St John’s Catholic Primary School

Physical Education and School Sport (PESS) Policy.

Reviewed: Jul 2014
Mission Statement

The Mission statement is central to the life of St. John’s School.

😊 We educate all are children to learn, develop and fulfil their potential
😊 We aim to provide a secure, loving, family environment
😊 We value and nurture each person’s gifts and talents enabling all to grow in their knowledge and practice of the Catholic faith
😊 We seek to accompany each other as we serve our community and journey towards God

“I am the vine you are the branches”-John 15

Physical Education and School Sport (PESS) Policy.

1. Rationale – The Nature of PESS

The intention is for the physical education curriculum to:

- Inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.
- Provide opportunities for pupils to become physically confident in a way that supports their health and fitness.
- Provide opportunities to compete in sport and other activities; build character and help to embed values such as fairness and respect.

This will initially be expressed through the Early Years Foundation Stage (EYFS) framework where three prime areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

In Key Stage 1 (KS1) and Key Stage 2 (KS2) the four main aims of the national curriculum will help 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.
2. Aims:
The aim of this policy is to reinforce and recognise the importance of PE and how the subject can develop children in number of positive ways, not only during their education but also throughout their life. This is achieved at St John’s Catholic Primary School by children being able to:

- Enjoy physical activity and view learning within different environments;
- Become skilful and intelligent learners;
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts;
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- Develop their ideas in a creative way;
- Set targets for themselves and compete against others, individually and as members of a team;
- Understand how (and be able) to persevere, succeed and acknowledge others’ success;
- Respond to a variety of challenges in a range of physical contexts and environments;
- Take initiative, lead activity and focus on improving aspects of their own performance;
- Discover their own aptitudes and preferences for different activities;
- Make informed decisions about the importance (and value) of exercise in their lives;
- Develop positive attitudes towards participation in physical activity;
- Solve problems and find alternative solutions to physical challenges on their own and with others;
- Develop positive self-esteem through achievement;
- Appreciate and demonstrate fair play, honesty in competition and good sporting behaviour;
- Be given a firm foundation for life-long participation in sporting activity.

3. OBJECTIVES

EYFS Objectives
The EYFS Framework identifies 3 prime areas for engaging learning and assigns the following Early Learning Goals (ELG). These will allow children to develop a broad range of physical, personal, social and emotional and communication skills necessary to engage and enjoy Physical Education and School Sport. These are:

Communication and Language

**Listening and attention:** children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

Key stage 1

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:

- 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.

Key Stage 1 Objectives

Games:

- To work with due regard for safety at all times.
- To be able to make up their own ideas.
- To perform skills with increasing accuracy.
- To place skills in the context of a simple game.
- To be able to link and repeat actions.
- To practise and improve actions.
- To be energetic and sustain activity.
- To work successfully with a partner and to be able to describe what they have done.
- To work safely and follow simple rules.
To recognise and describe changes to their body resulting from exercise.

Gymnastics:
To work with due regard for safety at all times.
To make up their own ideas in response to tasks set by the teacher, self or peers.
To link and repeat actions in short sequences.
To practice and improve their actions.
To sustain energetic tasks for a reasonable time.
To work successfully with a partner.
To describe what they have done and offer simple advice for improvement.
To recognise and describe how they feel after exercise.

Dance
To work with due regard for safety at all times.
Demonstrate simple dance movements.
Demonstrate expression and sensitivity.
Understand the need to practise skills in order to improve.
Be able to identify ways of improving skills.
Demonstrate an understanding and appreciation of dance.
To co-operate with a partner to plan, perform and improve their dance.
Understand the importance of stamina, strength and flexibility in dance.
Understand the need to warm up before and cool down after physical activity.

Key stage 2
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:
Use running, jumping, throwing and catching in isolation and in combination.
Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.
Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.
Perform dances using a range of movement patterns.
Take part in outdoor and adventurous activity challenges both individually and within a team.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety
All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:
Swim competently, confidently and proficiently over a distance of at least 25 metres.
Use a range of strokes effectively such as front crawl, backstroke and
breaststroke
Perform safe self-rescue in different water-based situations.

Key Stage 2 Objectives

Games:
To work with due regard to safety.
Apply and repeat skills with increasing control and fluency.
Use basic skills in simple game situations.
Use skills to find solutions to challenges in games.
Show increasing control and link skills together.
Recognise the need to sustain the practice of skills in order to improve.
Identify what can be improved in their own work and that of others.
Suggest ways in which their own work and that of others can be improved.
Work successfully with a partner and as a member of a team in cooperative and competitive activities.
Fulfil a variety of roles (appreciating, coaching, leading, and acting as an official).
Sustain physical activity and understand what happens to the body during exercise.
Understand the need to warm up before, and cool down after, physical activity.

