

Captain Cook Primary School



Physical Education (PE) Curriculum

Non-Negotiable Curriculum and Assessment Document



Physical Education Non- Negotiables:

Year 1

Teaching Skills

Applying Skills

Evaluating & Improving Skills

Dance

- Copy and explore basic body actions.
- Choose movements to make into their own short phrases (2/3 phrases).
- Link movement to music, moods and feelings.

- Remember simple dance steps and perform with control.
- Copy simple movement patterns from each other.
- Respond to different stimuli with a range of actions.

- Practise and repeat their phrase with some control.
- Use simple dance vocabulary to describe movement.

Gymnastics

- Perform simple gymnastics movements: jump, roll, travel, climb, still.
- Perform movements with some control and accuracy.

- Make up, remember and perform simple movement phrases.
- Use space safely with an awareness of others.

- Use simple related vocabulary.
- Watch and describe the movements of others.

Games

- Move fluently, changing direction and speed easily without collision.
- Roll, throw, strike and kick with some control.
- Get in line with the ball to receive.
- Throw a range of objects with increased accuracy.

- Play simple chasing, catching games.
- Control a ball individually and with a partner: sending and receiving.
- Begin to control a ball around an obstacle using feet or hands.
- Throw objects with increased accuracy at a target across different distances.
- Take part in a variety of simplified striking and fielding and invasion games.

- Observe small groups taking part in simplified games and discuss and copy.

Athletics

- Run at different speeds.
- Jump from a standing position using arms to help forward motion and landing safely.
- Throw an object underarm with 1 hand with some accuracy.

- Run sprints and longer distances.
- Run races and team relays.
- Jump over gym mats, from a marker and measure the distance.
- Throwing at a target, into a bucket. Throwing for distance and measuring.

- Why are some people good runners? Look for technique to copy.
- Improve personal best distance.
- How many hits on target? Improve personal best. Throw the furthest – copy good technique.

Outdoor education: Outdoor Activities

- Work and play safely and confidently in rough terrain.
- Lift and carry safely with regard for others.
- Make sensible choices and risk assessments.

- Hide and seek type games.
- Building simple shelters, houses, dens using branches and tarpaulins.
- Setting up pulleys.
- Building bridges over the mud bath.

- How could our shelter be better?
- Are we working together as a team?
- Are we working safely?

Fitness training

- Recognise changes in the body during exercise.
- Simple warm up and cool down exercises.
- Hopping, skipping, jumping skills.

- Lead simple warm ups and cool downs learnt as a class.
- Circuit training.
- Repetitions of drills and exercises.

- Explain why exercise is good for them.

PE ASSESSMENT CRITERIA



Key	Dance	Gymnastics	Games	Athletics	Orienteering	Fitness Training	Swimming
-----	-------	------------	-------	-----------	--------------	------------------	----------

Year 1

- I can copy and remember simple dance steps.
- I can use space safely with the awareness of others.
- I can use simple related vocabulary to describe my movements.
- I can begin to practise ball skills using my hands and feet.
- I can begin to take part in simple games.
- I can improve my running skills eg: sprinting and longer distances.
- I can jump, throw and measure the distance.
- I can work as part of a team to build a simple shelter.
- I can explain why exercise is good for me.
- I can take part in simple warm up and cool down exercises.



