



## **Coads Green Primary School    Knowledge and Skills Organiser Physical Education**



### **Purpose of Study**

At Coads Green Primary School we believe Physical Education, School Sport and Physical Activity should give all children the opportunity to improve and achieve physical competence in line with their age and potential. Physical Education, School Sport and Physical activity also enables children, whatever their circumstances or ability, to take part in and enjoy a wide range activities. The wider benefits of PE include the promotion of positive attitudes to health and well -being the development of emotional resilience and a wide range of personal skills including leadership.

### **Curriculum aims**

- To teach children to become skilful and thoughtful performers, developing control and co-ordination and becoming physically literate.
- To develop an understanding of what they do in PE, school sport and physical activity and how it contributes to a healthy and active lifestyle.
- To give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities.
- To encourage an appreciation of the creative and aesthetic aspects of PE.
- To contribute to children's social and emotional development in promoting their confidence and self-esteem.
- To develop qualities such as commitment, fairness, tolerance and a concern for others as well as individual success.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- All children are entitled to a progressive and comprehensive Physical Education programme which embraces the statutory orders of the National Curriculum 2014 and which takes account of individual interests and needs.
- To encourage children to take part in 30 active minutes daily providing a varied menu of activities.

### **Curriculum Planning**

- The school uses the Arena PE schemes of work at EYFS and KS1
- PE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- Resources are audited on a regular basis and new resources for new sports are to be purchased through Sports Premium funding.
- At KS2, all components of the National Curriculum re taught through Athletics, Dance, Games, Gymnastics, Outdoor Adventure Activities and Swimming are covered throughout the year, so that children receive a broad and balanced curriculum.
- PE lessons are planned so that they build upon the prior learning of the children.

- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.

### Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving Creativity, Resilience and Determination

### Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<i>Do I know what I need to do to complete my task?</i> <i>Can I plan and organise my learning before I start?</i> <i>Where am I with my learning?</i> <i>How well have I achieved my success criteria?</i> <i>What is my next step?</i> <i>I can seek feedback from others to help me in my next steps.</i>	<i>Can I explain my learning to someone else?</i> <i>I know and can explain what strategies I have used in my learning.</i> <i>I can make links between new content and ideas and learning I already know.</i> <i>I can share my ideas and questions to deepen my understanding.</i> <i>I know how I did at the end of my learning.</i> <i>I can explain how things link together.</i>	<i>Can I organise my knowledge to support new learning?</i> <i>I can look for and recognise similarities and differences in my tasks.</i> <i>I can organise my knowledge to support new learning.</i> <i>When have I applied my learning to another area?</i> <i>I know where I am heading in my learning.</i> <i>I understand what I am learning, where I am going and how to get there.</i> <i>I know what success looks like.</i>
<b>EYFS</b>	<b>EYFS Areas of Learning codes</b> PSED- Making Relationships PSED(MR)		

	PSED- Self-Confidence and Self-Awareness PSED(SC&SA) PSED- Managing Feelings and Behaviour PSED(MF&B) CAL- Listening and Attention CAL(L&A) CAL- Understanding CAL(U) CAL- Speaking CAL(S) PD- Moving and Handling PD(M&H) PD- Health and Self-Care PD(H&SC) L-Reading L(R) L-Writing L(W) M-Numbers M(N) M-Shape, Space and Measure M(SSM) UW- People and Communities UW(P&C) UW- The World UW(TW) UW- Technology UW(T) EAD- Exploring and Using Media and Materials EAD(EUMM) EAD- Being Imaginative EAD(BI)					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Fundamentals 1</b>	<b>Fundamentals 2</b>	<b>Gymnastics 1/2</b>	<b>Dance</b>	<b>Games 1/2</b>	<b>Striking and Fielding/Athletics</b>
<b>Knowledge</b>	I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes.	I can take part in an agility course using the skills I have learnt to bound, hop, jump and skip – I can take turns with other children	I can show a variety of actions using the floor and where appropriate, the apparatus, such as; walking, running, slithering, sliding, jumping, galloping, rolling, skipping, hopping, sidestep balancing and climbing.	I can move in a range of ways to perform a motif.	I can begin to use the skills I have learned to start and stop, move in different directions, balance in different shapes, bounce and pass a ball in a small game situation. I can use the skills I have learnt to bounce a ball over a line in a game.	I can begin to use the skills I have learned to underarm throw, overarm throw, dribble using a uni hoc stick and strike a ball using a tennis racket. I can take part in a mini Olympic Activity Circuit to show that can run, throw and jump with support. I can run, throw and jump with a little prompting.

