

Physical Education and Sport at Perranporth School – Programme of Study

Perranporth Specific	Embody the school's values: Empathy , respect , cooperation, resilience and perseverance	Going beyond the curriculum: - Forest schools		Community & Cornish Roots: Links to	Inspiring Athletes, children will learn 6 athletes in the hope to continue the sport in the wider community.	Healthy body and healthy mind: children will have a good understand of the body, diet, wellbeing and fitness. This is incorporated to every lesson.
PE Skills	Agility: the ability of the body to change and move direction/position quickly/with pace and effectively whilst under control. This can be over a period of time i.e., with stamina and strength.	Balance: the ability of the body to stay upright and in control of body movement–both dynamic and static. This can be over a period of time i.e., with stamina and strength	Co-ordination: the ability of the body to move two or more body parts under control, smoothly and efficiently. This can be over a period of time i.e., with stamina and strength	Specialisms: the ability to learn 6 sports and be confident in them, depending on year group, and the specific skills needed to excel in those sports	Swimming: the specific ability to swim confidently and safely (pref. at least 25metres beyond of KS2), using a range of strokes, plus the ability to perform self-rescue	Physical literacy: i.e. developing the joy of movement as the foundation of physical education.
PE Concepts	Health and Fitness: the awareness of how the body changes through exercise, alongside nutrition.	Evaluation of performance: children will become able to recognise, and improve on, their own performance.	Engagement in competition: this will be both against one's self and against others.	Collaboration and communication: children will enjoy working with one another	Teamwork: the ability to both lead a team and to be part of a team.	To do : Do we add in physical , cognitive , creative, social ?

Overview of **Physical Education** and **Sport** at Perranporth

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	Gymnastics 7	Personal 6	Dance 6	Social 6	Netball 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Tennis 7	Health and fitness. 6
Year 1	Dance 7	Personal 6	Gymnastics 6	Social 6	Netball 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Tennis 7	Health and fitness. 6
Year 2	Gymnastics 7	Personal 6	Football 6	Social 6	Dance 6	Cognitive 6	Dance 7	Creative 6	Athletics 5	Physical 6	Tennis 7	Health and fitness. 6
Year 3	Gymnastics 7	Personal 6	Dance 6	Social 6	Netball 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Tennis 7	Health and fitness. 6
Year 4	Dance 7	Personal 6	Football 6	Social 6	Netball 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Swimming 7	Health and fitness. 6
Year 5	Gymnastics 7	Cognitive 6	Football 6	Social 6	Netball 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Swimming 7	Health and fitness. 6
Year 6	Gymnastics 7	Cognitive 6	Netball 6	Social 6	Tennis 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Rounders 7	Health and fitness. 6

Lesson 1 in the week is Physical Education and lesson 2 is sport. This is so they can transfer their agility, balance and coordination funs skills into the sport they are learning. The main sequence of 6 for physical education is 6 but some steps in learning might take longer than others to show **control, confidence** and **competency**

EYFS Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Gymnastics	Dance	Games – Netball focussing on ball skills.	Games- Striking and fielding coordination	Athletics	Tennis
Physical Education	<p>Real PE Unit 1 Personal</p> <p>Coordination: Footwork (FUNS 10) Static Balance: One leg (FUNS 1)</p> <p>Cog Learning focus: I can follow instructions, practise safely and work on simple tasks by myself EXC</p> <p>I enjoy working on simple tasks with help EXP</p>	<p>Real PE Unit 2 Social</p> <p>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</p> <p>Static Balance: Seated: (FUNS 2)</p> <p>Cog Learning focus: I can work sensibly with others, taking turns and sharing EXC</p> <p>I can play with others and take turns and share with help EXP</p>	<p>Real PE Unit 3 Cognitive</p> <p>Dynamic Balance: On a line (FUNS 5)</p> <p>Static Balance: Stance (FUNS 4)</p> <p>Cog Learning focus: I can understand and follow simple rules and can name some things I am good at EXC</p> <p>I can follow simple instructions EXP</p>	<p>Real PE Unit 4 Creative</p> <p>Coordination: Balls skills (FUNS 9)</p> <p>Counter Balance: with a partner (FUNS 7)</p> <p>Cog Learning focus: I can explore and describe different movements EXC</p> <p>I can observe and copy others EXP</p>	<p>Real PE Unit 5 Physical</p> <p>Coordination: Sending and Receiving (FUNS 8)</p> <p>Agility: Reaction/Response (FUNS 12)</p> <p>Cog Learning focus: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together EXC</p> <p>I can move confidently in different ways EXP</p>	<p>Real PE Unit 6 Health and Fitness</p> <p>Agility: Ball chasing (FUNS 11)</p> <p>Static Balance: Floor work (FUNS 3)</p> <p>Cog Learning focus: I am aware of why exercise is important for good health EXC</p> <p>I am aware of the changes to the way I feel when I exercise EXP</p>

