



Curriculum Implementation: PE Progression of Skills

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

P.E Progression of Skills and Knowledge / Skill Milestones

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills embedded across the P.E curriculum		<ul style="list-style-type: none"> 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. (ELG) 	<ul style="list-style-type: none"> Improve on personal best and compete against a partner Evaluate and recognise their own success Comparing performances with previous ones, demonstrating improvement 					
			<ul style="list-style-type: none"> Describe and comment on performance. 	<ul style="list-style-type: none"> Compare his/her performance with others. 	<ul style="list-style-type: none"> Compare and contrast his/her performance with others. 	<ul style="list-style-type: none"> Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. 	<ul style="list-style-type: none"> Identify different levels of performance and use subject specific vocabulary. 	<ul style="list-style-type: none"> Analyse, modify and refine skills and techniques and how these are applied. Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy

Fundamental Movement Skills

<p>National curriculum objectives</p>			<ul style="list-style-type: none"> • 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: 	<ul style="list-style-type: none"> • 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. 				
<p>Key Skills</p>	<ul style="list-style-type: none"> • 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. (ELG) 	<ul style="list-style-type: none"> • Hop on the spot using the same foot. • Link skills and actions in different ways to suit different activities. 	<ul style="list-style-type: none"> • Master basic movements such as running, jumping, throwing and catching • Hop along a straight line using the same foot. 	<ul style="list-style-type: none"> • Balance on one foot. • Climb a set of wall bars (or similar). • Perform a side stepping gallop. • Run at speed over a distance. 	<ul style="list-style-type: none"> • Balance on one foot. • Climb a set of wall bars (or similar). • Perform a side stepping gallop. • Run at speed over a distance. 	<ul style="list-style-type: none"> • Perform a sequence of one footed leaps. • Gallop with a fluid motion. • Dribble a football between cones. 	<ul style="list-style-type: none"> • Perform a 'drop-kick'. • Perform a 'basketball dribble'. • Strike a ball with a range of bats for accuracy and distance. 	

Agility, Balance and Coordination through Gymnastics

<p>National curriculum objectives</p>			<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 			
<p>Key Skills</p>	<ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing equipment 	<ul style="list-style-type: none"> • Make my body curled, tense stretched and relaxed • Control my body when travelling and balancing • Hold a balance whilst walking along a straight line. • Copy sequences and repeat them • Roll, curl, travel and balance in different ways 	<ul style="list-style-type: none"> • Work on my own and with a partner • Plan and perform a sequence of movements • Think of more than one way to create a sequence which follows some rules 	<ul style="list-style-type: none"> • Balance on one foot. • Climb a set of wall bars (or similar). • Adopt sequences to suit different types of apparatus and criteria 	<ul style="list-style-type: none"> • Complete a forward roll and land on the feet. • Work in a controlled way • Include change of speed and direction • Include a range of shapes • Work with a partner to create, repeat and improve a sequence with at least three phases 	<ul style="list-style-type: none"> • I can make complex extended sequences • I can combine action, balance and shape • I can perform consistently to different audiences 	<ul style="list-style-type: none"> • Combine my work with that of others • Link sequences to specific timings