Physical Education Non- Negotiables

Year 2

<i>Teaching Skills</i>	<i>Applying Skills</i>	<i>Evaluating & Improving Skills</i>
Dance		
<ul style="list-style-type: none"> • Develop and use a wider range of body actions. • Create longer dance phrases individually or in pairs. • Use music to guide and shape a dance phrase. 	<ul style="list-style-type: none"> • Work with a partner or small group to link 2 dance phrases to create and perform a short dance. • Demonstrate co-ordination and increased control in phrases. 	<ul style="list-style-type: none"> • Practise and repeat their dance with increased control and confidence. • Use simple dance vocabulary to describe movement. • Say what they like/dislike.
Gymnastics		
<ul style="list-style-type: none"> • Develop smooth transitions from positions of stillness to travelling movements and vice-versa. 	<ul style="list-style-type: none"> • Perform a range of actions with increased control and co-ordination. • Create, repeat and perform a short sequence with/without a partner/apparatus. 	<ul style="list-style-type: none"> • Describe their own or their partner's sequence accurately using appropriate vocabulary. • Choose one aspect of their performance to improve.
Games		
<ul style="list-style-type: none"> • Perform a range of throwing, rolling, striking, kicking and gathering skills. • Show good awareness of others in running, catching and avoiding games. • Demonstrate how to send and receive whilst travelling. 	<ul style="list-style-type: none"> • Know how to aim and hit into a good space. • Use space to their advantage. • Know how to score and keep the rules of a game. • Use both underarm, overarm and chest pass throws depending on the distance involved. • Co-operate in small teams and begin to manage competition. 	<ul style="list-style-type: none"> • Describe what others have done. • Use what they have learnt to improve the quality and control of their work.
Athletics		
<ul style="list-style-type: none"> • Change speed and direction whilst running. • Run at a sensible speed for a longer distance. • Hand over a 'baton' to a team mate. • Run up put feet together and jump forwards. • Throw a variety of objects under and over arm. • Throw for accuracy and for distance. 	<ul style="list-style-type: none"> • Play chasing and marking games. • Run races of different lengths. • Circuits and cross country races. • Relay races. • Run and jump over mats, marked distances. • Throwing at targets. Throwing balls, beanbags, foam javelins into target areas at increasing distance. 	<ul style="list-style-type: none"> • Timing the run, improving own time, team's time. • Winning teams- copy their hand over techniques. • How many items inside the target zone? • Who can throw the furthest? Copy technique.
Outdoor education: Outdoor Activities/Team Challenge		
<ul style="list-style-type: none"> • Throw ropes over tree branches and secure them under supervision. • Work together to move bigger logs. • Secure poles and tarps with bungees. 	<ul style="list-style-type: none"> • Pulleys, tarzies and swings with support. • Building more planned and substantial dens and shelters, see- saws and obstacles with guidance and support. 	<ul style="list-style-type: none"> • Children can describe what makes a successful pulley, tarzie, swing etc. • The children show awareness of risk to self and others.
Fitness training		
<ul style="list-style-type: none"> • Learn a variety of warm ups and cool downs. • Recognise a change in temperature and heart rate during exercise. • Know how important it is to be active. • Improve technique –hopping, skipping jumping. 	<ul style="list-style-type: none"> • Use warm ups and cool downs and know why they are important. • Circuit training. • Repetitions of drills and exercises. 	<ul style="list-style-type: none"> • Understand why it is good to be fit. • Know how to get fitter. • Know how to exercise safely.

PE ASSESSMENT CRITERIA



Key	Dance	Gymnastics	Games	Athletics	Orienteering	Fitness Training	Swimming
-----	-------	------------	-------	-----------	--------------	------------------	----------

Year 2

- I can work with a partner or small group to link 2 dance phrases to create and perform a short dance demonstrating co-ordination and control.
- I can use simple dance vocabulary to describe movement and say what I like/dislike.
- I can create, repeat and perform a short sequence.
- I can describe a sequence using appropriate vocabulary.
- I can co-operate in small teams and begin to manage competition and am able to describe what others have done.
- I can vary my running skills according to activity (sprinting, jogging, changes of pace)
- I can throw different shape and weight objects at a target, increasing in distance.
- With guidance and support, I can build substantial dens, shelters, see-saws and obstacles.
- I understand why it is good to be fit and how to get fitter.
- I can use warm ups and cool downs when exercising and know why they are important.



Physical Education Non- Negotiables

Year 3

<i>Teaching Skills</i>	<i>Applying Skills</i>	<i>Evaluating & Improving Skills</i>
<i>Dance</i>		
<ul style="list-style-type: none">• Incorporate different levels, speed and directions into phrases.• Respond to stimuli through gestures and facial expression as well as action.	<ul style="list-style-type: none">• Explore and develop new actions while working with a partner or small group.• Link phrases together to make a structured dance: beginning, middle and end.	<ul style="list-style-type: none">• Perform short dances with expression, showing an awareness of audience.• Refine and improve dance work in response to feedback.• Say what they like/dislike giving simple reasons.
<i>Gymnastics</i>		
<ul style="list-style-type: none">• Move between floor, mat and apparatus using shape, balance and travel.• Adapt a sequence to include different levels, speeds or directions.	<ul style="list-style-type: none">• Create and perform a gymnastic sequence, showing different levels, speed or direction.• Show increased control, accuracy and fluency when performing for others.	<ul style="list-style-type: none">• Practise an action or short sequence to improve its quality.• Describe own work, noting similarities and differences between own work and that of others.
<i>Games: Football and Badminton</i>		
<ul style="list-style-type: none">• Use a range of skills to keep possession and control of the ball.• Pass, receive and dribble the ball keeping control and possession.• Vary the speed and direction of the ball.	<ul style="list-style-type: none">• Choose good places to stand when receiving; know how to use space.• Keep possession and make progress towards the goal.• Make good decisions about what to do and where to pass.• Hit the ball into space at speeds or different heights.• Get in line with a ball and get a small rally going.	<ul style="list-style-type: none">• Describe what is successful in their own and others' play.• Identify what they need to do to improve and how to go about doing it.• Describe the qualities of a good sportsperson and aspire to them.
<i>Athletics</i>		
<ul style="list-style-type: none">• Improve speed, change of pace and baton handover when running.• Understand time and distance when running at speed.• Perform and develop basic hopping and jumping with balance and co-ordination.	<ul style="list-style-type: none">• Practise running round a curve and baton changing.• Practise jumping from side to side with balance and co-ordination.• Practise throwing and rolling at targets.• Experiment throwing different weights and shapes of equipment.	<ul style="list-style-type: none">• Watch and describe specific aspects of running, jumping and throwing styles.• Suggest, with guidance, a target for improving distance or height.