<b>Skills</b>	Move with confidence, travel in different ways with control and co-ordination.	Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.	Ability to listen and observe, show an awareness of space for themselves and others.	To link symmetrical body shapes and movements To link asymmetrical body parts and movements	Move confidently, change direction and speed avoiding collisions, stop quickly. Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner. Controlling a ball, steering a ball, use a small range of equipment,	ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
Metacognition	<b>Planning</b> <i>What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?</i>		<b>Monitoring</b> <i>Am I doing well?</i>		<b>Evaluation</b> <i>How did I do? Am I able to re-tell stories and link them to other areas of learning?</i>	
<b>Year A 1+2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Games 1</b>	<b>Games 2</b>	<b>Gymnastics – Basic skills</b>	<b>Dance</b>	<b>Athletics 1</b>	<b>Striking and Fielding</b>
<b>Knowledge</b>	I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.	I can use the skills I have learnt over this term (bouncing, dribbling, passing and receiving) and apply them to a Basketball game.	I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of	I can recall and perform a dance linked to my topic. I can describe the work of others.	I can demonstrate the skills I have learned, to throw jump and run in a competitive situation.	I can begin to use the skills I have learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation.

			my movements. (Start and finish positions).			
<b>Skills</b>	Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games	Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun.	Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Know how to carry and place apparatus. Recognise how their body feels when still and when exercising. Watch copy and describe what they and others have done.	Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts. Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement Recognise how their body feels when still and exercising	Remember, repeat and link combinations of actions.  Use their bodies and a variety of equipment with greater control and coordination.	Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games
<b>Year B 1+2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Games 3</b>	<b>Games 4</b>	<b>Gymnastics – Directions and Pathways</b>	<b>Dance</b>	<b>Cricket</b>	<b>Athletics 2</b>
<b>Knowledge</b>	I can use my throwing skills to play a Frisbee golf game as in the pupil challenge.	I can send, receive and steer a ball in a game situation.	I can join together four actions showing different pathways and moving in different directions. I can either, start on the floor	I can practice and perform a dance based on celebrations. I can work with a partner,	I can play a cricket game by learning how to: hit the ball a range of distances off a batting tee. I	I can increase the distance I can jump by improving my technique and I can link a hop, jump and leap together.

			and finish on the apparatus or start on the apparatus and finish on the floor.	using levels and travel actions in my dance.	can bowl a ball underarm or overarm towards a target a designated area, allowing the ball to bounce once. I can stop the ball and throw back to the bowler or a set of stumps.	I am beginning to use my arms to help increase distance, my head for balance and my legs for a good take-off and landing
<b>Skills</b>	<p>Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance. Use information to improve their work.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance. Use information to improve their work.</p>	<p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination. Use their bodies and a variety of equipment with greater control and coordination. Recognise and describe what their bodies feel like during different types of activity. Watch, copy and describe what they and others have done.</p>

Metacognition	<b>Planning</b>		<b>Monitoring</b>		<b>Evaluation</b>	
	<i>What resources do I need to carry out my task?  Have I done anything like this before?  How can I link my learning with my own experiences to help me?</i>		<i>Am I doing well?  Do I need any different techniques to improve my learning/task?</i>		<i>Am I able to re-tell stories and link them to other areas of learning?  How did I do in my task?</i>	
<b>Year A 3+4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Tag Rugby</b>	<b>Football</b>	<b>Swimming Gymnastics</b>	<b>Dance</b>	<b>Striking and fielding</b>	<b>Athletics 3/4</b>
<b>Knowledge</b>	I can run with the ball at speed, dodging tackles and passing with accuracy.	I can make good decisions of when to attack and defend. I can pass and receive the ball with control to keep possession, dribble the ball at speed and be aware of space to support teammates.	<p>I can swim 1 width on the front with a float with both arms outstretched in front.</p> <p>I can swim 1 width on the back with a float, using a straight leg action kick.</p> <p>I can swim 1 width on the front with a float, using a breaststroke style leg action.</p> <p>I can create a sequence of 6 - 8 elements using the floor and apparatus I can you name and include both symmetrical and asymmetrical elements and use a start and finish position.</p>	<p>I can create and perform a dance which has 3 sections within it.</p> <p>I can include an action - reaction element to my dance.</p> <p>I can include unison and canon within my dance.</p>	I can use the following skills to play a striking and fielding game. I can throw a ball overhand and stop a ball passing when fielding and hit a ball at different distances.	I can sprint using an effective arm action. I can pass and receive a baton successfully. I can select a jump for distance, driving arms and legs to gain height. I can throw balls in a variety of ways with increasing accuracy. I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, jumping and throwing.
<b>Skills</b>	Consolidate and improve the quality of their techniques and their ability to link movements.	Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations.	Understand water safety Develop confidence in swimming up to 5 metres Enter and exit the water safely and confidently from the pool side.	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	Consolidate and improve the quality of their techniques and their ability to link movements.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.