Gymnastics:
To work with due regard to safety at all times.
Perform gymnastic skills with increasing control and precision.
Link movements and balances with increasing fluency.
Recognise the need to practice in order to improve.
Cooperate with others to plan and perform partner and group sequences.
Fulfil different roles (planner, organiser, coach, and supporter).
Understand the importance of strength and flexibility in performing high quality movements and balances.
Understand the need to warm up before and cool down after activity.

Dance
To work with due regard for safety at all times.
Demonstrate an increasing range of dance movements.
Demonstrate increased expression and sensitivity.
Apply dance skills with increasing accuracy and control.
Compose and perform increasingly complex motifs.
Understand the need to practise skills in order to improve.
Be able to identify ways of improving skills.
Demonstrate an increasing understanding and appreciation of dance.
To co-operate with a partner and in a group to a plan, perform and improve their dance.
Understand the importance of stamina, strength and flexibility in dance.
Understand the need to warm up before and cool down after physical activity.
Swimming

To work with due regard to safety at all times.
To perform recognised swimming strokes with increasing efficiency.
To evaluate their own work and that of others, suggesting action for improvement.
Understand (and be able to describe) what happens to a body during swimming activities.

Athletics

To work with due regard for safety at all times.
To perform running, jumping and throwing activities with increasing fluency and efficiency.
To measure and record performances accurately.
To fulfil different roles (starter, judge, coach).
To evaluate their own work and that of others, suggesting action for improvement.
To understand the importance of strength, stamina and flexibility in athletic activities.
To understand the need to warm up before and cool down after physical activity.

Outdoor and Adventurous Activities

To work with due regard for safety at all times.
To find solutions to challenges.
To work co-operatively with a partner and in a group to complete tasks.
To evaluate their own work and that of others, suggesting action for improvement.
To understand the importance of strength, stamina and flexibility in outdoor activities.

4. Statements:

Entitlement and Access:

All children are entitled to a progressive and comprehensive P.E. programme that embraces the National Curriculum and EYFS guidance, taking into account an individual’s needs and interests.

In EYFS, practitioners should:
- Plan activities that offer appropriate physical challenges.
- Provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for children to use a range of equipment.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to children, alongside their actions.
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.
In Key Stage One pupils are taught;
   The knowledge, skills and understanding through dance, gymnastics and
games activities

In Key Stage Two pupils should
   Have access to all components of the National Curriculum through athletics,
dance, games, gymnastics, outdoor education and swimming so that a realistic
attempt is made to achieve the expected levels of performance

Time allocation
To assist in the delivery of a quality curriculum it has been decided that the allocation within
school is:
   EYFS and Key Stage 1 - 2 hours per week
   Key Stage 2 - 2 hours per week
Alongside this there are opportunities for the children to be involved in extra-curricula
activities organised by staff, parents and other providers.

Planned Links with Other Subjects and Contributions to the Whole Curriculum:
Although the links are not always overtly displayed, staff are constantly aware and will draw
attention to them whenever an opportunity arises. These could include:
   Science - Health and fitness and the human body.
   Maths – Speed, distance, time, measuring, recording and handling data.
   English - Speaking and Listening, subject-specific vocabulary.
   Geography - Map-reading
   Music – Rhythm and tempo.
   ICT - Use of digital camera and digital video, use of spreadsheets for recording and
interpreting data, use of the internet.

Equalities Issues
All children are provided with equal opportunities to participate in the curriculum in which
there are no barriers to access based on race, sex, culture or ability. P.E. lessons are
differentiated to meet the needs of all pupils providing a quality experience, which
challenge children.

Children with special educational needs
P.E. lessons can pose a challenge to some children who have special educational needs. These can include:
   Physical difficulties (including poor co-ordination and body management)
   Sensory difficulties
   Emotional and behavioural difficulties
   Cognitive difficulties
   Gifted and talented
There are a number of ways to deliver physical activity with the aim of including pupils who
have a range of abilities. These are shown in this table.