Outdoor education: Orienteering

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Understand what we mean by the term orienteering.• Recognise where they are on a simple plan or a diagram• Understand map colours and common basic symbols | <ul style="list-style-type: none">• Choose simple approaches to solve the problems they are set• Work cooperatively with others on tasks.• Use maps and diagrams to orientate themselves and successfully navigate around a simple course• Listen and follow instructions and recognise what is needed to keep themselves safe• Undertake simple orienteering exercises both indoors and in the school grounds. | <ul style="list-style-type: none">• Children can with guidance discuss/evaluate any problems faced and can suggest ways to overcome them.• Use visual (map) prompts effectively to guide discussion and improve performance. |
|--|---|---|

Fitness training

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Carry out stretching and warm-up activities safely.• Understand that strength and suppleness are parts of fitness.• Describe what happens to the heart during different stages of exercise. | <ul style="list-style-type: none">• Warm up and cool down.• Take part in vigorous physical activity for sustained periods of time.• Develop speed, stamina and strength. | <ul style="list-style-type: none">• Discuss own fitness levels and suggest ways to improve overall fitness. |
|---|--|---|

Swimming

Children 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.

PE ASSESSMENT CRITERIA



Key	Dance	Gymnastics	Games	Athletics	Orienteering	Fitness Training	Swimming
-----	-------	------------	-------	-----------	--------------	------------------	----------

Year 3

- Working with a partner, I can make a structured dance with a beginning, middle and an end.
- I can create a short gymnastic sequence and am able to improve it.
- I can make good decisions about where to stand, what to do and where to pass in a game
- I can confidently pass a football to another player under control.
- I can complete a rally in Badminton of more than 4 returns.
- I can run around a curved track as part of a relay team carefully passing on a baton.
- I can accurately throw and roll at targets. (Shot put & Discus).
- I can use a map to navigate around a simple course inside school or in the school grounds.
- I know the importance of a warm up and cool down when taking part in vigorous exercise.
- I can discuss my own fitness level and suggest ways to improve my own performance.
- I can confidently swim 25 metres.



Physical Education Non- Negotiables

Year 4

<i>Teaching Skills</i>	<i>Applying Skills</i>	<i>Evaluating & Improving Skills</i>
<i>Dance</i>		
<ul style="list-style-type: none"> • Teach techniques for linking phrases/stages in a longer dance i.e. freeze-frame, change of level/direction etc. • Create dance sequences as part of a larger group responding to a wider range of stimuli. • Encourage and develop improvisation. 	<ul style="list-style-type: none"> • Think about characters and narrative and respond through movement. • Experiment with a wide range of actions individually, with a partner or in a group. • Practise and combine more complex phrases. 	<ul style="list-style-type: none"> • Describe own and others' work, making suggestions for improvement. • Describe and interpret dance movements using appropriate vocabulary. • Refine and improve dance work in response to feedback.
<i>Gymnastics</i>		
<ul style="list-style-type: none"> • Gradually increase the length of sequences. • Combine actions to make sequences, changing speed, level, direction and shape. 	<ul style="list-style-type: none"> • Perform a range of actions with consistency, fluency and clarity of movement. • Create longer sequence incorporating a number of prescribed elements. • Work with a partner to make sequences that move between the floor, mats and apparatus. 	<ul style="list-style-type: none"> • Make simple assessments of a performance based on criteria given by the teacher. • Offer constructive ideas when working with a partner/small groups. • Refine and improve gym work in response to feedback.
<i>Games: Basketball and Cricket</i>		
<ul style="list-style-type: none"> • Use a range of techniques when passing • Change direction and speed when dribbling the ball. • Show growing consistency and control in games • Play with greater speed and flow • Strike a ball with intent and throw it more accurately when bowling/fielding • Intercept and stop the ball with consistency and sometimes catch it • Return the ball quickly and accurately 	<ul style="list-style-type: none"> • Keep and use rules they are given • Suggest how rules could be changed to improve the game • Adapt rules in agreement with others • Use a range of tactics to keep possession of the ball and to attack goal. • Choose and use batting or throwing skills to make game harder for opponents • Choose where to stand successfully as a fielder • Work well as a team to make it harder for the batter. 	<ul style="list-style-type: none"> • Describe what is successful in their own and others' play • Identify parts of their performance that need improving and suggest how to achieve this • Be able to recognise good sportsmanship in self and others.

