PE



Subject Overview

Limitless Dreams

Endless Opportunities

Physical Education curriculum intent

Our physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities helps pupils build character and embeds our school values such as determination and respect.

Through participation in Physical Education, we aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

Implementation

Curriculum structure & sequencing
As a school, PE provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net and wall games, strike and field games, gymnastics, dance, swimming and outdoor and adventure.

Content & concepts
We maintain strong links to the National Curriculum guidelines to ensure all pupils participate in high quality PE lessons each week, covering two sporting disciplines each term. In addition, children are encouraged to participate in the varied range of extra-curricular activities (hockey, football, netball, multi-skills, dance). Outdoor and Adventure activities take place through Forest school and Residentials in Key Stage Two.

Enrichment and personal development:
Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Where appropriate we use outside providers, inter-school competition, extra-curricular activity opportunities and visits from high-level athletes to excite and intrigue our children to find out more about themselves and to push the limits of their abilities to the utmost. We aim to give our children as much opportunity to explore personal health, become competitive individually or within a team and to understand the importance of PE and exercise in becoming a healthy citizen of their local and wider community.

Assessment and next steps
Through the quality first teaching of PE taking place, we will see the impact of the subject in different ways. Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in PE lessons and want to find out more. Participation will show that a range of fundamental skills are being covered, cross curricular links are made where possible and differentiated outcomes set where appropriate. Assessments and monitoring will show standards in PE will be high and will match standards in other subject areas.

Physical Education in the Early Years Foundation Stage

Physical Education in the Early Years Foundation Stage (EYFS) is an integral part of children's Physical Development, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Physical Education strands are set out in the early learning goals of 'Physical Development'

At Manor Park, we believe physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Development Matters guides educators in facilitating Gross motor skills providing the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Physical Development: Gross Motor Skills – Development Matters

Children in Reception will be learning to:

a) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
b) Progress towards a more fluent style of moving, with developing control and grace.
c) Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
d) Combine different movements with ease and fluency. g) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
e) Develop overall body-strength, balance, co-ordination and agility.
f) Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
g) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Physical Development: Gross Motor Skills – Early Learning Goals

Gross Motor Skills

1. Negotiate space and obstacles safely, with consideration for themselves and others;

2. Demonstrate strength, balance and coordination when playing;

3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Inclusion within PE

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within PE. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Same intent, adapted implementation

- Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.
- Provide learners with targeted resources to support their learning and understanding such as prompts and visual aids.
- Use partnered and turn based learning support to provide modelled examples to children and provide collaborative learning opportunities.
- Give children longer time on tasks and break instruction down into more manageable steps to be followed – support by closer adult focus.
- Sensory breaks to aid transition between physical education and other learning times.

Road Map – Physical Education

Year R
- Fine Motor Skills
- Target Games
- Forest School
- Gymnastics
- Dance
- Forest School
- Object Manipulation
- Fundamental Movement Skills
- Forest School

Year 1
- Net and Wall Games
- Gymnastics
- Fundamental Movement Skills
- Invasion Games
- Yoga
- Dance
- Forest School
- Target Games
- Object Manipulation
- Striking & Fielding
- OAA

Year 2
- Net and Wall Games
- Yoga
- Target Games
- Gymnastics
- Gymnastics
- Personal Challenges
- Dance
- OAA

Year 3
- Athletics
- Invasion Games
- Striking & Fielding
- Forest School
- Basketball
- Tag Rugby
- Dance
- Gymnastics
- Gymnastics
- Forest School
- Hockey
- Yoga

Year 4
- Athletics
- Swimming
- Cricket
- OAA
- Tag Rugby
- Personal Challenges
- Gymnastics
- Forest School
- Football
- Yoga
- Dance
- OAA

Year 5
- Athletics
- Swimming
- Rounders
- Gymnastics
- Gymnastics
- Forest School
- Dodgeball
- Leadership
- Basketball
- OAA
- Dance
- Yoga
- Athletics
- Swimming
- Tennis
- Gymnastics

Year 6
- Badminton
- Dodgeball
- Gymnastics
- OAA
- Netball
- Gymnastics
- Dance
- Team Building
- Athletics
- Swimming
- Cricket
- Forest School