<table>
<thead>
<tr>
<th>Open activities</th>
<th>All children can get involved in the same activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified activities</td>
<td>The task as a whole is adapted to make the pitch easier or harder to suit the needs of individuals</td>
</tr>
<tr>
<td>Parallel</td>
<td>Children are presented with different activities from the same activity</td>
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</table>
activities | area, and use rules, structures and equipment that suit their needs. For example, in net games, some children might play with short tennis equipment while others play with different or adapted equipment.
---|---
Included activities | Children take part together in an activity but different conditions apply to members of the group or class
Separate activities | Children need activities specific to their needs, and these are not the same as those given to the rest of the class

Teachers need to decide on the most appropriate way to engage and involve children so that they learn and make progress. All of the above approaches are appropriate at different times. No one approach should be used to the exclusion of all others. Decisions should be made on what best suits the needs of the individual and class. The use of classroom assistants to support the teacher, individuals and groups can have a considerable and positive impact.

5. Our Ways of Working:

Teaching and Learning

Children vary in their levels of skill proficiency, maturity, independence, responsibility, and other aspects that impact their ability to learn. Therefore teachers need to have a variety of tools in their "teaching belts" so they can create effective lessons where all students learn. Teachers may use a range of different styles and methods to deliver an effective lesson; these could include:

- Direct Teaching - the teacher leads the class through a task. Usually all students are performing the same task at the same time.
- Teacher Feedback - students are assigned tasks (task sheets) with clear objectives and the teacher is free to roam around and give feedback.
- Peer Feedback - Students are placed into groups where students evaluate each other performing a task with clear criteria.
- Self-Feedback - Students are given a task with clear criteria and evaluate their own performance.

It is incumbent on the teacher to select the most appropriate style for the situation, group or individual to provide effective learning.

The Physical Education Curriculum

Lesson Planning

The planning of the P.E. curriculum is as follows:

Early Years Foundation Stage Framework
The 2014 Primary National Curriculum in England (Key Stages 1&2 Framework)

School Long Term Plan
(Associated with current inter-school Level 2 competitive sports program and additional events organised by National Governing bodies.)

Medium Term Planning
(Half-term)
**Long-term planning**  *See Annexe 1*

Long-term planning for P.E. is undertaken in the context of the School's overall curriculum plan, which reflects the needs of all children. All the staff are involved in the production of the Long Term Plan and agree which parts of the programme of study are drawn together to make coherent, manageable and flexible teaching units, ensuring that there is consistency within the units and that they promote progression. The long-term plan is also linked to the issue of the annual competitive calendar of Level 2 sporting events and other associated National Governing body competitions. This enables the children to have experienced the sport, be aware of the rules and regulations, practise successful tactics and to be fully prepared prior to competitions. In addition, the long-term plan illustrates how these teaching units are distributed across the EYFS and both key stages in a sequence that promotes both curriculum continuity and progress in children’s learning.

**NOTE:** Units may be linked with work in other subjects. For example Dance and Music.

**Medium-term planning**

A medium-term plan identifies learning objectives and outcomes for each unit and suggests activities that will enable these to be achieved. A medium-term plan usually shows a sequence of activities that will promote progression and an estimate of the time each unit will take. It should include:

- Details of how pupils will be involved in *acquiring and developing skills, selecting and applying skills, evaluating and improving performance, demonstrating knowledge and understanding of fitness and health.* With this in mind teachers will need to provide opportunities for pupils to discuss and reflect on their achievements during lessons.
- Clearly defined objectives. These need to be shared with pupils, along with the criteria by which their progress and attainment will be assessed.
- Specific warm-up and cool-down time to ensure the children are ready for the activity. Pupils need to be aware of the importance of warming up and cooling down appropriately.
- Time to celebrate pupil's progress and achievement.

**Assessment, Recording and Reporting**

The assessment of children's attainment and progress is through observation of their skills, performance, involvement and interest in physical activity. In deciding on a pupil’s level of attainment at the end of a key stage, staff should judge which level description best fits the pupil’s performance, as contained in the *National Curriculum – Level Descriptions for Subjects 2010*.  *See Annexe 2*

**NOTE:**

End of Key Stage 2 expected attainment is Level 4

At the end of each term or half term the teacher completes an assessment sheet, which highlights those children who have met the objectives, the high achievers and those who have not met the objectives. Comments may be added about the success of the unit of work. At the end of each year the teacher writes a report to parents on their child’s progress in PE.