Year 1 Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Games – Netball focussing on ball skills.	Dance	Gymnastics	Specialised Sport – Striking and fielding	Athletics	Tennis
Physical Education	<p>Cog: Personal</p> <p>Healthy mind focus I try several times if at first I don't succeed and I ask for help when appropriate EXC</p> <p>I can follow instructions, practise safely and work on simple tasks by myself EXP</p> <p>I enjoy working on simple tasks with help WT</p> <p>Theme : Birthday bike and Pirate pranks</p> <p>Funs: Coordination – Footwork 10 Static balance – on one leg 1</p>	<p>Cog: Social</p> <p>Healthy Mind focus I can help praise and encourage others in their learning EXC</p> <p>I can work sensibly with others, taking turns and sharing EXP</p> <p>I can play with others and take turns and share with help WT</p> <p>Theme: Journey to the blue planet and monkey business</p> <p>Funs: Dynamic balance to agility – jumping and landing 6 Static balance – seated 2</p>	<p>Cog: Cognitive</p> <p>Healthy mind focus: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well EXC</p> <p>I can understand and follow simple rules and can name some things I am good at EXP</p> <p>I can follow simple instructions WT</p> <p>Theme: Tilly the train's big day and Thembi walks the tightrope</p> <p>Funs Dynamic balance – one a line 5 Static balance – stance 4</p>	<p>Cog: Creative</p> <p>Healthy Mind Focus: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme EXC</p> <p>I can explore and describe different movements EXP</p> <p>I can observe and copy others WT</p> <p>Theme: clowning around Wendy's waterski</p> <p>Funs Coordination ball skills 9 Counter balance with a partner 7</p>	<p>Cog: Applying Physical</p> <p>Healthy Mind Focus: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed EXC</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together EXP</p> <p>I can move confidently in different ways WT</p> <p>Theme: John and Jasmine learn to juggle Ringo to the rescue.</p> <p>Funs: Coordination sending and receiving 8 Agility – reaction and response 12</p>	<p>Cog: Health and fitness</p> <p>Healthy Mind focus: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely EXC</p> <p>I am aware of why exercise is important for good health EXP</p> <p>I am aware of the changes to the way I feel when I exercise WT</p> <p>Theme: Sammy squirrel and his nuts and Caspar the very clever cat</p> <p>Funs: Agility ball chasing 11 Static balance – floorwork 3</p>

Learning outcomes sport:

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

Learning outcomes Physical Education: Pupils are aiming for **yellow** funs with some achieving **partial of green**.

For subject specific sport outcomes please refer to progression of skill document for that subject.

