



FOUR MARKS CE PRIMARY SCHOOL

PE CURRICULUM MAP



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Progression in PESSPA

The Journey Starts

All children to achieve a GLD by end of Reception

Personal Bests

Children introduced to the idea of their own personal best

Interventions to support in KS1

Children identified for additional support with gross & fine motor skills (Enabling / Accessing)



Competition

Children will be introduced to competition – Intra / Inter Sportsday / School Games



Year
R

Early
Years

Key
Stage
1

Year
1

Year
2



Competition Increases

Children will have opportunity for more sports and quality of competition increases to include county / regional finals

Community Clubs

Children will be encouraged to join local clubs – Exit Routes / Sign-posting



OAA

Pupils in KS2 will have the opportunity to visit different environments for OAA including residential

Sports Specific Skills

Children will learn specific sports skills within lessons applying them in different scenarios and related sports



Fundamental Movement Skills

Will be developed over KS1

Swimming

Children will learn to swim in Years 3 & 4



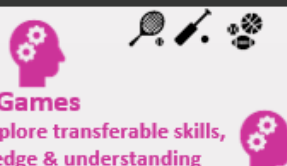
The Body

Children will start to learn about their bodies

Year
4

KS2 Games

Will explore transferable skills, knowledge & understanding



Interventions to support in KS2

Children identified for additional support: attitudes, behavior, engagement, teamwork, healthy lifestyle

Leadership

Children will have opportunity for Sports Leadership

Year
5



Strategies, Tactics, Rules, Roles

Children will develop greater understanding of strategies, tactics and rules for sports. They will take on different roles (e.g. umpire, coach)

Year
3

Key
Stage
2

Dance



Children will start to explore different cultures through Dance



Hygiene

Children will learn about the importance of Hygiene & Well-being



Health

Children will learn about the importance of Healthy Eating, Sleep, Well-being and Exercise



Swimming

All pupils will be able to swim 25 m Interventions to support those who cannot



Year
6



End of KS2

Children will leave with a love of PE, physical activity & sport. At secondary school, they will engage in opportunities, clubs, teams. They will choose GCSE PE, Sports Leadership & active, healthy lifestyles

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

In all active and P.E sessions and alongside our sports coaches we will try to incorporate opportunities for the children to take part in:

- Independent decision-making
- Problem solving
- Collaboration
- Communication
- Peer Assessment
- Self Evaluation
- Choice of space for learning

Our challenge is to ensure ALL the learners are working to be the best THEY can be.

P.E: Early Years

We use PE passport planning with specific dance based; gym based and games based multiskills units. This is alongside our continuous provision involving physical areas (bikes/balls/scooters etc.)

Early Years pupils work on the following two Early Learning Goals within the Areas of Learning

Physical development:

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Expressive Arts and Design:

Exploring and using media and materials:

- Children sing songs, make music and **dance**, and experiment with ways of changing them.

Being imaginative:

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, **dance**, role-play and stories.

Communication and Language

Listening and attention:

- Children listen attentively in a range of situations.

Personal, Social and Emotional Development

Self-confidence and self-awareness:

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Early Years Foundation Stage

Please note that the Foundation Stage Curriculum is separate to the National Curriculum which starts in Year 1. However, the Foundation Stage curriculum plays an important part in securing foundation skills in National Curriculum subjects.

Physical Development NC links: PE	Autumn	Spring	Summer
	<u>Gross Motor Skills</u> <u>Children will:</u> - Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities, which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks - Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips. - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	<u>Gross Motor Skills</u> <u>Children will:</u> - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	<u>ELG: Gross Motor Skills</u> <u>Children will:</u> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	<u>Fine Motor Skills</u> <u>Children will:</u>	<u>Fine Motor Skills</u> <u>Children will:</u> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<u>ELG: Fine Motor Skills</u> <u>NA</u>

National Curriculum KS1

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 simple movement patterns.
- Lead a healthy lifestyle

