------------------------|
| | negotiate space | negotiate space | improvements to | improvements to | imagination and | imagination and |
| | both indoors and | both indoors and | their work Perform | their work | creativity in | creativity in |
| | outdoors. | outdoors. | fundamental | Perform | techniques, tactics | techniques, tactics |
| | Active and healthy | Active and healthy | movement skills in | fundamental | and choreography | and choreography |
| | learner | learner | a range of activities | movement skills in a | Perform and link | Perform and link |
| | Recognise and | Recognise and | demonstrating | range of activities | skills with control | skills with control |
| | describe how their | describe how their | balance, | demonstrating | and consistency | and consistency |
| | body feels during | body feels during | coordination & | balance, | Perform/complete | Perform/complete |
| | and after activities | and after activities | agility | coordination & | fundamental | fundamental |
| | Understand and | Understand and | Understanding of | agility | sports skills with | sports skills with |
| | explain the | explain the | effective leadership | Understanding of | control | control |
| | importance of good | importance of good | Active & healthy | effective leadership | Active & healthy | Active & healthy |
| | health, physical | health, physical | learner: | Active & healthy | learner Clearly | learner Clearly |
| | exercise, and | exercise, and | Describe why | learner: Describe | understand how | understand how |
| | healthy food | healthy food | physical activity is | why physical activity | personal fitness | personal fitness |
| | Understand and | Understand and | good for health and | is good for health | can improve | can improve |
| | explain which | explain which | wellbeing | and wellbeing | performance | performance |
| | activities are good | activities are good | Recognise and | Recognise and | Demonstrate | Demonstrate |
| | for our health | for our health | describe how their | describe how their | sustained levels of | sustained levels of |
| | Reflective learner | Reflective learner | body feels during | body feels during | fitness | fitness |
| | Describe, explain, | Describe, explain, | and after activities | and after activities | Reflective learner | Reflective learner |
| | and comment on | and comment on | Understand how to | Understand how to | Consistently | Consistently |
| | their own and | their own and | remain active for | remain active for | improve their work | improve their |
| | others' actions and | others' actions and | sustained | sustained | Describe and | work Describe and |
| | feelings Listen, | feelings Listen, | Reflective learner: | | comment on their | comment on their |
| | respond to set tasks | respond to set tasks | Describe, explain, | Reflective learner: | own and others' | own and others' |
| | and sounds | and sounds | and comment on | | performance with | performance with |
| | following | following | their own and | Describe, explain, | accuracy of actions | accuracy of |
| | expectations and | expectations and | others' actions and | and comment on | Know what has | actions Know |
| | rules Make | rules Make | feelings Make | their own and | made their | what has made |
| | judgements to | judgements to | judgements to | others' actions and | performance | their performance |
| | improve their work | improve their work | improve their and | feelings | effective | effective |
| | Engaged learner | Engaged learner | others' work | Make judgements to | Engaged learner | Engaged learner |
| | Communicate, | Communicate, | Respond to set | improve their and | Compete | Compete |
| | select, prepare and | select, prepare and | tasks following | others' work | respectfully and | respectfully and |
| | handle appropriate | handle appropriate | rules and | Respond to set tasks | fairly following | fairly following |
| | | | | nespond to set tasks | , | , |