	<p>Knowledge / Skill Milestones</p> <p><i>Agility, Balance and Coordination through Gymnastics</i></p>	<p>Age Related Expectations (Meeting)</p>	<ul style="list-style-type: none"> • Perform and discuss gymnastic shapes (Stretch and tuck) • Begin to move with control forwards and backwards. • Hold a range of standing balances with increasing confidence and control. • Watch another performance and copy the actions. • Perform rocking actions with control and balance. • Link rolls together with other actions and shapes. • Perform a controlled forward roll with balance and accuracy entering, during and exiting the roll. 	<ul style="list-style-type: none"> • Perform a range of shapes (pike, star and straddle shapes) with strength, flexibility and control. • Perform the dish and arch balance holding these with control. • Link balances and travelling actions by travelling backwards and forwards using gymnastic movements. • Perform balances using different parts of their body with control. 	<ul style="list-style-type: none"> • Perform a range of lying and standing shapes with good control and accuracy. • Travel in different ways using a combination of floor and apparatus. • Discuss performances and talk about how they are similar. • Perform a scissor jump with high quality and controlled take off and landings. • Use and link a range of 4 point balances with good control. • To enter and exit and hold a shoulder balance independently with control. <p>Suggest improvements on a performance.</p>	<ul style="list-style-type: none"> • Perform a range of shapes and move fluently from one shape to another. • Identify parts of their own performance that need improving. • Perform a range of jumps, taking off and landing with control and balance (and perfect previously learnt jumps). • Perform a range of jumps taking off or landing on mats and using apparatus. • Understand how to perform a backwards roll safely and with good control. • To work safely and effectively with a partner and themselves. <p>Compare and contrast two performances.</p>	<ul style="list-style-type: none"> • Start and finish forward roll with a different shape (straddle, tuck, standing) • Comment on the effectiveness of a performance. • Perform a range of sitting, support, lying and standing shapes accurately and with control. • Perform a straight jump with 1/4 and 1/2 turn whilst maintaining control and balance. <p>Understand how to perform a cartwheel safely and with increased confidence and speed.</p>	<ul style="list-style-type: none"> • Perform support shapes and partner balances accurately as part of a sequence. • Develop a gymnastic sequence using jumps, rolls and balances. • Perform rotational jumps (including full rotations) accurately and with control. <p>Understand how to enter and exit a handstand with control (can be supported by partner if required).</p>
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	<p>Knowledge / Skill Milestones</p> <p><i>Agility, Balance and Coordination through Gymnastics</i></p>	<p>Challenge Exceeding Age Related Expectations</p> <p>(Greater Depth)</p>	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Take on board advice and improve upon a previous performance 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Talk about elements of the performance that have been performed well. • Use a rocking action whilst in the dish and arch balance with control. • Talk about and demonstrate how to make an activity safe. • Suggest improvements on a performance. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Demonstrate good body tension and strength when performing a range of rocking actions • To perfect and accurately perform pencil roll and forward roll with increasing confidence and control. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Perform a stork balance and arabesque balance confidently and use as part of a sequence. • Explore and perform 3 and 4 point balances. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Develop a gymnastic sequence incorporating the elements from this year and previous curriculums. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Link movements in a sequence with fluency, accuracy and control. • Land rotational jumps with control. • Using their gymnastics knowledge, comment and analyse on performances and suggest aspects for improvements.

Ways of Travelling and Movement Through Dance

National curriculum objectives		<ul style="list-style-type: none"> • 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 • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Perform dances with a range of movement patterns 				
Key Skills	<ul style="list-style-type: none"> • Experiments with different ways of moving. 	<ul style="list-style-type: none"> • Establish sequences of actions and skills which have a clear beginning, middle and ending • Move to music • Copy dance moves • Move safely in a space 	<ul style="list-style-type: none"> • Structure sequences of actions and skills in different orders to improve performance (speed / direction / level /etc.) • Change rhythm, speed, level and direction in my dance • Dance with control and co-ordination • Use dance to show a mood or a feeling 	<ul style="list-style-type: none"> • I can improvise freely and • translate ideas from a • stimulus into movement • I can repeat, remember and perform phrases • I can share and create phases with a partner and small group 	<ul style="list-style-type: none"> • I can take the lead when working with a partner or group • I can use dance to communicate an idea 	<ul style="list-style-type: none"> • I can compose my own dances in a creative way • I can perform to an accompaniment • My dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> • I can develop sequences in a specific style • I can choose my own music and style
Knowledge / Skill Milestones <i>Ways of Travelling and Movement Through Dance</i>	Age Related Expectations (Meeting)	<ul style="list-style-type: none"> • Come up with and demonstrate ways of using their body to represent animal movements. • Link ideas to create shorts movement phrase. • Describe some movements, 	<ul style="list-style-type: none"> • Use a range of stimuli to create a range of actions. • Identify movements which are performed slowly and quickly. • Use appropriate language to 	<ul style="list-style-type: none"> • Children will focus on different ways of travelling, making shape and turning, following a particular theme. • Through themed music children will 	<ul style="list-style-type: none"> • Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing. • Give a brief description of the history and origin of the different dance styles studied. 	<ul style="list-style-type: none"> • Give and demonstrate examples of movement ideas which can be incorporated into a dance warm up. • Know where the different dance styles originated (location and 	<ul style="list-style-type: none"> • Perform actions correctly and analyse to find improvements . • Create expression and emotion through dance moves. • Understand and explain the impact of

