

**WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL**



*'Let your light shine' – Matthew 5:16*

**Curriculum Planning      Subject: PE      SPORT/INVASION GAMES/OAA**

<p><b>Overview</b></p>	<p><b>Key Stage 1</b> 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:</p> <p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p><b>Key Stage 2</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <p>Running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics]</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					
<p><b>Year Group</b></p>	<p align="center"><b>Y1</b></p>	<p align="center"><b>Y2</b></p>	<p align="center"><b>Y3</b></p>	<p align="center"><b>Y4</b></p>	<p align="center"><b>Y5</b></p>	<p align="center"><b>Y6</b></p>
<p><b>Personal</b></p>	<p><b>Level 1</b> I can work on simple tasks by myself. I can follow instructions</p>	<p><b>Level 2</b> I try several times if at first I don't succeed. I ask for help when</p>	<p><b>Level 3</b> I have begun to challenge myself. I know where I am with my</p>	<p><b>Level 4</b> I can persevere with a task and improve my performance through regular practice.</p>	<p><b>Level 5</b> I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	<p><b>Level 6</b> I can accept critical feedback and make changes. I can create my own learning</p>

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	and practise safely.	appropriate. <b>Level 1</b> I can work on simple tasks by myself. I can follow instructions and practise safely.	learning. <b>Level 2</b> I try several times if at first I don't succeed. I ask for help when appropriate.	I cope well and react positively when things become difficult. <b>Level 3</b> I have begun to challenge myself. I know where I am with my learning.	I see all new challenges as opportunities to learn and develop. <b>Level 4</b> I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.	plan and revise that plan when necessary. <b>Level 5</b> I recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop.
<b>Social</b>	<b>Level 1</b> I can work sensibly with others, taking turns and sharing	<b>Level 2</b> I can help, praise and encourage others in their learning. <b>Level 1</b> I can work sensibly with others, taking turns and sharing	<b>Level 3</b> I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. <b>Level 2</b> I can help, praise and encourage others in their learning.	<b>Level 4</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. <b>Level 3</b> I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work.	<b>Level 5</b> I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. <b>Level 4</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	<b>Level 6</b> I can involve others and motivate those around me to perform better. <b>Level 5</b> I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others.
<b>Cognitive</b>	<b>Level 1</b> I can name some things I am good at. I can understand and follow simple rules.	<b>Level 2</b> I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. <b>Level 1</b> I can name some things I am good at. I can understand and follow simple rules.	<b>Level 3</b> I can explain what I am doing well and I have begun to identify areas for improvement <b>Level 2</b> I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.	<b>Level 4</b> I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions. <b>Level 3</b> I can explain what I am doing well and I have begun to identify areas for improvement	<b>Level 5</b> I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work. <b>Level 4</b> I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make	<b>Level 6</b> I can read and react to different game situations as they develop. I can review, analyse and evaluate my own and others' strengths and weaknesses. <b>Level 5</b> I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work.

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					good decisions.	
<b>Creative</b>	<p><b>Level 1</b> I can explore and describe different movements.</p>	<p><b>Level 2</b> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p><b>Level 1</b> I can explore and describe different movements.</p>	<p><b>Level 3</b> I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p><b>Level 2</b> I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p>	<p><b>Level 4</b> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p><b>Level 3</b> I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p>	<p><b>Level 5</b> I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p> <p><b>Level 4</b> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p><b>Level 6</b> I can use variety and creativity to engage an audience. I can effectively disguise what I am about to do next.</p> <p><b>Level 5</b> I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p>
<b>Applying physical</b>	<p><b>Level 1</b> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p>	<p><b>Level 2</b> I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p> <p><b>Level 1</b> I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p>	<p><b>Level 3</b> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p><b>Level 2</b> I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.</p>	<p><b>Level 4</b> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.</p> <p><b>Level 3</b> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p><b>Level 5</b> I can perform a range of skills fluently and accurately in practise situations. I can use combinations of skills confidently in sport specific contexts.</p> <p><b>Level 4</b> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.</p>	<p><b>Level 6</b> I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p><b>Level 5</b> I can perform a range of skills fluently and accurately in practise situations. I can use combinations of skills confidently in sport specific contexts.</p>
<b>Health and fitness</b>	<p><b>Level 1</b> I am aware of why exercise is important for good health.</p>	<p><b>Level 2</b> I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.</p> <p><b>Level 1</b> I am aware of why exercise is important for good health.</p>	<p><b>Level 3</b> I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p><b>Level 2</b> I use equipment appropriately and move and land safely.</p>	<p><b>Level 4</b> I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p><b>Level 3</b></p>	<p><b>Level 5</b> I can identify possible dangers when planning an activity. I can self select and perform appropriate warm up and cool down activities.</p> <p><b>Level 4</b> I can describe the basic</p>	<p><b>Level 6</b> I can plan and follow my own basic fitness programme. I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p><b>Level 5</b></p>

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			I can say how my body feels before, during and after exercise.	I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.	fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can identify possible dangers when planning an activity. I can self select and perform appropriate warm up and cool down activities.
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