Athletics

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Improve speed, change of pace and baton handover when running.• Understand time and distance when running at speed.• Perform and develop basic hopping and jumping with balance and co-ordination. | <ul style="list-style-type: none">• Practise running round a curve and baton changing.• Practise jumping from side to side with balance and co-ordination.• Practise throwing and rolling at targets.• Experiment throwing different weights and shapes of equipment. | <ul style="list-style-type: none">• Watch and describe specific aspects of running, jumping and throwing styles.• Suggest, with guidance, a target for improving distance or height. |
|--|--|---|

Outdoor education: Outdoor Activities- Team Challenge/Trust Games/ Cooperation activities

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Understand the purpose of an activity and plan actions so they are successful• To understand importance of working together when solving tasks.• Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc• To plan, carry out and evaluate when solving a problem as a pair or group. | <ul style="list-style-type: none">• Choose simple approaches to solve the problems they are set• Work cooperatively with others on tasks.• Develop trust in others to ensure tasks are achieved.• Recognise what is needed to keep themselves and others safe | <ul style="list-style-type: none">• Describe their own and others' roles in activities• Improved ability to assess risk to self and others.• Describe what they and others have done using an increasing range of vocabulary in order to improve their performances |
|--|--|---|

Fitness training

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• Show understanding of warming up and cooling down and begin to do independently.• Know the demands that specific activities make on the bodies• Develop techniques to increase speed, strength and stamina. | <ul style="list-style-type: none">• Use knowledge they have learnt to make up suitable warm up activities.• Take part in vigorous physical activity for sustained periods of time.• Develop speed, stamina and strength. | <ul style="list-style-type: none">• Recognise fitness activities that they find particularly challenging and suggest ways to improve. |
|---|--|---|

PE ASSESSMENT CRITERIA



Key	Dance	Gymnastics	Games	Athletics	Orienteering	Fitness Training	Swimming
-----	-------	------------	-------	-----------	--------------	------------------	----------

Year 4

- I can use a wide range of actions individually, with a partner or in a group to practice and combine more complex movements.
- I can perform a range of actions with consistency, fluently and clarity of movement with a partner to create longer sequences.
- I can follow a range of tactics to help keep possession of the ball and to attack the net in Basketball.
- I can confidently use a bounce pass, dribble a ball (under control) and send the ball accurately to a team member in basketball
- I can field a ball and return it to a set place accurately in cricket.
- I can run around a curved track and baton change with increased fluency.
- I can jump from side to side with balance and coordination. (speed bounce)
- I can throw and roll at targets with increase accuracy and distance using different weights and shapes of object.
- I can work cooperatively with others in 'Team Challenges/Trust games'
- I can discuss my own fitness level and suggest ways to improve overall fitness.



Physical Education Non- Negotiables

Year 5

Teaching Skills

Applying Skills

Evaluating & Improving Skills

Dance

- Teach different dance styles and specific body actions associated with different cultures and times.

- Choose appropriate material to create new dance phrases in different styles.
- Develop increased fluency and consistency when creating and performing dance.
- Demonstrate increased rhythm and spatial awareness.

- Modify performances as a result of other people's observations.
- Develop accuracy and precision through refinement and practice.

Gymnastics

- Repeat a longer sequence with extension, clear body shape and changes in direction.
- Vary direction, levels and pathways, to improve the look of a sequence.

- Adapt own sequences to join smoothly with other groups to make longer gymnastic routines.

- Watch and comment on the quality of movements, shapes and balances.
- Describe how to refine, improve and modify performances.