	<p>Knowledge / Skill Milestones</p> <p><i>Ways of Travelling and Movement Through Dance</i></p>	<p>Challenge Exceeding Age Related Expectations (Greater Depth)</p>	<p>body parts and actions used.</p> <ul style="list-style-type: none"> • Know that their breathing rate increases during exercise. • Perform actions and movements in time with the beat. • Describe what a level is and give examples from a routine <p>Describe the different speeds, actions and movements that can be used in dance.</p>	<p>describe actions created</p> <ul style="list-style-type: none"> • Watch others perform and describe what they see (what they like / don't like). • Know what heart rate, breathing rate and body temperature mean. 	<p>develop their sense of rhythm and speed.</p> <ul style="list-style-type: none"> • By exploring different themed dance, children will also get better at travelling in different directions. • Children aim to create and perform their own movement pattern. 	<ul style="list-style-type: none"> • Describe shapes and movements created and the speed at which they are performed for each dance style. • Identify the location of the main joints. • Make simple suggestions to improve their own and others' work. • Perform movements with accuracy and timing. 	<p>time frame).</p> <ul style="list-style-type: none"> • Identify similarities and differences between the different dance styles studied. • Analyse and improve their own and others performances. <p>EXCEEDING</p> <ul style="list-style-type: none"> • Adapt given dance movements and make them their own • Identify different emotions which can be portrayed through dance. • Explain how and why warm ups need to gradually increase in intensity. 	<p>slow and fast movements in dance and to perform movements at different speeds for effect.</p> <ul style="list-style-type: none"> • Create, perform and analyse dance sequences and movements in different size groups. <p>EXCEEDING</p> <ul style="list-style-type: none"> • Understand what the words unison and canon are and demonstrate these. • Understand the different joints mobilised joining certain movements.
			<p>EXCEEDING</p> <ul style="list-style-type: none"> • Describe how dance makes them feel. • Perform a short routine in a small group. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Compare feelings and emotions different movements and speeds are creating. • Begin to link movements together to create a fluent dance phrase. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Children will be able to describe key features of an effective performance. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Know the location of key muscles within the body. • Know what the heart rate is and why it needs to increase during exercise. 		