PD

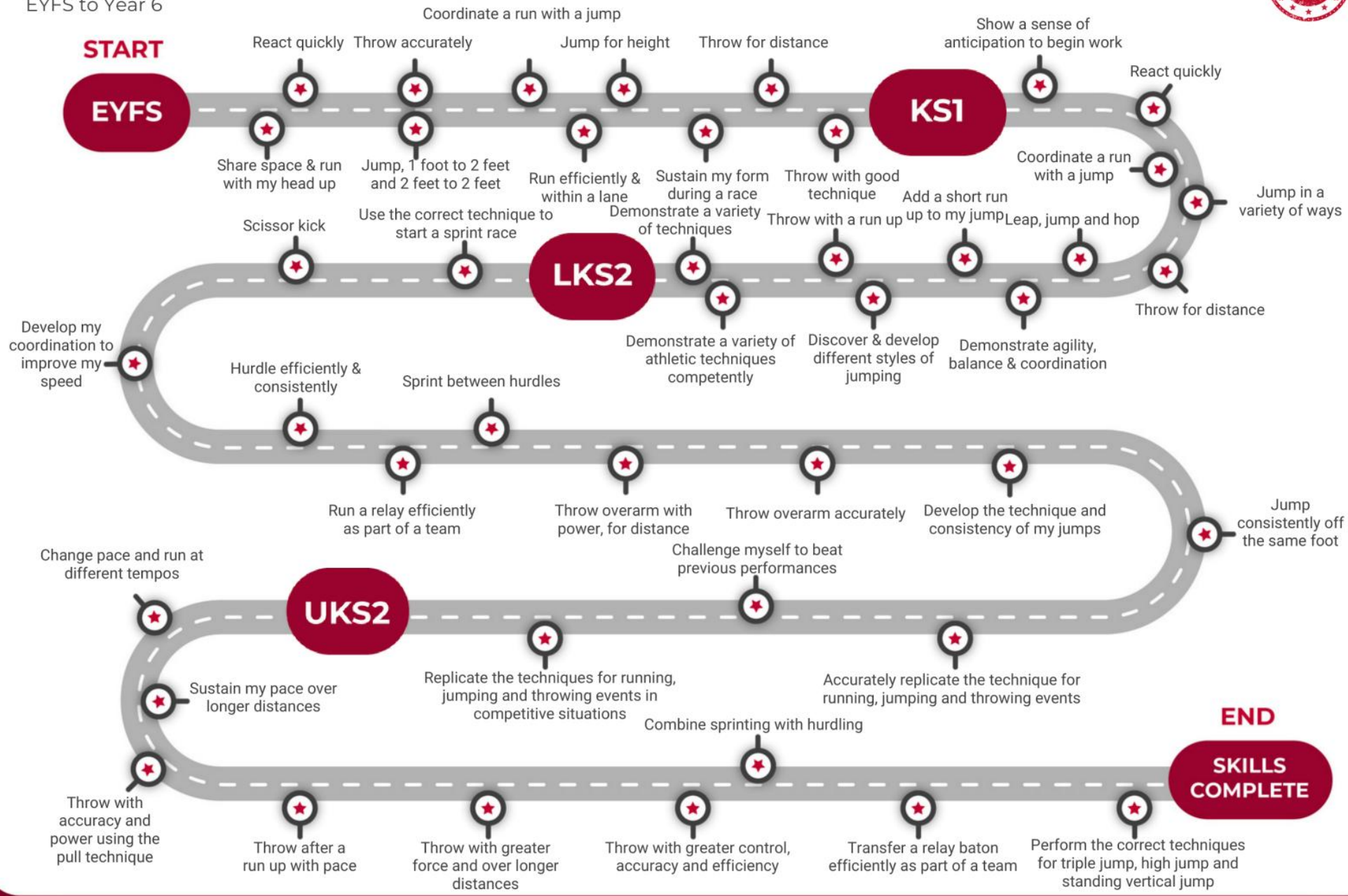
Gross Motor Skills

End Points

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Gymnastics** To experiment with different ways of moving, jumping off an object and landing appropriately. **Multi-Skills** To negotiate space successfully, adjusting speed or changing direction to avoid obstacles.	**Invasion Games** To perform basic skills of rolling, striking, catching and throwing and making simple choices in target games. **Multi-Skills** To use a range of basic skills, including throwing, rolling and receiving, moving into a space and show an awareness of where others are when playing chasing and avoiding games.	**Invasion Games** To perform basic skills of rolling, striking and kicking showing awareness of opponents and team-mates when playing games. **Multi-Skills** To use throwing and catching skills, making simple choices when playing individual and team games.	**Gymnastics** To perform a range of movements with control and fluency, using their own movements, improvising freely. **Invasion Games** To use a small range of skills, actions and techniques when playing games with some control and reasonable accuracy.	**Invasion Games** To use a range of skills, actions and techniques when playing games, performing longer sequences of good quality movements. **Multi-Skills** To select, use and vary the actions, skills and techniques used to suit the activity, knowing the importance of warming up.	**Gymnastics** To perform specific skills, actions, shapes and balances clearly, consistently and accurately, demonstrating good tension and extension. **Invasion Games** To use a range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.	**Gymnastics** To create and explore imaginative movements when performing simple and difficult movements with good body control and fluency. **Invasion Games** To use a wide range of skills, actions and tactics when playing games and identify the affect on their bodies and how they can improve their performance.
Spring	**Dance** To experiment with different ways of moving, negotiating space successfully when playing racing and chasing games with other children. **Multi-Skills** To show increasing control over an object in pushing, patting, throwing, catching or kicking it.	**Body Management** To copy and explore basic body actions and movement patterns, and stay still when required. **Multi-Skills** To use basic fundamental skills including under arm throwing, catching, rolling, striking and catching.	**Body Management** To explore and perform a range of body actions with control, co-ordination and fluency, and show a contrast in shape. **Multi-Skills** To confidently use skills appropriately, making good decisions regarding use of equipment, space and aiming for targets.	**Dance** To share and create sequences with a partner and in a small group that communicates and idea and show a contrast in the actions used. **Multi-Skills** To choose and use a range of simple actions, skills, techniques and tactics to suit the game being played.	**Body Management** To perform actions, balances, body shapes and agilities clearly and with control and fluency. **Multi-Sports** To use a range of actions, skills and techniques, performing longer sequences of movement and good quality movements.	**Dance** To explore, improvise and perform actions and agilities which suit different dance styles, creating longer more complex sequences for a performance. **Multi-Sports** To use a range of different actions, skills and techniques competently, applying rules consistently and fairly.	**Dance** To create and explore imaginative movements when performing simple and difficult movements with good body control and fluency. **Multi-Sports** To use a range of different actions, skills and techniques competently, understanding why tactics are important and playing co-operatively.
Summer	**Gymnastics** To travel with confidence and skill around, under, over and through, balancing and climbing equipment. **Multi-Skills** To use a small range of basic skills for running, jumping and throwing.	**Dance** To copy and explore basic body actions and movement patterns, responding to stimuli, instructions and commands with a range of actions. **Summer Sports** To use basic fundamental skills including running, jumping and throwing.	**Dance** To explore and perform a range of body actions with control, co-ordination and fluency and show a contrast in shape. **Summer Sports** To confidently demonstrate fundamental skills for running jumping and throwing.	**Striking & fielding** To begin to accurately throw/roll a ball at a target and catch a ball accurately, identifying strengths and working on areas they could improve. **Athletics** To take part in running, jumping, throwing and rely activities with fluency and control.	**Striking & fielding** To use the correct overarm technique and strike a bowled ball. **Dance** To remember, repeat and perform longer sequences that include changes of speed and level, clear shapes and good quality movements.	**Striking & fielding** To begin to strike a bowled ball in an intended direction and into space, playing cooperatively with teammates. **Athletics** To use a range of athletic actions and techniques with increased accuracy, applying rules fairly.	**Striking & fielding** To stop a ball using a range of techniques including the 'long barrier', choosing a range of simple tactics and strategies when striking and fielding. **Athletics** To use a range of athletic actions, skills and techniques competently.