	<p>Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>	<p>Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.</p>	<p>Develop arm action standing in shallow water. Develop whole stroke within reaching distance of pool side. Develop the use of breaststroke leg action using a float.</p>	<p>Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Talk about how they might improve their dances.</p>	<p>Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for striking and fielding and net games. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>	<p>Develop their ability to choose and use simple tactics and strategies in different situations. Know, measure and describe the short-term effects of exercise on the body. Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
<b>Year B 3+4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Hockey</b>	<b>Basketball</b>	<b>Swimming 2 Gymnastics</b>	<b>Dance</b>	<b>Tennis</b>	<b>OAA</b>
<b>Knowledge</b>	I can control the ball whilst moving and pass and receive it in a game situation.	I can move into space whilst dribbling a basketball and pass and receive a ball from a partner with	I can swim 10m on the front using a reasonable technique and a recognised arm recovery.	I can create and perform a dance on my own, as a pair or as part of a small group.	I can play a competitive tennis game using the following skills: to control a tennis ball	I can complete the course using my map to find the controls. I can work cooperatively with my partner / group

		accuracy in game 5v5 game of basketball	<p>I can Swim 10m on the back using reasonable technique and a recognised arm recovery.</p> <p>I can Swim at least 10m using 3 changes of direction without touching the side or pool bottom.</p>	<p>I can create and perform a dance which has 3 sections within it. I can perform movements so that I start and finish at the same time as my friends. I can include unison and canon within my dance.</p>	<p>with a tennis racket, to play a forehand and backhand tennis shot, be able to serve consistently into an area and use some tactics in gameplay.</p>	to complete the challenges.
<b>Skills</b>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations.</p> <p>Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p>	<p>Start to develop stroke technique in front crawl and breast stroke.</p> <p>Fully submerge the face into the water and blow out for 3 seconds.</p> <p>Jump into the water, full reach depth in a recognised shape.</p> <p>Swim 10m without a pause and using any recognised stroke.</p> <p>Retrieve an object from the pool bottom using hands and feet.</p> <p>Tread water using arms and legs for at least 30 seconds.</p>	<p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Use simple choreographic principles to create motifs and narrative.</p> <p>Perform complex dance phrases and dances that communicate character and narrative.</p> <p>Know and describe what you need to do to warm up and cool down for dance.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations.</p> <p>Devise and use rules.</p> <p>Recognise which activities help their speed, Suggest practices to improve their play.</p> <p>Keep, adapt and make rules for striking and fielding and net games, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p>	<p>Develop the range and consistency of their skills and work with others to solve challenges.</p> <p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>Recognise the effect of different activities on the body and to prepare for them physically.</p> <p>Work safely.</p> <p>Describe and evaluate their own and others' performances, and identify areas that need improving.</p>