Pupils to work on a variety of movement and skills through the key fundamentals: Agility; balance; co-ordination. Children to work towards a variety of different team games; dance; gymnastics; athletics through a multiskills approach					
Fundamental Skills: balance, jump, hop, run, leap, skip			Fundamental skills: run, kick, gallop, jump, catch, throw		
Cycle A					
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Dance I can change rhythm, speed, level and direction I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.	Gym: I can make my body tense, relaxed, curled and stretched, showing some tension. I can begin to work on my own/with someone to make a sequence of shapes/travels.	Athletics: I can use my arms to help propel me I can co-ordinate arms and legs when running I can improve my performance	Multi skills with Sports Coaches: Football - Dribble and change the direction of the ball whilst moving forwards. - Turn with ball into a space - Be aware of others in a random practise	Multi skills with Sports coaches Netball - Can send a ball correctly to another person - Understand how to receive a ball coming towards them - Can send a ball and travel into a different space	Multi skills with Sports Coaches: Athletics - Can change speed on command - Show good or improve core strength through jumping and hopping
. Multi skills with Sports Coaches Football - Dribble and change the direction of the ball whilst moving forwards. - Turn with ball into a space - Be aware of others in a random practise	Multi skills with Sports Coaches: Tag Rugby - Transfer the ball effectively by giving and by basic sending - Understand how to score, tag and dodge - Can keep balanced when placing the ball down after travelling	Multi skills with Sports Coaches: Strike & Field - Can strike a ball from the hand to another person - Can strike a ball and travel for individual results - Strike a static ball with appropriate equipment	Dance I can copy dance moves. I can make up a short dance, after watching one. I can dance imaginatively I can change rhythm, speed, level and direction with consistency	Gym: I can climb safely, showing some shapes and balances when I climb I can keep balance travelling in a range of ways along bench, spots, mat etc. I can roll in stretched/curled positions e.g. 'log' and 'egg rolls'	Athletics: - Can send an object towards a target using multi-skill principles

Pupils to work on a variety of movement and skills through the key fundamentals: Agility; balance; co-ordination. Children to work towards a variety of different team games; dance; gymnastics; athletics through a multiskills approach					
Fundamental Skills: balance, jump, hop, run, leap, skip			Fundamental skills: run, kick, gallop, jump, catch, throw		
Cycle B					
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Multi skills with Sports Coaches: Football - Apply given skills into a dribble - Apply given turns within a practise - Use different parts of the body with the ball	Multi skills with Sports Coaches: Netball - Perform a chest pass and bounce - Send and travel and get ready to receive again. - As a group/team progress to visit different areas within an area using send and receiving	Multi skills with Sports Coaches: Strike & Field - Perform basic underarm bowling techniques with accuracy - Strike a ball coming towards with the hand into space in order to travel and score runs - Play and understand game related activities working as part of a small team	Multi skills with Sports Coaches: Basketball - Transfer fine motor skills to gross motor skills - Dribble around static obstacles - Be able to start, stop and use space effectively when dribbling	Multi skills with Sports Coaches: Tag Rugby - Can send the ball whilst travelling slowly - Understands the basic rules of the game - Alter their speed to suit the activity as required	Multi skills with Sports Coaches: Athletics - Can use arms to improve speed - Can improve stamina by running fast bursts over a sustained period of time - Can perform a standing long jump and mark the distance of others
Gymnastics -Can demonstrate the 4 body shapes linking them together -Can perform a jump and roll incorporating some of the body shapes -Can mount, travel and dismount on low apparatus with balance and control	Dance -Can demonstrate a start and stop position and repeat a motif to a beat of 8 and 16 -Can tell a story and use face and body to show emotion and how they are feeling - Can perform as part of a small group to a small audience and highlight positive movements	Tennis -Can strike a tennis ball from own hand with other hand towards a target -Can strike a large and small ball forward when sent towards them and travel 0-Can receive and retrieve a ball high or low that has been struck, sending quickly to a target	Dance -Can demonstrate a start and stop position and repeat several motifs to a beat of 8 - Can tell a story and use face and body to show emotion and how they are feeling -Can perform as part of a small group to a small audience and highlight positive movements and evaluate others performance	Gymnastics -Can demonstrate the 4 body shapes linking them together with fluidity -Can perform a jump and roll incorporating all the body shapes on low apparatus -Can perform and repeat a sequence of moves linked together individually and as small group with balance and control	Athletics -Can demonstrate a variety of speeds for different running lengths - Can stand and jump and run and jump forward to land with balance and control -Can send different objects correctly to gain distance, accuracy and improve performance