**Support, Monitoring and Evaluation**

As a first point of contact the PE Coordinator provides support to other teaching staff through experience, knowledge gained on inset days or via the School Sports Coordinators (SSCO) and the school sports partnership.
Monitoring of the subject as a whole is carried out through several different approaches:
  Discussing pupils’ progress and the outcomes they are achieving.
  Carrying out session observations in consultation with the Head and Class Teacher.
  Monitoring planning and assessment records.
  Informal professional discussions.

The PE co-ordinator annually evaluates the subject as a whole and prepares a new development plan. This achieved through consultation with all teaching staff.
Extra Curricular (out of hours learning activities)

Extra-curricular activities are in place to supplement the curricular programme. This can involve teachers and the support of 'Adults Other Than Teachers' (AOTT's) including volunteers and other external providers. We informally review activities to see their effectiveness and suitability for our children to ensure a varied selection of sports are available.

A member of staff is always in a position to administer an appropriate duty of care. Parents are kept informed of the details of the programme through newsletters and complete a permission slip to approve attendance and provide any other essential information.

Health and Safety (including child protection)

Class teachers and adults other than teachers are responsible for the safety of the children in their care. Where accidents happen they are to be reported inline with current school policy and parents informed where necessary. To assist in the prevention and reduction of risk for all sporting activities, an assessment exists that follows the recommendations by the LA. This is monitored and adjusted as required. All adults working with children in school are checked for an appropriate DBS clearance.

Due to a lack of changing facilities, teachers in Years 5 and 6 make suitable arrangements to ensure any concerns by children to changing in a mixed environment are avoided where possible. This could include:

- Encouraging girls to wear crop-tops underneath their school clothing on the days they are timetabled for PE
- Employing other areas of the school for changing purposes.

These strategies should ensure an appropriate level of supervision and control of the changing context without the need to stand over and directly supervise those changing. This privilege should be discussed with senior primary children with an emphasis on self-discipline relevant to their maturity.

Clothing

For all PE and sporting activities:

- Pupils should wear School PE Green T-shirt and black shorts with suitable socks and footwear.
- For outdoor sessions tracksuits or other suitable clothing may be worn.
- For gymnastics and dance all lessons should be in bare feet.
- As directed by staff or other providers, suitable clothing and footwear should be worn for all other out-of-school activity clubs.
- Mouth Guards and shin pads should be worn for hockey.
- For all PE sessions hair needs to be tied back and all earring studs and watches removed.
- Parents are fully informed of these arrangements through the school prospectus and termly reminders

Equipment and Teaching Resources

All equipment and resources for the teaching of P.E. and extra-curricula activities are kept in the hall and adjacent storeroom. Large equipment, such as football and netball posts are stored in the outside box.

NOTE. Only adults are to enter the PE store and obtain equipment.
Code of Practice for Working With Adults Other Than Teachers (AOTTs)

Teachers’ roles and responsibilities:
Please note that teachers act in loco parentis and have a duty of care towards pupils. This cannot be transferred to adults other than another qualified teacher. A member of the staff will have ensured that all appropriate checks have been completed regarding AOTT’s that lead pupil activities. A member of the teaching staff will be available as a point of contact throughout the activity, until all children have been safely handed over to their parents/carers. A member of the staff will have ensured that a risk assessment has been satisfactorily completed.

NOTE: Either the PE Coordinator or Risk Assessment Coordinator will be able to assist in any of these aspects for all members of staff.

AOTT’s roles and responsibilities:
To know, understand and implement the school’s procedures for ensuring safe practice.
To know and implement the schools accident or emergency procedures
To adhere to the school’s code of conduct for adults other than teachers at all times
Made a suitable agreement with school and the school risk assessment coordinator.

The PE Coordinator
The PE coordinator is responsible for:
- Attending PLT partnership meetings.
- Attending relevant Local Authority network meetings and P.E. courses.
- Disseminating information to staff.
- Leading staff meetings.
- Undertaking an annual review of P.E.
- Monitoring planning and assessment.
- Advising staff on subject and professional development.
- Forming links with Community Coaches and providing out of hours PE activities.
- Linking with Partnership Schools ensuring pupils participate in interschool activities.
- Ordering and maintaining resources.