Year 2 programme of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Games -Netball focussing on balls skills	Dance	Gym	Football	Athletics	Tennis
Physical Education	<p>Cog: Personal</p> <p>Healthy Mind Focus: I know where I am with my learning and I have begun to challenge myself EXC</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate EXP I can follow instructions, practise safely and work on simple tasks by myself WT</p> <p>Funs Coordination – Footwork 10 Static balance – on one leg 1</p>	<p>Cog: Social</p> <p>Healthy Mind Focus: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas EXC</p> <p>I can help praise and encourage others in their learning EXP</p> <p>I can work sensibly with others, taking turns and sharing WT</p> <p>Funs Dynamic balance to agility – jumping and landing 6 Static balance – seated 2</p>	<p>Cog: Cognitive</p> <p>Healthy Mind Focus: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement EXC</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. EXP</p> <p>I can understand and follow simple rules and can name some things I am good at WT</p> <p>Funs Dynamic balance – one a line 5 Coordination ball skills 9</p>	<p>Cog: Creative</p> <p>Healthy Mind Focus: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression EXC</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme EXP</p> <p>I can explore and describe different movements WT</p> <p>Funs Coordination sending and receiving 8 Counter balance with a partner 7</p>	<p>Cog: Applying Physical</p> <p>Healthy Mind Focus: I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency EXC</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed EXP</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together WT</p> <p>Funs Agility – reaction and response 12 Static balance – floorwork 3</p>	<p>Cog: Health and Fitness</p> <p>Healthy Mind Focus: I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down EXC</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely EXP</p> <p>I am aware of why exercise is important for good health WT</p> <p>Funs Agility ball chasing 11 Static balance – stance 4</p>

Learning outcomes sport:

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

Learning outcomes Physical Education:

Pupils are aiming for **Green** funs with some achieving **partial of red**.

For subject specific sport outcomes please refer to progression of skill document for that subject.

Year 3 programme of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Games Netball	Dance	Gym	Specialised sport – striking and fielding.	Athletics	Tennis
Physical Education	<p>Cog: Personal</p> <p>Healthy Mind Focus I cope well and react positively when things become difficult. EXC</p> <p>I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself EXP</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate WT</p> <p>Funs Coordination – footwork 10 Static balance – one leg 1</p>	<p>Cog: Social</p> <p>Healthy Mind Focus I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task EXC</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas EXP</p> <p>I can help praise and encourage others in their learning WT</p> <p>Funs Dynamic balance to agility : Jumping and landing 6. Static Balance: Seated 2</p>	<p>Cog: Cognitive</p> <p>Healthy Mind Focus I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions EXP</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement EXC</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well WT</p> <p>Funs Dynamic balance – on a line 5 Coordination – ball skills 9</p>	<p>Cog: Creative</p> <p>Healthy Mind Focus I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging EXC</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression EXP</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme WT</p> <p>Funs Coordination- sending and receiving 8 Counter balance- with a partner 7</p>	<p>Cog: Applying physical</p> <p>Healthy Mind Focus I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities EXC</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency EXP</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed WT</p> <p>Funs Agility – reaction and response 12 Static balance – floorwork 3</p>	<p>Cog: Health and fitness</p> <p>Healthy Mind Focus I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working EXC</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down EXP</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely WT</p> <p>Funs Agility – ball chasing 11 Static balance stance 4</p>

Learning outcomes sport:

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 and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Learning outcomes Physical Education:

Pupils are embedding knowledge of **green** funs with some achieving **partial of red**.

For subject specific outcomes please refer to progression of skill document for that subject.

Year 4 programme of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Games Netball	Dance	Gymnastics	Football	Athletics	Tennis
Physical Education	<p>Cog: Personal</p> <p>Healthy Mind Focus I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice EXC</p> <p>I know where I am with my learning and I have begun to challenge myself EXP</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate WT</p> <p>Funs – Coordination – footwork 10 Static balance – One leg 1</p>	<p>Cog: Social</p> <p>Healthy Mind Focus I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task EXC</p> <p>I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas EXP</p> <p>I can help praise and encourage others in their learning WT</p> <p>Funs – Dynamic balance to agility – jumping and landing 6 Static balance – seated 2</p>	<p>Cog: Cognitive</p> <p>Healthy Mind Focus I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions EXC</p> <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement EXP</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well WT</p>	<p>Cog: Creative</p> <p>Healthy Mind Focus I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging EXC</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression EXP</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme WT</p> <p>Funs Coordination</p>	<p>Cog: Applying Physical</p> <p>Healthy Mind Focus I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities EXC</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency EXP</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed WT</p> <p>Funs Agility Reaction and response 12</p>	<p>Cog: Health and fitness</p> <p>Healthy Mind Focus I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working EXC</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down EXP</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely WT</p> <p>Funs Agility Balls chasing 11</p>