End of KS1 Assessment

Performance

- Able to work safely within a defined space
- Can follow simple movement patterns at different levels, speeds and through a variety of pathways
- Can warm up safely prior to exercise and can sustain performance periods of time
- Demonstrates agility, balance and coordination
- Has started to link skills to perform actions and sequences of movement
- Understands some principles of attacking and defending

Personal/Social

- Can comment on the work of others some technical language
- Communicates effectively and works well with others
- Demonstrates leadership skills
- Knows what success looks like – self and others
- Manage feelings and behaviour well
- Self-motivation and displays self-confidence

Competition

- Applies attacking and defending skills within activities with require them
- Applies basic skills competently in a range of physical activities
- Demonstrates sporting values
- Demonstrates understanding and interpretation of rules and accepts decision given
- Is physically confident and makes a purposeful contribution
- Shows awareness of boundaries and rules

Key Stage 2 the Programmes of study focus on

Subject content Key stage 2 Pupils should be taught to:

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.

Physical education – key stages 1 and 2

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Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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

Children build on their understanding of the Fundamental movement skills continuing to keep agility, balance and co-ordination at the heart of their learning in lower KS2. They keep to a multi-skills approach but begin to apply these to specific sports and touch on different passes for different sports. Begin to teach more of the elements of gym and dance & spend time appraising artists/sports people. Watch local teams (secondary schools etc.) Use personal best personal challenges to improve skills individually using SMART targets

Fundamental Skills			Fundamentals		
Cycle A					
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Football - Be creative when dribbling the ball - Dribble with a purpose (to go past a player or strike) - Send and receive with Communication	Netball - Perform a chest, bounce and shoulder pass with accuracy and understand their function in game - Perform basic pivoting in trying to keep the ball away from an opponent - Develop good technique and arm strength when shooting at goal.	Cricket - Understand principles of over and underarm sending and their uses when fielding. - Move on to and strike a static ball with a bat to travel with purpose - Can run with the bat effectively during game play	Basketball - Develop the use of both hands and the transfer of ball between them - Be able to change direction and speed when dribbling - Incorporate dribbling into small-sided game play	Tag Rugby - Be able to send and receive whilst travelling to the laws of the game - Be able to run and dodge individually to progress forwards - Understand basic attacking and defending principles	Athletics - Can demonstrate the techniques needed to run faster during a race - Can start to time, measure and score different athletic activities - Can send by pushing an object towards a target
Gymnastics and dance -use a greater number of my own ideas for movement in response to a task. -combine arm actions with skips/leaps/steps/jumps & spins in travel - travel while using various hand apparatus (ribbon/hoop/ rope/ball -I know principles of balance and apply them on floor & apparatus.	Swimming -Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue indifferent water-based situations.	Tri Golf - share ideas and give positive criticism/advice to myself & others. -create & perform matching/mirroring sequences explaining how it could be improved -perform at least 3 different rolls (shoulder, forward, back) with some control -link a roll with travel and balance using floor and apparatus with good body control	Dance -respond imaginatively to stimuli related to character/music/story - perform clear & fluent dances that show sensitivity to idea/stimuli - make up dance within a small group	Swimming Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue indifferent water-based situations.	Tennis -bring racquet to meet the ball for a forehand and backhand hit -to use two hands for an effective backhand -move racquet in a low to high swing for an effective tap -serve the ball straight from my hands to my racquet