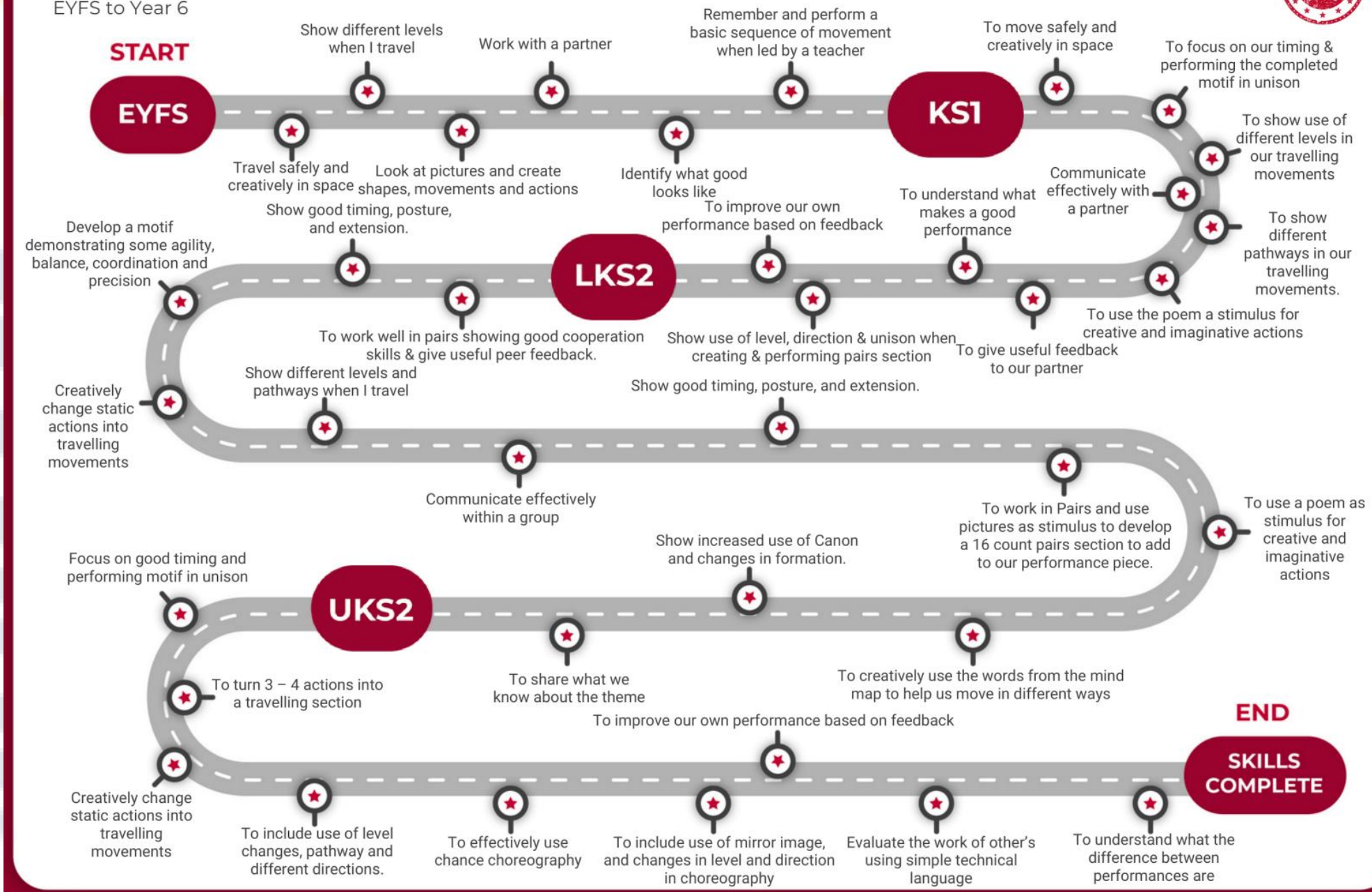
Athletics

EYFS to Year 6



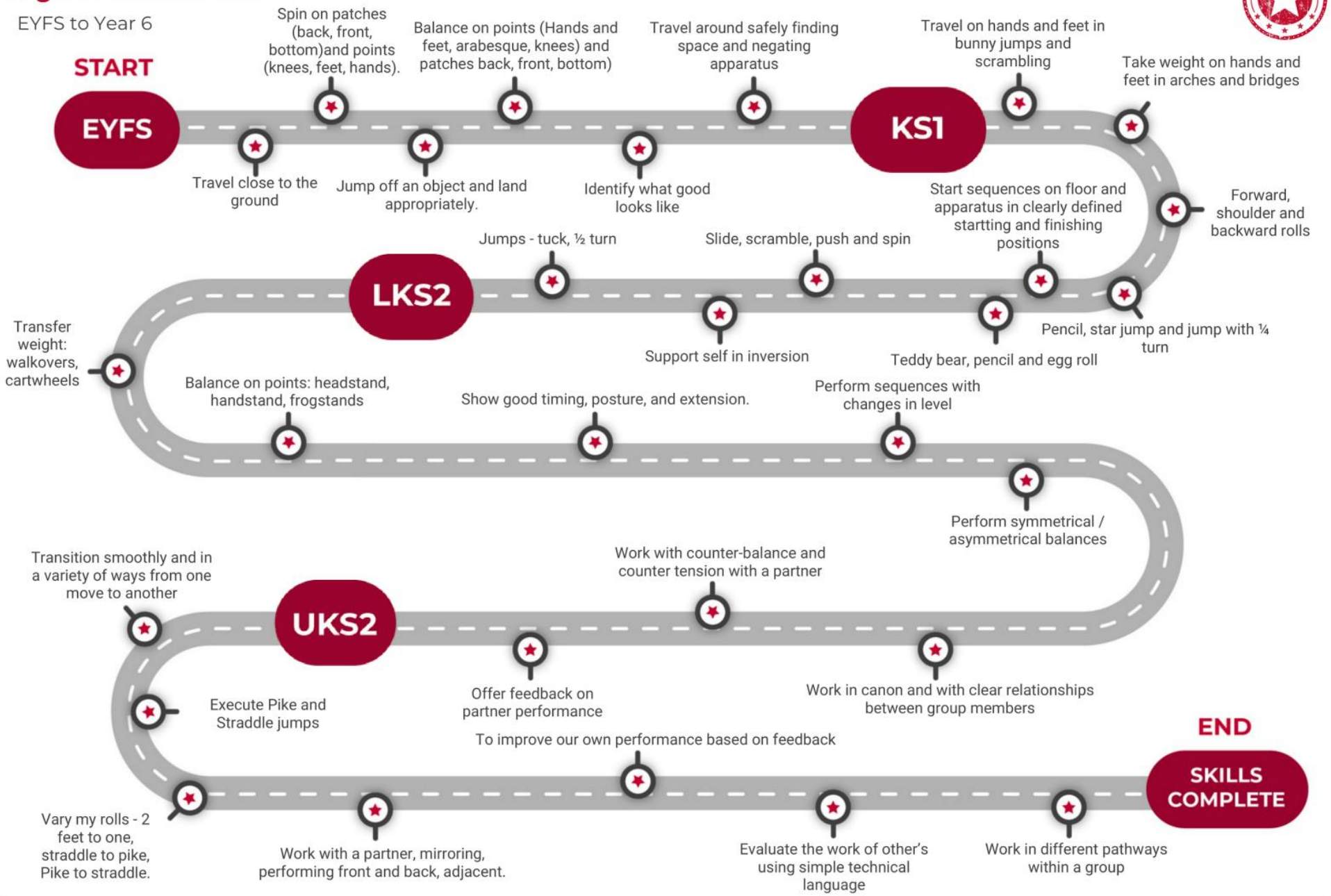
Dance

EYFS to Year 6



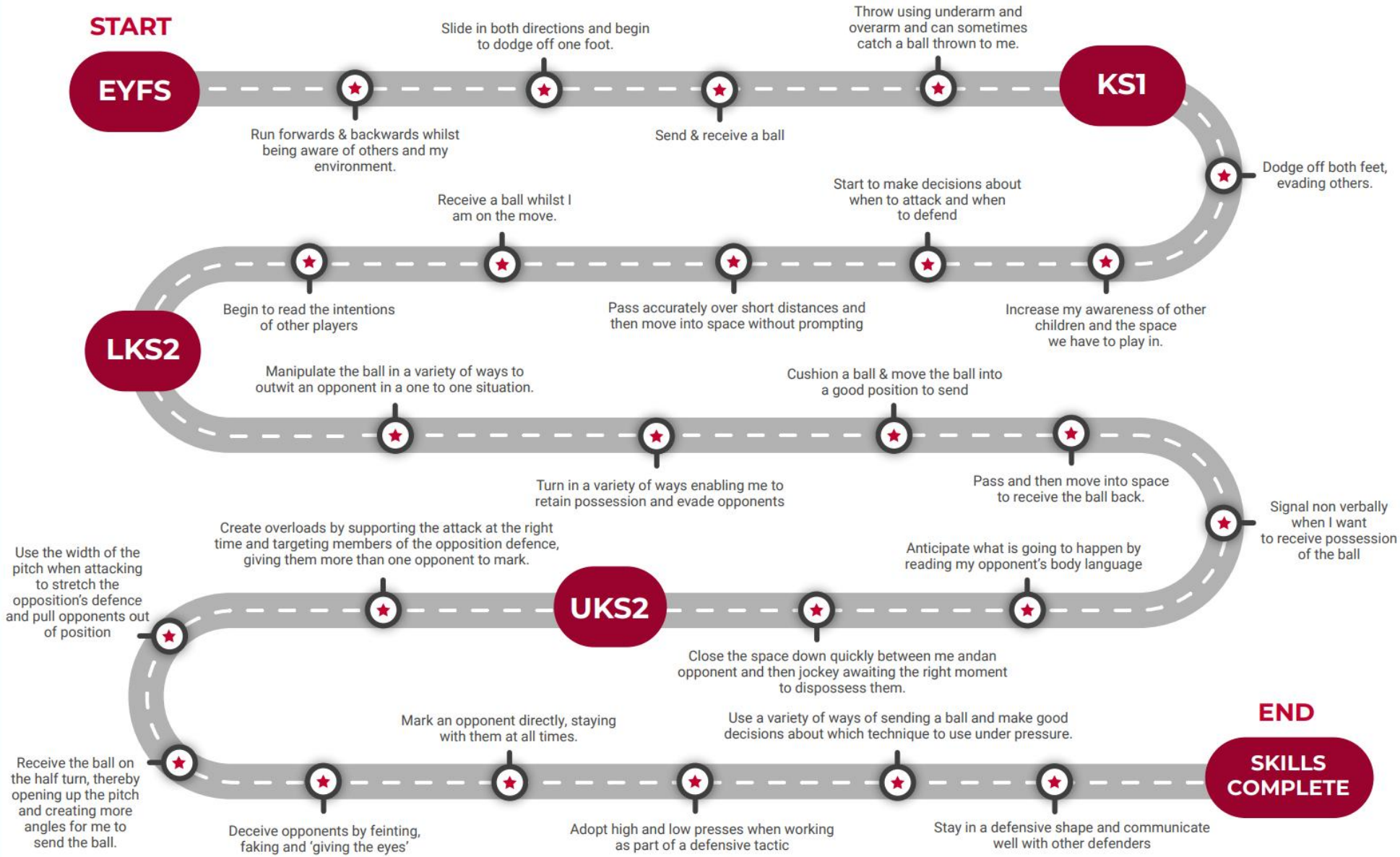
Gymnastics

EYFS to Year 6



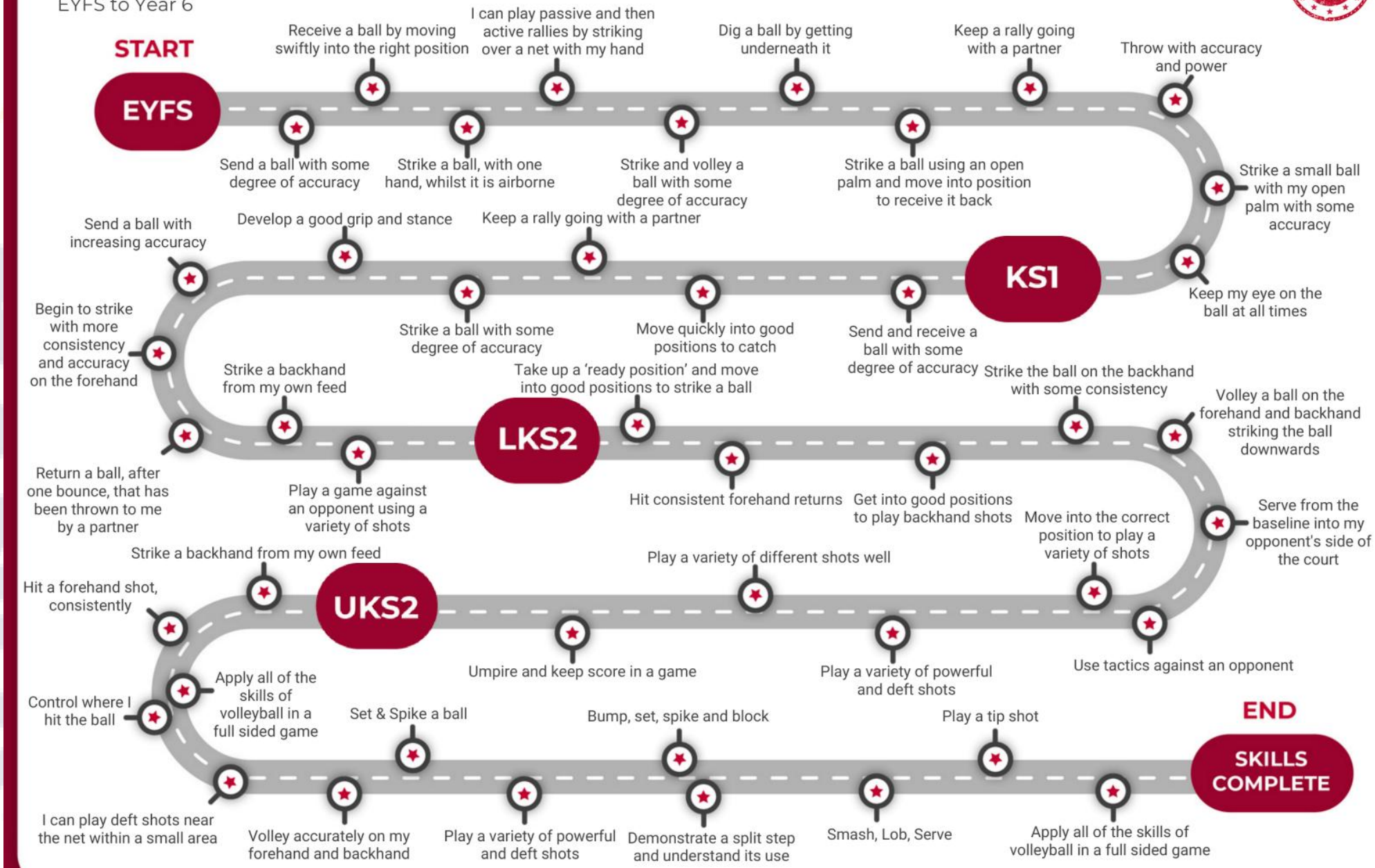
Invasion Games

EYFS to Year 6



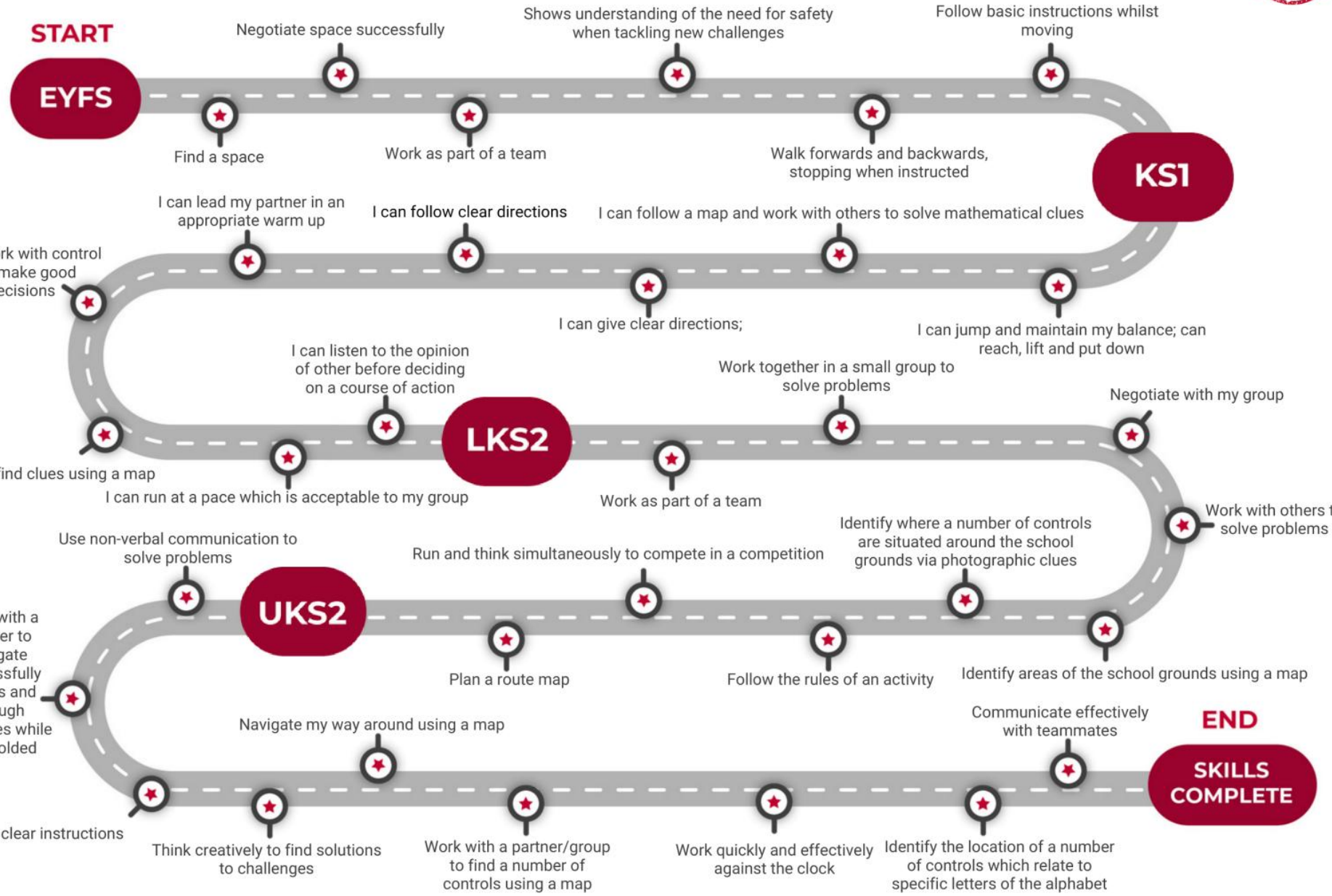
Net and Wall Game Skills

EYFS to Year 6



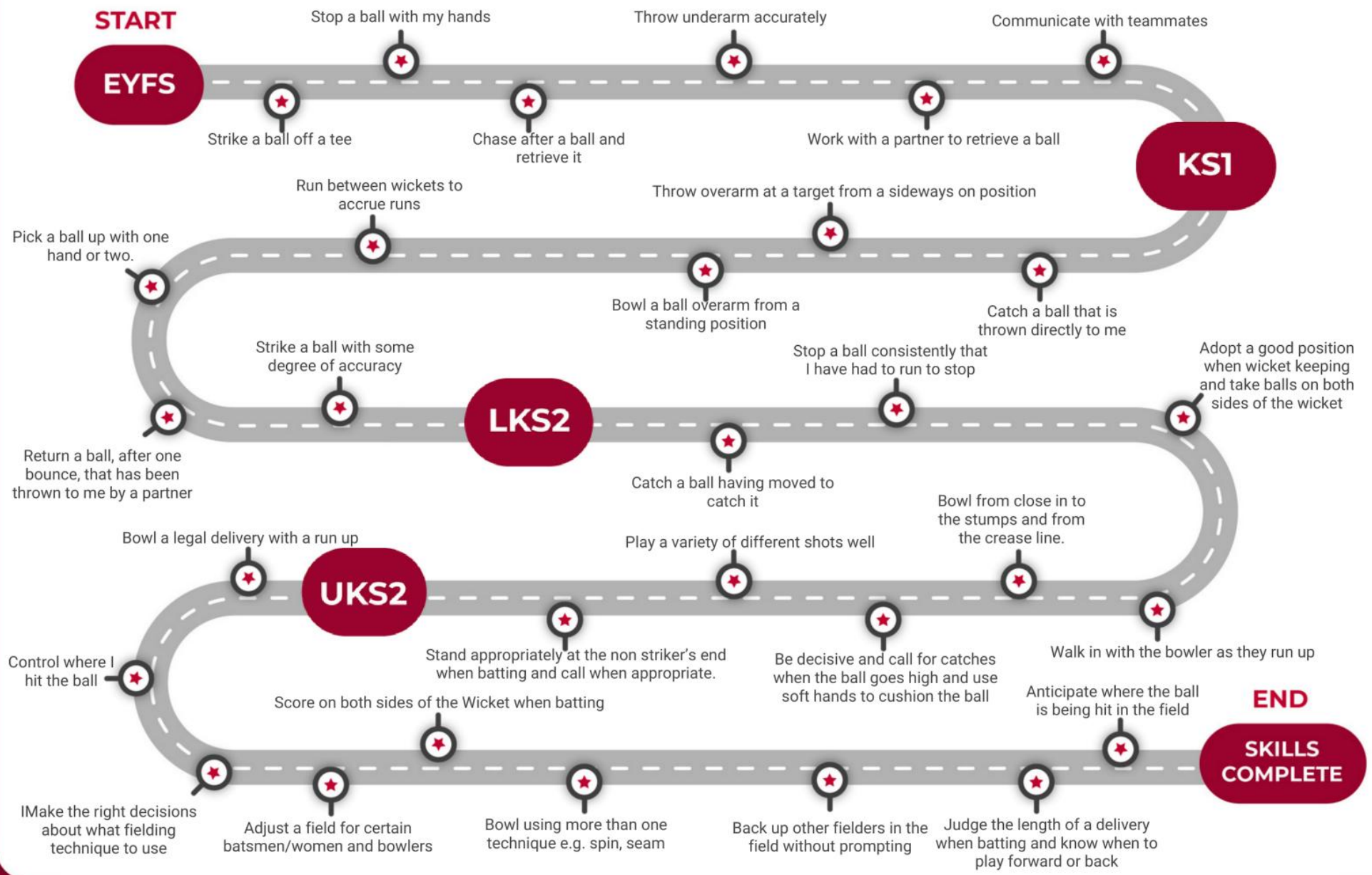
OAA Skills

EYFS to Year 6



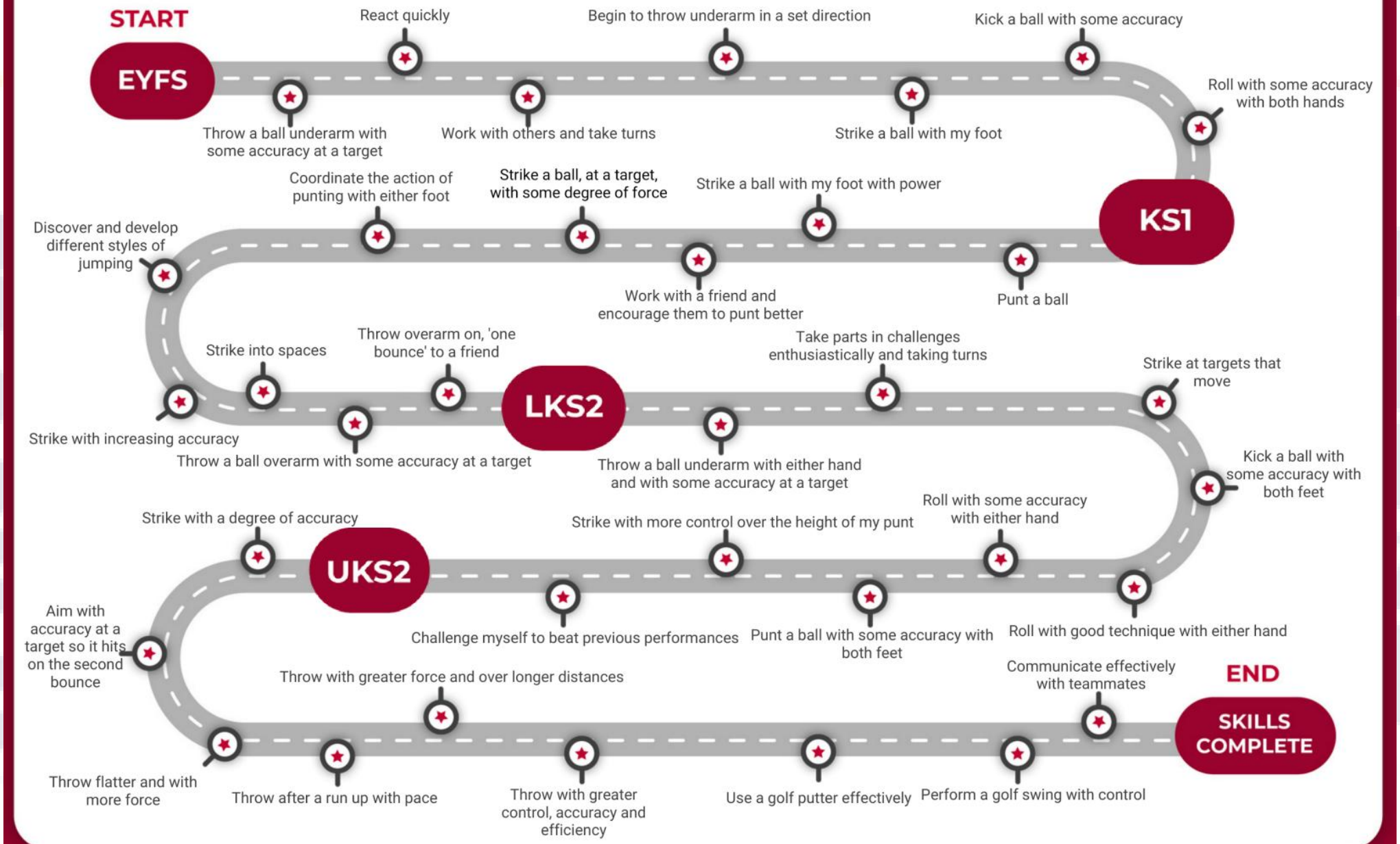
Striking & Fielding Game Skills

EYFS to Year 6



Target Game Skills

EYFS to Year 6



Manor Park Primary School
Progression of skills in PE