Ball Skills, Object Control and Attacking and Defending	National curriculum objectives		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 				
	Key Skills	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching and kicking it. 	<ul style="list-style-type: none"> • Catch a bean bag. • Throw a small ball underarm, using the correct technique • Throw underarm • Hit a ball with a bat • Move and stop safely • Throw & catch with both hands • Throw and kick in different ways. 	<ul style="list-style-type: none"> • Catch a small ball. • Throw a small ball overarm, using the correct technique. • Use hitting, kicking and/or rolling in a game • I can follow rules • I can decide the best space to • be in during a game • I can use one tactic in a game 	<ul style="list-style-type: none"> • I can throw and catch with control • I know and use rules fairly • I am aware of space and use it to support team-mates and to cause problems for the opposition 	<ul style="list-style-type: none"> • I can catch with one hand • I can throw and catch • accurately • I can hit a ball accurately with control • I can vary tactics and adapt skills depending on what is happening in a game • I can keep possession of the ball 	<ul style="list-style-type: none"> • I can use forehand & backhand with a racket • I can field • I can choose a tactic for defending & attacking • I can use a number of techniques to pass, dribble and shoot • I can gain possession by working as a team • I can pass in different ways 	<ul style="list-style-type: none"> • I can explain rules • I can umpire • I can play to agreed rules • I can make a team and communicate a plan • I can transfer skills and movements across a range of activities and sports • I can lead others in a game situation
	Knowledge / Skill Milestones <i>Ball Skills, Object Control and Attacking and Defending</i>	Age Related Expectations (Meeting)	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and 	<ul style="list-style-type: none"> • Improve the way they coordinate and control their bodies in various activities. • Remember, repeat and link combinations of skills where necessary, appropriately. 	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. <p>Work as part of a team to keep possession and score goals when attacking.</p>	<ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. <p>Move into space to help a team.</p>	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team.

	<p>Knowledge / Skill milestones</p> <p><i>Ball Skills, Object Control and Attacking and Defending</i></p>	<p>Challenge Exceeding Age Related Expectations (Greater Depth)</p>	<p>in combination to suit the game that is being played.</p> <ul style="list-style-type: none"> • Show ability to work with a partner in throwing and catching games. • Throw a ball accurately to a target using increasing control. • Explore kicking in different ways with increasing control <p>EXCEEDING</p> <ul style="list-style-type: none"> • Show increasing control when rolling an object, using a technique. • Choose and use skills effectively for particular games. • Begin to lead others in a simple team game. • Choose use and vary simple tactics. 	<ul style="list-style-type: none"> • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Begin to lead others in a simple team game. • Be able to pass and stop a ball to a team mate accurately. • Understand how to intercept a moving ball. <p>EXCEEDING</p> <ul style="list-style-type: none"> • Understand role of attacker and defender. • Develop basic tactics in simple team games and use them • Decide where to stand during a team game, to support the game. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Move into space to help support a team. • Defend an opponent and try to win the ball. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. 	<p>Create and use space to help a team.</p> <p>EXCEEDING</p> <ul style="list-style-type: none"> • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending.
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Throwing, Jumping and Running in Isolation (KS1) and combination (KS2)	National curriculum objectives		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Use running, jumping, throwing and catching in isolation and in combination 				
	Key Skills	<ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> • Jump for distance. • Jump for height 	<ul style="list-style-type: none"> • Jump for distance controlling the landing. • Jump for height with a controlled landing 	<ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction • I can take part in a relay, remembering when to run and what to do 	<ul style="list-style-type: none"> • I can run over a long distance • I can sprint over a short distance • I can throw in different ways • I can hit a target • I can jump in different ways 	<ul style="list-style-type: none"> • I am controlled when taking off and landing • I can throw with accuracy • I can combine running and jumping 	<ul style="list-style-type: none"> • I can demonstrate stamina • I can link together actions so that they flow in running, jumping and throwing activities
	Knowledge / Skill milestones <i>Throwing, Jumping and Running in Isolation (KS1) and combination (KS2)</i>	Age Related Expectations (Meeting)	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Throw a ball accurately underarm to a target using increasing 	<ul style="list-style-type: none"> • Explore and throw a variety of objects with one hand. • Jump from a stationary position with control. • Change speed and direction whilst running • Remember, repeat and link combinations of skills where necessary. • Catch and control a ball in movement working with a partner or in a small group. • To be able to hit a ball 	<ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Record my distances, numbers and times. 	<ul style="list-style-type: none"> • Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. 	<ul style="list-style-type: none"> • Choose the best pace for a running event. • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. 	<ul style="list-style-type: none"> • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance.