| <u> </u> | | | <u> </u> | | |
|----------------------------|----------------------------|-----------------------------|------------------------|----------------------------|--------------------|
| resources | resources | • | following rules and | rules Eagerly | rules Eagerly |
| effectively | effectively | ••• | expectations | participate in every | participate in |
| Cooperate and | Cooperate and | | Engaged learner: | PE/Sport lesson | every PE/Sport |
| within small teams | within small teams | | Demonstrate | displaying | lesson displaying |
| Dress and undress | Dress and undress | Effectively | enthusiasm for PE | excellent sporting | excellent sporting |
| for PE promptly | for PE promptly | communicate and | Effectively | attitudes | attitudes |
| Listen to others and | Listen to others and | collaborate with | communicate and | Effectively | Effectively |
| follow instruction | follow instruction | each other | collaborate with | communicate and | communicate and |
| Disciplined Learner | Disciplined Learner | Understand the | each other | collaborate with | collaborate with |
| Show a positive | Show a positive | principles and | Understand the | each other Work | each other Work |
| attitude towards | attitude towards | purpose of | principles and | independently for | independently for |
| activities and other | activities and other | preparing | purpose of preparing | extended periods | extended periods |
| pupils Work well | pupils Work well | effectively for PE | effectively for PE and | of time without the | of time without |
| with others by | with others by | and sport Work | sport | need for guidance | the need for |
| showing respect | showing respect | independently for | Work independently | Disciplined learner | guidance |
| Stay on task | Stay on task | extended periods of | for extended periods | Demonstrate self- | Disciplined |
| throughout lessons | throughout lessons | time without the | of time without the | discipline in all | learner |
| | | need for guidance | need for guidance | tasks Show a | Demonstrate self- |
| | | Disciplined Learner: | Disciplined Learner: | positive attitude | discipline in all |
| | | Demonstrate a | Demonstrate a | throughout the | tasks Show a |
| | | positive attitude to | positive attitude to | lesson Be kind, | positive attitude |
| | | all activities and be | all activities and be | respectful and | throughout the |
| | | respectful towards | respectful towards | considerate when | lesson Be kind, |
| | | others Follow rules | | working with | respectful and |
| | | and listen well to all | Follow rules and | others Show | considerate when |
| | | instructions Stay on | | support for their | working with |
| | | | instructions | peers Take | others Show |
| | | attentive in all | Stay on task and be | responsibility for | support for their |
| | | | attentive in all | their own | peers Take |
| | | | activities | behaviour | responsibility for |
| | | consideration when | | | their own |
| | | working with others | | | behaviour |
| | | | working with others | | |
| | | | | | |
| | | | | | |

| OAA (Outside | | Competent learner | Competent | Competent | Competent |
|--------------|--|---------------------------|-------------------|---------------------|---------------------------|
| adventurous | | Confidently | learner | learner | learner |
| activities) | | demonstrate | Confidently | Demonstrate | Demonstrate |
| | | creativity in their | demonstrate | effective | effective |
| | | work Demonstrate | creativity in | leadership | leadership |
| | | how strategies and | their work | Demonstrate | Demonstrate |
| | | tactics can improve | Demonstrate | improvements to | improvements to |
| | | their work | how strategies | their work | their work |
| | | Demonstrate | and tactics can | Demonstrate | Demonstrate |
| | | improvements to | improve their | originality, | originality, |
| | | their work | work | imagination and | imagination and |
| | | Understanding of | Demonstrate | creativity | creativity |
| | | effective leadership | improvements | Active & healthy | Active & healthy |
| | | Active & healthy | to their work | learner | learner |
| | | learner | Understanding | Clearly understand | Clearly |
| | | Describe why | of effective | how personal | understand how |
| | | physical activity is | leadership | fitness can | personal fitness |
| | | good for health and | Active & | improve | can improve |
| | | wellbeing | healthy learner | performance | performance |
| | | Recognise and | Describe why | Demonstrate | Demonstrate |
| | | describe how their | physical activity | sustained levels of | sustained levels of |
| | | body feels during | is good for | fitness | fitness |
| | | and after activities | health and | Reflective learner | Reflective learner |
| | | Understand how to | wellbeing | Consistently | Consistently |
| | | remain active for | Recognise and | improve their work | improve their |
| | | sustained periods | describe how | Describe and | work Describe and |
| | | of time | their body feels | comment on their | comment on their |
| | | Reflective learner | during and after | own and others' | own and others' |
| | | Describe, explain | activities | performance with | performance with |
| | | and comment on | Understand how | accuracy of actions | accuracy of |
| | | their own and | to remain active | Know what has | actions Know |
| | | others' actions and | for sustained | made their | what has made |
| | | feelings Make | periods of time | performance | their performance |
| | | judgements to | Reflective | effective | effective |
| | | improve their and | learner | Engaged learner | Engaged learner |
| | | others' work | Describe, | Compete | Compete |