	Use what they have learned to improve their work.				Recognise aspects of their work that need improving.	
Metacognition	<b>Planning</b>		<b>Monitoring</b>		<b>Evaluation</b>	
	<i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources will I need to complete my learning?</i> <i>Have I got everything I need to complete my task?</i> <i>How can I break down the task into smaller steps to make my learning more manageable?</i>		<i>Do I need any different techniques to improve my understanding of the process?</i> <i>Am I finding this challenging?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategy?</i>		<i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i>	
<b>Year A 5+6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Tag rugby</b>	<b>Hockey</b>	<b>Swimming Gymnastics</b>	<b>Dance</b>	<b>Striking and fielding</b>	<b>Athletics</b>
<b>Knowledge</b>	I can run forward with the ball and pass backwards to a player once tagged. I am beginning to evaluate my own performance and the performance of others.	I can control the ball whilst moving and pass and receive it in a game. I can involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.	<p>I can swim front crawl for 1 width showing a good technique and arm recovery</p> <p>I can swim back crawl for 1 width showing a good technique and arm recovery.</p> <p>I can scull head first for a distance of 5m and return feet first.</p> <p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus? I can travel apart and sometimes</p>	I can be part of a group dance sequence based on a specific topic playing an effective role in storytelling.	I can hit the ball a range of distances and bowl a ball underarm consistently into a designated area, allowing the ball to bounce once. I can stop the ball and throw over arm towards the bowler at the stumps.	<p>I can run using a good knee lift.</p> <p>I can throw a variety of different implements with increasing distances and long jump by taking off on one foot and landing with both.</p>

			together showing a range of gymnastic elements and including at least 2 partner balances.			
<b>Skills</b>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p>	<p>Further development of stroke technique for 3 main strokes</p> <p>Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom.</p> <p>Surface dive in the water showing good technique.</p> <p>Hold a stationary position by treading water with head up for 45 seconds.</p> <p>Start to develop early life saving skills eg. Enter the water of full reach depth / Tread water for 10 seconds / Followed by a 10m swim.</p> <p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p> <p>Know and understand the basic principles of warming up and why it is</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills.</p> <p>Organise their own warm-up and cool-down activities to suit the dance.</p> <p>Show an understanding of why it is important to warm up and cool down.</p> <p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p>

			important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic criteria to evaluate their own and others' work.			
<b>Year B 5+6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Handball</b>	<b>Basketball</b>	<b>Swimming Gymnastics – counter balance</b>	<b>Dance</b>	<b>Tennis</b>	<b>OAA</b>
<b>Knowledge</b>	I can play a competitive Handball game using the following skills: to pass and receive a ball under pressure and in a match situation at times, to be able to run with the ball in a match, be able to use some attacking and defending tactics in gameplay.	I can play in a 5 v 5 game using some of the skills I have learned	<p>I can swim 25m front crawl.</p> <p>I can swim 1 length front crawl and follow with a strong push off from the pool side, on the back, using both feet and arms extended.</p> <p>I can retrieve an object from the pool bottom using both hands</p> <p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. I can show changes of levels in my sequence. I can include 3 or more partner balances and travel in unison and cannon.</p>	<p>I can copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase.</p> <p>I can teach a dance phrase to a friend and learn theirs.</p>	I can play a competitive tennis game using the following skills: to play a forehand and backhand tennis shot in a match, be able to overhead pop and push serve, to be able to volley and use some tactics in gameplay for both singles and doubles matches.	I can take part in an orienteering competition using most of the skills that I have learned. I can work sensibly and collaboratively with your partner / group to achieve a safe outcome and be able to trust each other.

<b>Skills</b>	<p>Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>	<p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres</p> <p>Use a range of strokes effectively including front crawl, back crawl and breast stroke.</p> <p>Perform safe self-rescue in different water based – situations</p> <p>Tread water for 30 seconds followed by a 25m swim.</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</p> <p>Understand why warming-up and cooling-down are important.</p> <p>Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</p>	<p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Begin to use basic compositional principles when creating their dances.</p> <p>Understand why dance is good for their fitness, health and wellbeing.</p> <p>Prepare effectively for dancing.</p> <p>Understand how a dance is formed and performed.</p> <p>Evaluate, refine and develop their own and others work.</p>	<p>Choose, combine and perform skills more fluently and effectively in net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>

			Evaluate their own and others' work. Suggest ways of making improvements.			
Metacognition	<b>Planning</b>		<b>Monitoring</b>		<b>Evaluation</b>	
	<i>What resources do I need to carry out my task?</i> <i>Where do I start and what strategies will I use?</i> <i>What type of resources and materials will I need to complete my learning?</i> <i>How can I break down the task into smaller steps?</i>		<i>Am I finding this challenging?</i> <i>Is there anything I need to stop and change to improve the understanding of my learning?</i> <i>Do I need to re-read information to make it clearer?</i> <i>Do I need to change my strategies?</i>		<i>Did I use the right strategy?</i> <i>How did the feedback I received help me?</i> <i>For future tasks, would I use another strategy?</i> <i>Did I pace myself appropriately to get the task done?</i>	