	<p>Knowledge / Skill Milestones</p> <p><i>Throwing, Jumping and Running in Isolation (KS1) and combination (KS2)</i></p>	<p>Challenge Exceeding Age Related Expectations</p> <p>(Greater Depth)</p>	<p>control.</p> <ul style="list-style-type: none"> • Hit a ball with control using an appropriate object. • Explore throwing and catching in different ways. <p>EXCEEDING</p> <ul style="list-style-type: none"> • Explore and throw a variety of objects with one hand. • Jump from a stationary position with control. • Change speed and direction whilst running. • Remember, repeat and link combinations of actions. 	<p>accurately using a piece of equipment.</p> <p>EXCEEDING</p> <ul style="list-style-type: none"> • Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. whilst running. • Begin to lead others in a simple team game. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Use different take off and landings when jumping. • Throw a variety of objects, changing my action for accuracy and distance. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines 	<p>EXCEEDING</p> <ul style="list-style-type: none"> • Select and apply the best pace for a running event • Lead a small group through a short warm-up routine.
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Swimming

Swimming	National curriculum objectives			<ul style="list-style-type: none"> 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.
	Key Skills			<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. <ul style="list-style-type: none"> Perform safe self-rescue in different water-based situations.
	Knowledge / Skill Milestones <i>Swimming</i>			<ul style="list-style-type: none"> Use floats to swim longer distances with a more controlled leg kick. Join in all swimming activities confidently. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Understand water can be dangerous. Swim 25m unaided in water using one basic method to achieve this distance.

Outdoor and Adventurous Activities	National curriculum objectives				<ul style="list-style-type: none"> • 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 Skills				<ul style="list-style-type: none"> • Table top maps • Using maps in classroom/ hall • Introduction to maps • Orienteering maps • Location points following routes 	<ul style="list-style-type: none"> • Developing map work and orientation of the school site • Simple star orienteering (School field/ playground) • Simple short courses on school field/ playground (few controls) • Setting up routes for each other using simple plans 	<ul style="list-style-type: none"> • Consolidation of map work and orientation • Variations of short courses (more controls) • Setting up courses for others using school plans/maps • Ground to map interpretation • Introduction to compass work 	<ul style="list-style-type: none"> • Using off-site locations where possible • Continue familiarisation with different maps and locations • Timed short courses • Score orienteering and competition
Knowledge / Skill Milestones <i>Outdoor and Adventurous Activities</i>	Age Related Expectations (Meeting)			<ul style="list-style-type: none"> • To follow and give instructions. • Communicate ideas and listen to others. • Work with a partner and a small group. • Plan and attempt to apply strategies to solve problems. • Developing basic map reading skills. 	<ul style="list-style-type: none"> • Accurately follow and give instructions. • Work effectively with a partner and a small group. • Identify key symbols on a map and use a key to help navigate around a grid. 	<ul style="list-style-type: none"> • Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Use critical thinking to approach a task. • Navigate around a course using a map. 	<ul style="list-style-type: none"> • Work effectively with a partner and a group. • Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Orientate and map efficiently to navigate around a course. 	

		Challenge Exceeding Age Related Expectations (Greater Depth)			EXCEEDING <ul style="list-style-type: none"> • Reflect on when and why I was successful at solving challenges. 	EXCEEDING <ul style="list-style-type: none"> • Plan and apply strategies to solve problems 	EXCEEDING <ul style="list-style-type: none"> • Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. 	EXCEEDING <ul style="list-style-type: none"> • Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.
Fitness	National curriculum objectives	<ul style="list-style-type: none"> • Apply basic movements in a range of activities 			<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. 			
	Key Skills	<ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). • An understanding of the need for PE uniform (changing, safety). • Awareness of how exercise is important for a healthy lifestyle and mind 			<ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise. • Awareness of how exercise is important for a healthy body and lifestyle. • Awareness of how exercise can help support our mental wellbeing. • Understanding the importance of exercise and sport in social environments. 			