Games: Tag Rugby & Tennis

- Hold ball with two hands.
- Controlling and passing the ball from hand to hand.
- Accurately passing the ball to someone else whilst moving.
- Control and throw the ball into the air and catch it.
- Run in different directions and stop with control.
- Throw overarm with a good set up and action.
- React to move to the ball and receive it.
- Serve consistently over and in to the diagonally opposite service box.
- Get the ball over the net and in.

- Choose positions in their teams and know how to help attack
- Use a variety of tactics to keep the ball
- Run into space and move into a space to receive a pass.
- Play shots on both sides of the body and above their heads.
- Change body height to receive a ball.
- Direct the ball reasonably well towards their opponent's court.
- Show good backswing, follow through and feet positioning.
- Control the speed and direction of the ball.
- Develop a cooperative rally.

- Know what they are successful at and what they need to practise more
- Awareness of own role within the game.
- Try things out and ask for help to perform better
- Work well with others, adapting their play to suit their own and others' strengths.
- Demonstrate the qualities of good team players and sportspeople.

Athletics

<ul style="list-style-type: none">• Link running and jumping.• Accelerate from a variety of static positions.• Learn and develop different types of jump from height.• Learn techniques for throwing for distance.	<ul style="list-style-type: none">• Improve judgement of pace.• Practise jumping an increased distance.• Improve co-ordination and rhythm in stepping and leaping sequences.• Practise throwing with speed and accuracy.• Practise throwing for distance and height.	<ul style="list-style-type: none">• Watch a partner's athletic performance and identify the main strengths• Identify parts of the performance that need to be practised and refined, and suggest improvements
---	--	--

Outdoor education: Orienteering

<ul style="list-style-type: none">• Revise and refine skills last used in Year3.• Read a variety of maps and plans (greater detail than Y3 and OS maps) accurately of different scales, recognising symbols and features• Plan and organise a simple orienteering trail using a variety of map reading and compass skills	<ul style="list-style-type: none">• Successfully apply their orienteering skills and understanding to new challenges and outdoor environments in and beyond the local environment.• Devise appropriate responses to challenges and tasks and adapt to changing circumstances• Work cooperatively with others on tasks	<ul style="list-style-type: none">• Children are clear about what they have to achieve and recognise the importance of planning and thinking as they go• Identify what they have done well and adapt plans to be more efficient when facing similar challenges.• Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary• Children record, view and evaluate their own performances independently.
---	---	--

Fitness training

<ul style="list-style-type: none">• Understand the effects of exercise on the human body.• Use exercises that stretch and tone the body.• Know how muscles work, how to stretch and how to do strengthening exercises.	<ul style="list-style-type: none">• Recognise activities that help strength, speed and stamina.• Know the types of exercise they should concentrate on to develop, eg speed and flexibility.• Take part in vigorous physical activity for sustained periods of time.• Develop speed, stamina and strength.	<ul style="list-style-type: none">• Identify weaker areas in relation to fitness and set own goals.• Devise own programme of activities to improve aspects of own fitness.
--	---	---

PE ASSESSMENT CRITERIA



Key	Dance	Gymnastics	Games	Athletics	Orienteering	Fitness Training	Swimming
-----	-------	------------	-------	-----------	--------------	------------------	----------

Year 5

- I use increased fluency, rhythm and spatial awareness to create a dance routine.
- I can adapt own sequences to join smoothly with other groups to make longer gymnastic routines.
- I can use a variety of tactics to keep the ball, choose position and help attack in Tag Rugby. (see 'Tag Rugby File' or RFU Internet resources for Tag Rugby.)
- I am aware of my role within the game and demonstrate qualities of a good team player.
- I can control the speed and direction of the ball and develop cooperative rally in tennis.
- I can show improved coordination in stepping and leaping sequences.
- I can throw with speed, accuracy, distance and height.
- I can plan and organise a simple orienteering trail using my map reading and compass skills.
- I know the types of exercise I should concentrate on to improve speed and flexibility.
- I can devise my own fitness programme to improve my performance.



Physical Education Non- Negotiables

Year 6

Teaching Skills

Applying Skills

Evaluating & Improving Skills

Dance

- Develop performance skills to enable pupils to improve the quality of their work. For example: posture, body shape and positioning, expression and drama.

- Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
- Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship

- View own recorded performances and those of others, making suggestions for improvement to improve overall quality.
- Develop a polished performance.

Gymnastics

- Vary direction, levels and pathways, to improve the look of a sequence.
- Develop performance skills to enable pupils to improve the quality of their work. For example: posture, presentation, use of whole body, planned starting, finishing points and transitions.