CONCLUSION:
This policy needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:
Teaching and Learning Policy
Assessment and Record Keeping
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Gifted and Talented Policy
Health and Safety Policy
REVIEW AND FURTHER DEVELOPMENTS
Policy Review within 2 years
Role of the Governors- present draft to Governors- Autumn 2014
### CPD/resource needs

**Annexe 1 – School Long Term Plan.**

<table>
<thead>
<tr>
<th>Reception</th>
<th>Autumn Term 1</th>
<th>Spring Term 2</th>
<th>Summer Term 2</th>
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<tbody>
<tr>
<td></td>
<td>Moving and Handling Health and self-care</td>
<td>Moving and Handling Health and self-care</td>
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<td></td>
<td><strong>Forest School</strong></td>
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<tr>
<td></td>
<td>Outdoor opportunities – throughout the year. Bikes and trikes twice or three times a week or more. Trails in the garden (stepping stones, use of different textures and flooring to move on)</td>
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<table>
<thead>
<tr>
<th>Year 1</th>
<th>Autumn Term 1</th>
<th>Spring Term 1</th>
<th>Summer Term 1</th>
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<tbody>
<tr>
<td></td>
<td>Games</td>
<td>Games</td>
<td>Games</td>
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<tr>
<td>Dance</td>
<td>Gymnastics</td>
<td>Dance</td>
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<td>Sports day</td>
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<tr>
<td></td>
<td><strong>Forest School</strong></td>
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<tr>
<th>Year 2</th>
<th>Autumn Term 1</th>
<th>Spring Term 1</th>
<th>Summer Term 1</th>
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<tbody>
<tr>
<td>Dance</td>
<td>Gymnastics</td>
<td>Athletics</td>
<td></td>
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<tr>
<td>Invasion games</td>
<td>Net and wall games</td>
<td>Striking and fielding games</td>
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<tr>
<td>Swimming – undertaken over a 6 week period</td>
<td></td>
<td>Sports day</td>
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<thead>
<tr>
<th>Year 3</th>
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<th>Spring Term 1</th>
<th>Summer Term 1</th>
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<tbody>
<tr>
<td>Gymnastics</td>
<td>Striking Games - Golf, Net games – Tennis</td>
<td>Striking Games - Rounders.</td>
<td></td>
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<tr>
<td>Invasion Games – Netball / Basketball / Rugby</td>
<td>Dance</td>
<td>Athletics</td>
<td></td>
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<tr>
<td>Swimming – undertaken over a 6 week period</td>
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<td>Sports day</td>
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<thead>
<tr>
<th>Year 4</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
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<tbody>
<tr>
<td>Gymnastics</td>
<td>Dance</td>
<td>Athletics</td>
<td></td>
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<tr>
<td>Invasion games: Rugby, Netball and Basketball.</td>
<td>Striking and net games: Golf and Tennis.</td>
<td>Fielding and striking games: Rounders and Cricket</td>
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<tr>
<td>Swimming – undertaken over a 6 week period</td>
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<td>Sports day</td>
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<thead>
<tr>
<th>Year 5</th>
<th>Autumn Term 1</th>
<th>Spring Term 1</th>
<th>Summer Term 1</th>
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<tbody>
<tr>
<td>Invasion games: Hockey, Netball,</td>
<td>Invasion games: Rugby, Dodge ball</td>
<td>Athletics</td>
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### Year 6

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<thead>
<tr>
<th>Year 6</th>
<th>Autumn Term 1</th>
<th>Spring Term 1</th>
<th>Summer Term 1</th>
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<tbody>
<tr>
<td></td>
<td>Invasion games: hockey/netball skills</td>
<td>Invasion games: rugby/dodgeball skills</td>
<td>Striking and fielding games: Cricket skills</td>
</tr>
<tr>
<td>Dance</td>
<td>Gymnastics</td>
<td></td>
<td>Athletics</td>
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<tr>
<td></td>
<td>Outdoor Adventurous Activity (Residential)</td>
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<tr>
<td></td>
<td>Swimming – undertaken over a 6 week period</td>
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<td>Sports day</td>
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</tbody>
</table>

Level 1
Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others’ actions. They talk about how to take part in physical activity safely, and how their bodies feel during an activity. They work with others in practices and suggest some simple ideas on how to make changes.

Level 2
Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and their deployment and link them in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others’ performance and suggest improvements. They understand how to take part in physical activity safely, and describe how their bodies feel during different activities. They work with others, devising simple ideas for practices and rules.

Level 3
Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others’ work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health. They are able to take the lead in pairs and small groups when carrying out practices or deciding upon their own games, challenges, tactics and sequences.

Level 4
Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others’ work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others.

Level 5
Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities, When performing in different physical activities, they consistently show precision, control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others’ work. They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, helping others to improve their performance.
Level 6
Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency. They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others’ work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others’ strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others’ work, and on compositional and other aspects of performance. They suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.