Children build on their understanding of the Fundamental movement skills continuing to keep agility, balance and co-ordination at the heart of their learning in lower KS2. They keep to a multiskills approach but begin to apply these to specific sports and touch on different passes for different sports. Begin to teach more of the elements of gym and dance & spend time appraising artists/sports people. Watch local teams (secondary schools etc.) Use personal best personal challenges to improve skills individually using SMART targets

SMART targets	Fundamental Skills			Fundamental Skills		
Cycle B						
Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2	
Football - Use a combination of skills within a random practise - Send and receive to travelling targets - Understanding positional roles with the game	Netball -create space for themselves with a change of pace - Understanding about the importance of keeping possession - Travel with speed as a group around a court sending and receiving.	Cricket - To step and advance on to a static ball to strike - send overarm with reasonable accuracy - play small versions and simple variations of the game with understanding	Basketball - Understand dribbling, its rules and principles - Use the transferring of hands to protect the ball and change its direction - Send the ball up effectively to shoot and score	Tag Rugby - Apply different types of pass when unopposed effectively whilst travelling - Make progress as part of a team to move the ball forwards - Understand the laws of the game	Athletics - Distinguish between a push and a throw when sending objects - Work as part of a team when running in a relay - perform basic triple jump movements travelling forwards	
Gymnastics and dance -perform jumps and rolls -put 4 moves together in a sequence - perform and repeat a sequence of moves	Swimming -Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. -To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) -Perform safe self-rescue indifferent water-based situations.	Gymnastics and dance -Demonstrate start stop position -repeat several motifs to a beat of 8 -tell a story -fluidity of movement	Gymnastics and dance -use face and body to show emotion through dance -Create a routine -perform as part of a small group - evaluate their own and others' performances	Swimming -Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. -to use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) -Perform safe self-rescue indifferent water-based situations.	Rounders - strike a static ball -strike a moving -strike a ball and move -understand the strategies needed to stay in the game	

End of Lower KS2 Assessment

Performance

- Demonstrates agility, balance, coordination and precision
- Has a sense of anticipation- can find space and is aware of others
- Links skills to perform action and sequences to perform movement
- Performs with control and poise
- Understands how to work alongside other when attacking and defending
- Warms up prior to exercise and is able to sustain performance for periods of time

Personal/Social

- Communicates effectively and can listen to others
- Demonstrates leadership skills
- Is confident and joins in all areas of PE eagerly
- Reflective and able to recognise success in self and others
- Understand what they need to do to be successful
- Works well with others in a range of contexts

Competition

- Applies skills effectively in different situations and in a range of physical activities
- Demonstrates sporting values
- Demonstrates understanding and interpretation of rules and accepting decision
- Enjoys competing and challenging self to improve

Key Stage 2 the Programmes of study focus on

National Curriculum – Opportunities – Key Stage 2

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.

Key Stage 2: Years 5&6

We use PE passport planning with specific dance based; gym based and games based units.