		EYFS and Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		Pupils should be taught to: • 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. • Perform dances, using simple movement patterns	Pupils should be taught to: • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate (e.g. badminton, basketball, rugby, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending • Develop flexibility, strength, techniques, control and balance (e.g. through gymnastics and athletics) • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	
Dance	**Compose**	• Copy and explores basic movements and body patterns **Develop control of movement using;** • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance • Sequence and remember a short dance	• Beginning to improvise dance phrases/dances to communicate an idea **Develop movement using;** • Actions (WHAT) – travel, turn, gesture, jump, stillness • Space (WHERE) – formation, direction and levels • Relationships (WHO) – whole group/duo/solo, unison/canon • Dynamics (HOW) – explore speed, energy • Choreographic devices, motif, motif development and repetition. • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music	• Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Beginning to exaggerate dance movements and motifs (using expression when moving) **Develop movement using;** • Actions (WHAT) – travel, turn, gesture. Jump, stillness • Space (WHERE) – formation, direction, level, pathways • Relationships (WHO) – solo/duo/trio, unison/canon/contrast • Dynamics (HOW) – explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices – motif, motif development, repetition, retrograde (performing motifs in reverse) • Link phrases to music
	Perform	• Move spontaneously showing some control and co-ordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music • Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting)	• Perform dance to an audience showing confidence • Beginning to create longer dance sequences in a larger group. • Show co-ordination, control and strength (Technical Skills) • Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions with precision and some control – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting	• Perform dance to an audience showing confidence and clarity of actions • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact
	Appreciate	• Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy.	• Show awareness of different dance styles and traditions. • Compare and comment on their own and other's work – strengths and areas for improvement • Modifies parts of sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work.	• Show awareness of different dance styles, traditions and aspects of their historical/social context • Compare and evaluate their own and other's work Modifies parts of a sequence as a result of self and peer evaluation • Uses more complex dance vocabulary to compare and improve work.