| Respond to set explain and | respectfully and | respectfully and |
|---|---------------------------------|---|
| | | • • |
| Ū į | | fairly following |
| rules and their own and | rules Eagerly | rules Eagerly |
| expectations others' actions | participate in every | participate in |
| Engaged learner and feelings | PE/Sport lesson | every PE/Sport |
| Demonstrate Make | displaying | lesson displaying |
| enthusiasm for PE judgements to | excellent sporting | excellent sporting |
| Effectively improve their | attitudes | attitudes |
| communicate and and others' | Effectively | Effectively |
| collaborate with work Respond | communicate and | communicate and |
| each other to set tasks | collaborate with | collaborate with |
| Understand the following rules | each other Work | each other Work |
| principles and and | independently for | independently for |
| purpose of expectations | extended periods | extended periods |
| preparing Engaged learner | of time without the | of time without |
| effectively for PE Demonstrate | need for guidance | the need for |
| and sport Work enthusiasm for | Disciplined | guidance |
| independently for PE Effectively | Learner | Disciplined |
| extended periods of communicate | Demonstrate self- | Learner |
| time without the and collaborate | discipline in all | Demonstrate self- |
| need for guidance with each other | tasks Show a | discipline in all |
| Disciplined learner Understand the | positive attitude | tasks Show a |
| Demonstrate a principles and | throughout the | positive attitude |
| positive attitude to purpose of | lesson Be kind, | throughout the |
| all activities and be preparing | respectful and | lesson Be kind, |
| respectful towards effectively for PE | considerate when | respectful and |
| others Follow rules and sport Work | working with | considerate when |
| and listen well to all independently | others Show | working with |
| instructions Stay on for extended | support for their | others Show |
| | peers Take | support for their |
| task and be I periods of time | | |
| task and be periods of time | • | •• |
| attentive in all without the | responsibility for | peers Take |
| attentive in all without the activities Show need for | responsibility for their own | peers Take responsibility for |
| attentive in all without the activities Show need for kindness and guidance | responsibility for | peers Take responsibility for their own |
| attentive in allwithout theactivities Showneed forkindness andguidanceconsideration whenDisciplined | responsibility for their own | peers Take responsibility for |
| attentive in all without the activities Show need for kindness and guidance | responsibility for their own | peers Take responsibility for their own |

| | | | | 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 Show | | |
| | | | | kindness and | | |
| | | | | consideration | | |
| | | | | when working | | |
| | | | | with others | | |
| Net and Wall | Competent learner | Competent learner | Competent learner | Competent | Competent | Competent |
| -Tennis | Practice a range of | Practice a range of | Confidently | learner | learner | learner |
| -Badminton | movements with | movements with | demonstrate | Confidently | Demonstrate | Demonstrate |
| | control | control | creativity in their | demonstrate | effective | effective |
| | demonstrating | demonstrating | work with control | creativity in | leadership | leadership |
| | balance & | balance & | Demonstrate how | their work with | Demonstrate | Demonstrate |
| | coordination | coordination | strategies and | control | improvements to | improvements to |
| | Perform | Perform | tactics can improve | Demonstrate | their work | their work |
| | fundamentals of | fundamentals of | their work | how strategies | Demonstrate | Demonstrate |
| | movement (ABC's) | movement (ABC's) | Demonstrate | and tactics can | originality, | originality, |
| | with control and | with control and | improvements to | improve their | imagination and | imagination and |
| | confidence Safely | confidence Safely | their work Perform | work | creativity in | creativity in |
| | negotiate space | negotiate space | fundamental | Demonstrate | techniques, tactics | techniques, tactics |
| | both indoors and | both indoors and | movement skills in | improvements | and choreography | and choreography |
| | outdoors | outdoors | a range of activities | to their work | Perform and link | Perform and link |
| | Active & healthy | Active & healthy | demonstrating | Perform | skills with control | skills with control |
| | learner Recognise | learner Recognise | balance, | fundamental | and consistency | and consistency |
| | and describe how | and describe how | coordination & | movement skills | Perform/complete | Perform/complete |
| | their body feels | their body feels | agility | in a range of | fundamental | fundamental |
| | during and after | during and after | Understanding of | activities | sports skills with | sports skills with |
| | activities | activities | effective leadership | demonstrating | control | control |