Cycle A

Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Football - Use dribbling, sending and receiving in opposed conditions - Use foundation skills with greater speed and intensity - Have an end product after combination play (striking, cross or pass).	Netball - Can send, receive and make progress with speed with a variety of passes to avoid others - Understand the role of the court and the rules of game - Play in and understand variety of roles and adapt and transfer skills as necessary when attacking or defending.	Cricket - Can advance on to and strike a moving ball straight - Can produce simple overarm bowling techniques - Can demonstrate different techniques needed to play in different positions.	Basketball - Be able to dribble and send (to targets and others with fluidity) - Use sending techniques to shoot at the hoop and backboard - Understand the rules and how to apply certain skills within the game situations.	Tag Rugby - Make decisions to run with the ball or pass - Play in a small-sided game with attacking and defensive strategies - Understand and apply laws of the game whilst playing and officiating	Athletics - Relay in straight lines and in a circle passing the baton/object effectively - Understands how to use the body to thrust when perform jumping activities - Use different running techniques when performing long and short distance races
Outdoor Challenges/activity -take part in outdoor and adventurous activity challenges both individually and within a team -safety in orienteering -can follow and read maps	Dance -demonstrate a start and stop position and repeat several motifs to a beat of 8, consistently with a variety of speed and levels	Athletics -use skills of running and jumping -concentrate on improving technique and skills	Gymnastics - perform jumps and rolls incorporating all the body shapes on apparatus - use turns, hold balances with different parts of the body and travel across over and under	Dance -Create a routine as a part of a small group -Evaluate to improve -Improve and polish performances	Rounders -strike and travel with purpose and to stay in the game - use simple striking and fielding strategies and understanding rules

Key Stage 2: Years 5&6

Cycle B

Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Football - Understand Attacking and Defending - Relate and use different skills to different positions - Send and receive effectively as part of a team when overloading in a opposed situation - Develop awareness through effective body positioning.	Netball - Learn the positions within the game, their areas and fundamental skills - Know how to move to support a player on the ball in order to play forwards - Can organise officiating, time keeping, playing positions and groups within game play.	Cricket - Step towards a moving ball to strike different shots - Can set up, play and officiate small versions of the game - Can make good decisions on when to run or not within game play.	Basketball - Demonstrate good technical dribbling with speed and control - Send and receive, start and stop with smooth, uninterrupted actions and movements - Shoot with a variety of different techniques with a good degree of accuracy.	Tag Rugby - Pass quickly and effectively when required in game play - Know how to create space for others and still support the ball - Be able to officiate with understanding and therefore play with sportsmanship	Athletics - Know the importance of dynamic stretches before running with speed - Perform a variety of different jumping events distinguishing between the different techniques needed - Recognise and give correct technical advice in how others can improve in the different athletic events they are performing
Outdoor Challenges/activity -take part in outdoor and adventurous activity challenges both individually and within a team -orienteering -apply skills to solve problems -individually and as part of a team	Gymnastics -demonstrate the 4 body shapes linking them together with fluidity individually and as part of a group to music - perform and repeat a sequence of moves using apparatus	Athletics -use skills of running and jumping -concentrate on improving technique and skills	Dance -tell a story; use face and body to convey emotions -use a variety of movements with fluidity -small group performance linked to whole class performance and evaluate	Gymnastics -perform jumps and rolls incorporating all the body shapes on apparatus - use turns, hold balances with different parts of the body and travel across over and under	Rounders -strike and travel with purpose -use strike and field tactics to stay in the game -working as part of a team

End of KS2 Assessment

Performance

- Can lead others in warming up, knows why it is important and can work actively in whole sessions.
- Reads the play – shows tactical awareness when performing across the curriculum
- Moves fluently and can perform a wide range of skills confidently and competently
- Works with control and composure when under pressure
- Knows when to attack and when to defend and puts the needs of the team first
- Able to perform routines and a range of skills seamlessly

Personal/Social

- Listens actively, respects opinion of others and contributes ideas
- Thinks creatively to find solutions to challenges across different areas of the curriculum
- Able to work constructively irrespective of who they are working with or the area of PE
- Knows what they need to do to improve and what others need to do to improve performance
- Evaluates the work of others using technical language including setting targets for improvement
- Demonstrates a range of leadership skills and is happy to take the initiative

Competition

- Enjoys competition and challenging self across all areas
- Has a range of physical, social, cognitive skills which they utilise across the curriculum
- Is self-motivated and physically confident and actively engages in competitive situations
- Demonstrates specific tactical/ performance awareness as an individual and team member
- Able to play within rules and to resolve any disputes appropriately without adult intervention
- Understand the sporting values and sporting etiquettes