		EYFS and Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gymnastics	Sequencing	• Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Teach sequence to a partner and perform together	• Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling • Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. They move apart to finish	• Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances) • Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.
	Balance	• Stand and sit "like a gymnast" • Explore the 5 basic shapes: straight/tucked/star/straddle/pike • Balance in these shapes on large body parts: back, front, side, bottom • Explore and develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes) • Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)- ensure hands are always flat on the floor and fingers point the same way as toes	• Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)- ensure hands are always flat on the floor and fingers point the same way as toes • Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. • Balance on floor and apparatus exploring which body parts are safest to use • Explore balancing with a partner: facing, beside, behind and on different levels • Move in and out of balance fluently	• Perform balances with control, showing good body tension • Mirror and match partner's balance i.e. making same shape on different level or in a different place. • Explore symmetrical and asymmetrical balances on own and with a partner • Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) • Perform a range of acrobatic balance with a partner on the floor and on different levels of apparatus • Perform group balances at the beginning, middle or end of sequence. Consider how to move in and out of these balances with fluency and control • Begin to take more weight on hands when progressing bunny hop into hand stand
	Travel	Begin to travel on hands and feet (hands flat on floor and fully extend arms) • Monkey walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) • Bunny hops (transfer weight to hands)	Use a variety of rolling actions to travel on the floor and along apparatus • Travel will a partner; move away from and together on the floor and on apparatus • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus	• Travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and by placing one hand and then the other on the floor • Increase the variety of pathways, levels and speeds at which you travel • Travel in time with a partner, move away from and back to a partner
	Jump	• Explore shape in the air when jumping and landing with control (e.g. star shape)	• Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) • Add a quarter or half turn into a jump before landing • Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action	• Make symmetrical and asymmetrical shapes in the air • Jump along, over and off apparatus of varying height with control in the air and on landing
	Roll	• Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest rill into back and onto other side. Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on the floor in front. Keep hands and feet still, raise hips in the air to inverted "V" position.	• Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner • Develop forward roll • Begin backwards roll	• Explore different starting and finishing positions when rolling e.g. forward roll from straddle position on feet and end in a straddle position on floor or feet / begin a backward roll from standing in a straight position, ending in a straddle position on feet • Explore symmetry and asymmetry throughout the rolling actions

		EYFS and Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Games		• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) - Use basic underarm (sometimes overarm), rolling and hitting skills - Intercept, retrieve and stop beanbag and a medium sized ball with some consistency - Catch a beanbag and a medium-sized ball - Track balls and other equipment sent to them, moving in line with the ball to collect it - Throw, hit and kick a ball in a variety of ways, depending on the needs of the game - Choose different ways of hitting, throwing, striking or kicking the ball - Decide where to stand to make it difficult for their opponent • Work co-operatively in teams • Can use equipment safely/ and with good control •	• Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) - throw and catch with control to keep possession and score goals - Keep possession with some success when using equipment that is not used for throwing and catching skills • Work well as a team in competitive games • Apply the basic principles of fair play (respect team-mate and opponents) • Begin to apply basic principles suitable for attacking and defending • Can use equipment safely and with good control	• Develop techniques of a variety of skills to maximise team effectiveness • Use skills (e.g. of throwing and catching to gain points in competitive games – fielding) - Throw, catch and move with control to keep possession and score goals • Use tactics when attacking or defending • Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game
Athletics.	Running	• Run for 1 minute • Show difference in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running	• Run smoothly at different speeds • Choose different styles of running of different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running (e.g. what arms and legs are doing) • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over short and longer distances (with guidance)	• Sustain pace over longer distance – 2 minutes • Perform relay change-overs • Identify the main strengths of a performance of self and others • Identify parts of the performance that needs to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performances • Explain why athletics can help stamina and strength • Set realistic targets for self, of times to achieve over short and longer distance
	Jumping	• Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve	• Perform a combination of jumps e.g. hop, step, jump showing control and consistency. • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what the arms and legs are doing • Set realistic targets when jumping for distance or for height (with guidance)	• Demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height
	Throwing	• Throw into targets • Perform a range of throwing actions e.g. rolling, underarm and overarm • Describe different ways of throwing • Explain what is successful or how to improve	• Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing e.g. what the arms and legs are doing • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)	• Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others
Swimming		All schools must provide swimming instruction in either KS1or KS2 In particular, pupils should be taught to: • Swim competently,, confidently and proficiently over a distance of at least 25m • Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations		

		EYFS and Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outdoor Adventurous Activities	Orientation	• Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom • Use simple maps and diagrams to follow a trail •	• Orientate simple maps and plans • Mark control points in correct position on map or plan • Find way back to a base point	• Draw maps and plan and set trails for others to follow • Use eight points of the compass to orientate • Plan an orienteering challenge
	Communication	• Begin to work co-operatively with others • Plan and share ideas	• Co-operate and share roles within groups • Listen to each other's ideas when planning a task and adapt • Take responsibility for a role within the group • Recognise that some outdoor adventurous activities can be dangerous • Follow rules to keep safe	• Plan and share roles within the group based on each other's strengths • Understand individuals' roles and responsibilities • Adapt roles or ideas if they are not working • Recognise and talk about dangers of tasks • Recognise how to keep themselves and others safe
	Problem Solving	• Discuss how to follow trails and solve problems • Select appropriate equipment for the task	• Select appropriate equipment/route/people to solve a problem successfully • Choose effective strategies and change ideas if not working	• Plan strategies to solve problem/plan routes/follow trails/build shelters • Implement and refine strategies
Evaluation and Competition		• Engage in competitive (both against self and against others) • Begin to understand their next steps on how to improve their work	• Communicate, collaborate and compete with each other • Watch and describe performances accurately • Beginning to think about how they can improve their own work • Know their next steps and how to improve their work	• Communicate. Collaborate and compete with each other • Learn from others how they can improve their skills • Comment on tactics and techniques to help improve performances • Know their next steps on how to improve their work •
Healthy Lifestyles		• Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle	• Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understand the need to warm up and cool down	• Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understand the need to warm up and cool down

Assessment within Physical Education

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Physical Education.

When assessing Physical Education, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Manor Park Primary School, we have clearly mapped out all endpoints for all the Physical Education units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children .

Making judgements – formative assessment

When delivering lessons; sport coaches record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Physical Education. Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions, develop greater confidence of skills and what has been taught.

Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidence of children's performance within PE lessons; against this framework of what is to be taught.