<u>Physical Education and Sport at Perranporth School – Programme of Study</u>

Perranporth Specific	Embody the school's values: Empathy , respect , cooperation, resilience and perseverance	Going beyond the curi - Forest school:		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

	Autun	nn 1	Autumn	1 2	Sp	ring 1	Spr	ing 2	Sumn	ner 1	Summe	er 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.
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.
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.
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.
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.
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.
Year 6	Gymnastics 7	Cognitive 6	Netball <mark>6</mark>	Social 6	Tennis 6	Cognitive 6	Striking and fielding 7	Creative 6	Athletics 5	Physical 6	Rounders 7	Health and fitness.

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

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	Cog: Personal	Cog: Social	Cog: Cognitive	Cog: Creative	Cog: Applying Physical	Cog: Health and fitness
	Healthy mind focus	Healthy Mind focus	Healthy mind focus:	Healthy Mind Focus:	Healthy Mind Focus:	
	I try several times if at	I can help praise and	I can begin to order	I can begin to	I can perform a range	Healthy Mind focus:
	first I don't succeed	encourage others in	instructions,	compare my	of skills with some	I can say how my
	and I ask for help	their learning EXC	movements and skills. With help I can	movements and skills with those of others.	control and consistency. I can	body feels before,
	when appropriate EXC	I can work sensibly	recognise similarities	I can select and link	perform a sequence	during and after exercise. I use
	I can follow	with others, taking	and differences in	movements together	of movements with	equipment
	instructions, practise	turns and sharingEXP	performance and I	to fit a theme EXC	some changes in level,	appropriately and
	safely and work on	, or to divide or to minger in	can explain why	is in a manie zxe	direction or speed EXC	move and land safely
	simple tasks by myself	I can play with others	someone is working or	I can explore and		EXC
	EXP	and take turns and	performing well EXC	describe different	I can perform a single	
		share with help WT		movements EXP	skill or movement with	I am aware of why
	I enjoy working on		I can understand and		some control. I can	exercise is important
	simple tasks with help	Theme: Journey to the	follow simple rules and	I can observe and	perform a small range	for good health EXP
	WT	blue planet and	can name some things	copy others WT	of skills and link two	t and a second of the
		monkey business	I am good at EXP		movements together EXP	I am aware of the
	Theme: Birthday bike	Funs:	I can follow simple	Theme: clowning	EAF	changes to the way I feel when I exercise
	and Pirate pranks	Dynamic balance to	instructions WT	around	I can move	WT
	dia i lidie pidiks	agility - jumping and	IIISITOCIIOLIS VVI	Wendy's waters ski	confidently in different	,
	Funs:	landing 6	Theme:	Tronay s warers ski	ways WT	Theme: Sammy squirre
	Coordination –	Static balance –	Tilly the train's big day	Funs		and his nuts and
	Footwork 10	seated 2	and Thembi walks the	Coordination ball skills		Caspar the very cleve
	Static balance – on		tightrope	9	Theme: John and	cat
	one leg 1			Counter balance with	Jasmine learn to	
			Funs	a partner 7	juggle	Funs:
			Dynamic balance –		Ringo to the rescue.	Agility ball chasing 1
			one a line 5		_	Static balance –
			Static balance –		Funs:	floorwork 3
			stance 4		Coordination sending	
					and receiving 8 Agility – reaction and	
					response 12	
					10300130 12	

<u>Learning outcomes sport:</u>

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 out comes Physical Education: Pupils are aiming for yellow funs with some achieving partial of green.

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

<u>Learning outcomes sport:</u>

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 out comes Physical Education:

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

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	Cog: Personal	Cog: Social	Cog: Cognitive	Cog: Creative	Cog: Applying physical	Cog: Health and fitness
	Healthy Mind Focus	Healthy Mind Focus	Healthy Mind Focus	Healthy Mind Focus		
	I cope well and react	I cooperate well with	I can understand ways	I can link actions and	Healthy Mind Focus	Healthy Mind Focus
	positively when things	others and give helpful	(criteria) to judge	develop sequences of	I can perform a variety	I can describe the
	become difficult.EXC	feedback. I help	performance and I	movements that	of movements and	basic fitness
	I can persevere with a	organise roles and responsibilities and I	can identify specific parts to continue to	express my own ideas. I can change tactics,	skills with good body tension. I can link	components and explain how often and
	task and I can	can guide a small	work upon. I can use	rules or tasks to make	actions together so	how long I should
	improve my	group through a task	my awareness of	activities more fun or	that they flow in	exercise to be healthy
	performance through	EXC	space and others to	challenging EXC	running, jumping and	I can record and
	regular practice		make good decisions	Chancing ing Exc	throwing activities EXC	monitor how hard I ar
	I know where I am with	I show patience and	EXP	I can make up my	I I I I I I I I I I I I I I I I I I I	working EXC
	my learning and I	support others,		own rules and versions	I can perform and	
	have begun to	listening well to them	I can understand the	of activities. I can	repeat longer	I can describe how
	challenge myself EXP	about our work. I am	simple tactics of	respond differently to	sequences with clear	and why my body
		happy to show and	attacking and	a variety of tasks or	shapes and controlled	feels during and after
	I try several times if at	tell them about my	defending. I can	music and I can	movement. I can	exercise. I can explain
	first I don't succeed	ideas EXP	explain what I am	recognise similarities	select and apply a	why we need to warr
	and I ask for help		doing well and I have	and differences in	range of skills with	up and cool down EX
	when appropriate WT	I can help praise and	begun to identify	movements and	good control and	
	_	encourage others in	areas for improvement	expression EXP	consistency EXP	I can say how my
	Funs	their learning WT	EXC			body feels before,
	Coordination – footwork 10	Euro	Loan bosin to order	I can begin to	I can perform a range of skills with some	during and after
	Static balance – one	Funs Dynamic balance to	I can begin to order instructions,	compare my movements and skills	control and	exercise. I use equipment
	leg 1	agility: Jumping and	movements and skills.	with those of others. I	consistency. I can	appropriately and
	169 1	landing 6.	With help I can	can select and link	perform a sequence	move and land safely
		Static Balance: Seated	recognise similarities	movements together	of movements with	WT
		2	and differences in	to fit a theme WT	some changes in level,	
		_	performance and I		direction or speed WT	Funs
			can explain why	Funs		Agility – ball chasing
			someone is working or	Coordination-sending	Funs	11
			performing well WT	and receiving 8	Agility – reaction and	Static balance stanc
				Counter balance- with	response 12	4
			Funs	a partner 7	Static balance –	
			Dynamic balance –		floorwork 3	
			on a line 5			
			Coordination – ball			
			skills 9			

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

<u>Learning out comes Physical Education:</u>

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

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

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

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.

Year 5 Programme of Study

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

Agility – Reaction and response 12		Static balance – one leg 1	

<u>Learning outcomes sport:</u>

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).

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

Agility – Reaction and response 12		Static balance – one leg 1	

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