			Funs Dynamic balance – on a line 5 Coordination – ball skills 9	Sending and receiving 8 Counter balance with a partner 7	Station balance-floorwork 3	Static Balance: stance 4
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Learning outcomes sport:

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 and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Learning out comes Physical Education:

Pupils are aiming for **red** with some achieving **partial of blue**.

For subject specific sport outcomes please refer to progression of skill document for that subject.

Year 5 Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Games Netball	Dance	Gymnastics	Specialised sport – Football	Athletics	Tennis
Physical Education	<p>Cog: Cognitive</p> <p>Healthy Mind Focus: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop EXC</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents EXP</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions WT</p> <p>Funs : Coordination – Ball skills 9</p>	<p>Cog: Creative</p> <p>Healthy Mind Focus: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience EXC</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others EXP</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging WT</p> <p>Funs Static balance – seated 2 Static balance -floor 3</p>	<p>Cog: Social</p> <p>Healthy Mind Focus: I can involve others and motivate those around me to perform better EXC</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately EXP</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task WT</p> <p>Funs Dynamic balance – on a line 5 Counter balance – with a partner 7.</p>	<p>Cog: Physical</p> <p>Healthy Mind Focus: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations EXC</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations EXP</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities WT</p> <p>Funs Dynamic balance to agility - Jumping and landing 6</p>	<p>Cog: Health and fitness</p> <p>Healthy Mind Focus: I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme EXC</p> <p>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity EXP</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working WT</p> <p>Funs Static balance stance 4 Coordination Footwork 10</p>	<p>Cog: Personal</p> <p>Healthy Mind Focus: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes EXC</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets EXP</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice WT</p> <p>Funs Coordination – sending and receiving 8 Agility ball chasing 11</p>

	Agility – Reaction and response 12			Static balance – one leg 1		
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Learning outcomes sport:

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 and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Learning out comes Physical Education:

Pupils achieve **blue** with some aspects **being partial** (orange).

For subject specific sport outcomes please refer to progression of skill document for that subject.

Year 6 Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sport	Games Netball	Dance	Gymnastics	Specialised sport – Striking and fielding	Athletics	Tennis
Physical Education	<p>Cog: Cognitive Healthy Mind Focus: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop EXC</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents EXP</p> <p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions WT</p> <p>Funs : Coordination – Ball skills 9</p>	<p>Cog: Creative Healthy Mind Focus: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience EXC</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others EXP</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging WT</p> <p>Funs Static balance – seated 2 Static balance -floor 3</p>	<p>Cog: Social Healthy Mind Focus: I can involve others and motivate those around me to perform better EXC</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately EXP</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task WT</p> <p>Funs Dynamic balance – on a line 5 Counter balance – with a partner 7.</p>	<p>Cog: Physical Healthy Mind Focus: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations EXC</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations EXP</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities WT</p> <p>Funs Dynamic balance to agility - Jumping and landing 6</p>	<p>Cog: Health and fitness Healthy Mind Focus: I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme EXC</p> <p>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity EXP</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working WT</p> <p>Funs Static balance stance 4 Coordination Footwork 10</p>	<p>Cog: Personal Healthy Mind Focus: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes EXC</p> <p>I see all new challenges as opportunities to learn and develop. I can recognise my strengths and weaknesses and can set myself appropriate targets EXP</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice WT</p> <p>Funs Coordination – sending and receiving 8 Agility ball chasing 11</p>

	Agility – Reaction and response 12			Static balance – one leg 1		
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Learning outcomes sport:

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 and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Learning outcomes Physical Education:

Pupils achieve **all aspects of blue** with **some pupils achieving pink and black**.

For subject specific sport outcomes please refer to progression of skill document for that subject.