- Make up longer sequences and perform them with fluency and clarity of movement
- Vary direction, levels and pathways, to improve the look of a sequence
- Use planned variations and contrasts in actions and speed in their sequences

- Watch performances and use criteria to make judgements and suggest improvements
- Explain how a sequence is formed, using appropriate terminology to describe technique and composition

Games: Netball & Rounders

- Perform skills with greater speed
- Use different ways of bowling
- Bowl underarm accurately
- Vary how they bowl.
- Bat effectively, using different types of shot.
- Field with increased accuracy
- Throw over arm with accuracy and for a good distance.
- Learn and obey footwork rules.
- Learn different passing techniques.
- Learn essential defending, attacking and shooting techniques.

- Make quick decisions and adapt practice accordingly.
- Choose when to pass or dribble, so that they keep possession and make progress towards the goal
- Use attacking and defending skills appropriately in games
- Choose and use different formations to suit the needs of the game.
- Gauge when to run after hitting the ball.
- Hit the ball from both sides of the body
- Direct the ball away from fielders, using different angles and speeds
- Choose the best pass to use depending on the position.

- Recognise and describe the best points in an individual's and a team's performance
- Identify aspects of their own and others' performances that need improvement, and suggest how to improve them.
- Demonstrate the qualities of good team players and sportspeople.

Athletics

<ul style="list-style-type: none">• Link running and jumping.• Accelerate from a variety of static positions.• Learn and develop different types of jump from height.• Learn techniques for throwing for distance.	<ul style="list-style-type: none">• Improve judgement of pace.• Practise jumping an increased distance.• Improve co-ordination and rhythm in stepping and leaping sequences.• Practise throwing with speed and accuracy.• Practise throwing for distance and height.	<ul style="list-style-type: none">• Watch a partner's athletic performance and identify the main strengths• Identify parts of the performance that need to be practised and refined, and suggest improvements
---	--	--

Outdoor education (Den Making)

<ul style="list-style-type: none">• Use physical and teamwork skills well in a variety of different challenges• Understand the importance of planning before beginning the project.• Know the best places to build dens and how we can protect against the wind and rain.• Learn how to secure poles with knots.• Learn what good materials to make a den are. (both natural and man-made)	<ul style="list-style-type: none">• Successfully apply their skills and understanding to new challenges and environments• Recognise similarities between challenges and choose efficient approaches to new ones• Working in bigger teams to make larger structures.• Building more planned and substantial dens and shelters (to accommodate all of a team) to stay up for a longer time.	<ul style="list-style-type: none">• Are clear about what they have to achieve and recognise the importance of planning and thinking as they go• Identify what they have done well and adapt plans to be more efficient when facing similar challenges.• Use physical and teamwork skills well in a variety of different challenges• Evaluate the strengths and weaknesses of the structures made and refine the design if necessary.• Evaluate their own and others performance within their team.
--	--	--

Fitness training

<ul style="list-style-type: none">• Understand how regular physical activity contributes to general health, fitness and wellbeing.• Make up their own warm up and explain how it is organised• Use exercises that stretch and tone the body.• Know how muscles work, how to stretch and how to do strengthening exercises.	<ul style="list-style-type: none">• Identify what types of physical activity they need to do to improve fitness levels.• Devise own training programmes with the aim of improving fitness over time.• Increase own speed, stamina and strength through participation in regular vigorous physical activity.	<ul style="list-style-type: none">• Work with a partner to identify strengths and weaknesses, suggest appropriate physical activity and motivate to work hard and improve.
---	---	--

PE ASSESSMENT CRITERIA



Key	Dance	Gymnastics	Games	Athletics	Orienteering	Fitness Training	Swimming
-----	-------	------------	-------	-----------	--------------	------------------	----------

Year 6

- I can explore dance imaginatively to produce a polished performance.
- I can perform longer, fluent sequences and improve them.
- I can explain how a sequence is formed using the correct terminology.
- I can send, receive and field a ball accurately in team ball games. (Rounders and Netball.)
- I can demonstrate the qualities of good team players/ sports people and can recognise the best points in a team's performance.
- I can show improved coordination in stepping and leaping sequences.
- I can throw with speed, accuracy, distance and height.
- I can use physical and team work skills in a variety of different challenges such as 'Den making' and 'Team Challenge'
- I can identify parts of the performance (Individual or team) that need to be practised and refined and can suggest improvements.
- I can devise a personal training programme with a view to improving my own physical fitness and skill level.