| Understa | nd and Understand and | Active & healthy | balance, | Active & healthy | |
|-------------|--------------------------------|----------------------|-------------------|----------------------|---------------------------|
| explain th | | learner | coordination & | learner Clearly | Active & healthy |
| - | ce of good importance of good | | agility | understand how | learner Clearly |
| health, ph | a 1 a | physical activity is | Understanding | personal fitness | understand how |
| exercise a | | good for health and | of effective | • | personal fitness |
| | | • | leadership | can improve | • |
| healthy fo | | wellbeing | | performance | can improve |
| Understa | | Recognise and | Active & | Demonstrate | performance |
| explain w | • | describe how their | healthy learner | sustained levels of | Demonstrate |
| activities | | | Describe why | fitness | sustained levels of |
| for our he | | and after activities | physical activity | Reflective learner | fitness |
| Reflective | | | is good for | Consistently | Reflective learner |
| Describe, | | remain active for | health and | improve their work | Consistently |
| and comm | | sustained periods | wellbeing | Describe and | improve their |
| their own | and their own and | of time | Recognise and | comment on their | work Describe and |
| others' ac | tions and others' actions an | | describe how | own and others' | comment on their |
| feelings Li | isten, feelings Listen, | Describe, explain | their body feels | performance with | own and others' |
| respond t | o set tasks respond to set tas | ks and comment on | during and after | accuracy of actions | performance with |
| and sound | ds and sounds | their own and | activities | Know what has | accuracy of |
| following | following | others' actions and | Understand how | made their | actions Know |
| expectation | ons and expectations and | feelings Make | to remain active | performance | what has made |
| rules Mak | e rules Make | judgements to | for sustained | effective Engaged | their performance |
| judgemer | its to judgements to | improve their and | periods of time | learner Compete | effective Engaged |
| improve t | heir work improve their wor | k others' work | Reflective | respectfully and | learner Compete |
| Engaged I | - | Respond to set | learner | fairly following | respectfully and |
| Communi | cate, Communicate, | tasks following | Describe, | rules Eagerly | fairly following |
| select, pre | epare and select, prepare an | - | explain and | participate in every | rules Eagerly |
| handle ap | propriate handle appropriat | e expectations | comment on | PE/Sport lesson | participate in |
| resources | resources | Engaged learner | their own and | displaying | every PE/Sport |
| effectively | y effectively | Demonstrate | others' actions | excellent sporting | lesson displaying |
| Cooperate | | enthusiasm for PE | and feelings | attitudes | excellent sporting |
| | mall teams work in small tear | | Make | Effectively | attitudes |
| Dress and | | | judgements to | communicate and | Effectively |
| for PE pro | | collaborate with | improve their | collaborate with | communicate and |
| | others and Listen to others a | | and others' | each other Work | collaborate with |
| follow ins | | Understand the | work Respond | independently for | each other Work |
| Discipline | | | to set tasks | extended periods | independently for |
| Discipline | | | | extended periods | independentity 101 |

| Show a positive | Show a positive | nurness of | following rules | of time without the | outondod porioda |
|----------------------|----------------------|----------------------------|--------------------|---------------------|-------------------------|
| Show a positive | Show a positive | purpose of | following rules | | extended periods |
| attitude towards | attitude towards | preparing | and | need for guidance | of time without |
| activities and other | activities and other | effectively for PE | expectations | Disciplined | the need for |
| pupils Work well | pupils Work well | and sport Work | Engaged learner | Learner | guidance |
| with others by | with others by | independently for | Demonstrate | Demonstrate self- | Disciplined |
| showing respect | showing respect | extended periods of | | discipline in all | Learner |
| Stay on task | Stay on task | time without the | PE Effectively | tasks Show a | Demonstrate self- |
| throughout the | throughout the | need for guidance | communicate | positive attitude | discipline in all |
| lesson | lesson | Disciplined learner | and collaborate | throughout the | tasks Show a |
| | | Demonstrate a | with each other | lesson Be kind, | positive attitude |
| | | positive attitude to | Understand the | respectful and | throughout the |
| | | all activities and be | principles and | considerate when | lesson Be kind, |
| | | respectful towards | purpose of | working with | respectful and |
| | | others Follow rules | preparing | others Show | considerate when |
| | | and listen well to all | | support for their | working with |
| | | instructions Stay on | - | peers Take | others Show |
| | | task and be | independently | responsibility for | support for their |
| | | attentive in all | for extended | their own | peers Take |
| | | activities Show | periods of time | behaviour | ' responsibility for |
| | | kindness and | without the | | their own |
| | | consideration when | | | behaviour |
| | | working with others | | | |
| | | | 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 Show | | |

| | | kindness and consideration when working with others | |
|--|--|--|--|
| | | | |