

		<p>I can negotiate space safely with consideration for myself and others.</p> <p>I play ball games with consideration of the rules</p>	
Gymnastics	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I work co-operatively with others and take turns. I am confident to try new challenges</p>	<p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn. I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>
Games	<p>I use movement skills with developing balance and co-ordination.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p>	<p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can hit a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can use an overarm throw aiming towards a target.</p>	<p>I can defend space on my court using the ready position.</p> <p>I can describe how my body feels during exercise.</p> <p>I can hit a ball over the net and into the court area.</p> <p>I can throw accurately to a partner.</p> <p>I can use simple tactics to make it difficult for an opponent.</p> <p>I know how to score points and can remember the score.</p> <p>I show good sportsmanship when playing against an opponent.</p> <p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p>

		<p>I can roll a ball towards a target.</p> <p>I can use an underarm throw aiming towards a target.</p> <p>I can work co-operatively with a partner.</p> <p>I understand what good technique looks like.</p>	<p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>
Dance	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I am confident to try new challenges and perform in front of others.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I can combine movements, selecting actions in response to the task.</p> <p>I show respect towards others when providing feedback.</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I say what I liked about someone else's performance.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>
Fundamentals	<p>I beginning to show balance and co-ordination when static and moving at a slow speed</p> <p>I beginning to work co-operatively with others to complete tasks.</p> <p>I beginning to select my own actions in response to a task.</p> <p>I beginning to recognise changes in my body when I do exercise.</p> <p>I can change direction when moving at speed.</p>	<p>I show balance and co-ordination when static and moving at a slow speed</p> <p>I can work co-operatively with others to complete tasks.</p> <p>I can select my own actions in response to a task.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can change direction when moving at speed.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am beginning to turn and jump in an individual skipping rope.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show balance when changing direction.</p> <p>I can show hopping, skipping and jumping movements with some balance and control.</p> <p>I can work co-operatively with a partner and a small group.</p>

			I show balance and co-ordination when running at different speeds.
Participation in competitive sports	<p>I can work with and against a partner.</p> <p>I can show good sportsmanship. I can begin to take part in competitive activities.</p>	<p>I can work with and against a partner.</p> <p>I can show good sportsmanship. I can begin to take part in competitive activities.</p>	<p>I can work with and against a partner.</p> <p>I can show good sportsmanship. I can begin to take part in competitive activities.</p>
Healthy lifestyles	<p>I can talk about exercising, safety and short-term effects of exercise</p> <p>I understand the need for a warmup and cool down.</p> <p>I understand why we change for PE.</p> <p>I can demonstrate safe practice within the PE environment.</p> <p>I can understand and describe in simple terms what is happening to the body. I can begin to talk about how to lead healthy, active lifestyles.</p>	<p>I can talk about exercising, safety and short-term effects of exercise</p> <p>I understand the need for a warmup and cool down.</p> <p>I understand why we change for PE.</p> <p>I can demonstrate safe practice within the PE environment.</p> <p>I can understand and describe in simple terms what is happening to the body. I can begin to talk about how to lead healthy, active lifestyles.</p>	<p>I can talk about exercising, safety and short-term effects of exercise</p> <p>I understand the need for a warmup and cool down.</p> <p>I understand why we change for PE.</p> <p>I can demonstrate safe practice within the PE environment.</p> <p>I can understand and describe in simple terms what is happening to the body. I can begin to talk about how to lead healthy, active lifestyles.</p>
Evaluating and Improving Performance	<p>I can watch and discuss my own and others' work using some relevant vocabulary.</p> <p>I can safely perform teacher led warm-ups and can describe and discuss others' work.</p>	<p>I can watch and discuss my own and others' work using some relevant vocabulary.</p> <p>I can safely perform teacher led warm-ups and can describe and discuss others' work.</p>	<p>I can watch and discuss my own and others' work using some relevant vocabulary.</p> <p>I can safely perform teacher led warm-ups and can describe and discuss others' work.</p>

How will we implement PE in our school?

- Planned discrete teaching of **weekly PE** using **Get Set for PE** Scheme of work.
- Reception children will have free flow access to the Garden where a range of planned PE opportunities will be offered on a daily basis such as access to trikes, climbing activities, balancing equipment, balls and hoops etc.
- Coverage of games, gymnastics, and dance across each Year, with a **balance of indoor and outdoor PE**.
- Planned discrete **Forest School** sessions led by class teachers every week across all seasons. This includes **active games and play**.
- Evidence of PE and FS can be seen on **Tapestry and Seesaw** (minimum of 1 photo per child per term), whole school displays (e.g. healthy selfie and FS) and on annotated plans and assessments.
- **Sports Premium funding** used to enhance delivery of **Physical Education** and **Forest School**.
- Children encouraged to participate in **active play at break and lunchtimes**. KS1 **playground games** with support staff at lunchtimes.
- A selection of **clubs** are offered to pupils across the year.
- Annual **healthy week** covers many aspects of PE, PSHE and science. This includes providing the children with broader experiences such as external clubs/visitors. Healthy eating , lifestyles and oral health will also be covered during this event.
- A **termly visit** from a sports, dance or gymnastics specialist will enhance the children's learning and promote **knowledge development** for teachers. **Sports Premium funding** will be used to support this.
- Annual **sports day** promotes competitive activities and teamwork.
- Regular **sports visitors** invited into school, e.g. visitor assemblies.
- Whole school **healthy selfie board** highlights healthy active lifestyles outside of school, linked to our school PE. **Forest School** display highlights active, outdoor play and healthy lifestyles.
- **Enquiry** based learning links to PE where relevant, e.g. UK games.
- Daily **snack time** and **DT food unit of work** links to healthy lifestyles.