

PE Curriculum

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Yellow Class	 <p>Foundation Unit 4: Creative Skills</p> <p>Theme: Clowning Around & Wendy's Water-ski Challenge</p> <p>FUNS:</p> <p>9 - Coordination: Ball Skills 7 - Counter Balance: With a Partner</p>	 <p>Foundation Unit 5: Physical Skills</p> <p>Theme: John and Jasmine Learn to Juggle & Ringo to the Rescue</p> <p>FUNS:</p> <p>8 - Coordination: Sending and Receiving 12 - Agility: Reaction/Response</p>	 <p>Foundation Unit 6: Health and Fitness Skills</p> <p>Theme: Sammy Squirrel and his Rolling Nuts & Caspar the Very Clever Cat</p> <p>FUNS:</p> <p>11 - Agility: Ball Chasing 3 - Static Balance: Floor Work</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 1 Unit 1: Personal Skills</p> <p>Theme: The Birthday Bike Surprise & Pirate Pranks</p> <p>FUNS:</p> <p>10 - Coordination: Footwork 1 - Static Balance: One Leg</p>	 <p>Year 1 Unit 2: Social Skills</p> <p>Theme: Journey to the Blue Planet & Monkey Business</p> <p>FUNS:</p> <p>6 - Dynamic Balance to Agility: Jumping and Landing 2 - Static Balance: Seated</p>	 <p>Year 1 Unit 3: Cognitive Skills</p> <p>Theme: Tilly the Train's Big Day & Thembi Walks the Tightrope</p> <p>FUNS:</p> <p>5 - Dynamic Balance: On a Line 4 - Static Balance: Stance</p>

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Green Class	 <p>Year 1 Unit 4: Creative Skills</p> <p>Theme: Clowning Around & Wendy's Water-ski Challenge</p> <p>FUNS: 9 - Coordination: Ball Skills 7 - Counter Balance: With a Partner</p>	 <p>Year 1 Unit 5: Physical Skills</p> <p>Theme: John and Jasmine Learn to Juggle & Ringo to the Rescue</p> <p>FUNS: 8- Coordination: Sending and Receiving 12 - Agility: Reaction/Response</p>	 <p>Year 1 Unit 6: Health and Fitness Skills</p> <p>Theme: Sammy Squirrel and his Rolling Nuts & Caspar the Very Clever Cat</p> <p>FUNS: 11 - Agility: Ball Chasing 3 - Static Balance: Floor Work</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 2 Unit 1: Personal Skills</p> <p>FUNS: 10 - Coordination: Footwork 1 - Static Balance: One Leg</p>	 <p>Year 2 Unit 2: Social Skills</p> <p>FUNS: 6 - Dynamic Balance to Agility: Jumping and Landing 2 - Static Balance: Seated</p>	 <p>Year 2 Unit 3: Cognitive Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 4 - Static Balance: Stance</p>

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Blue Class	 <p>Year 2 Unit 1: Personal Skills</p> <p>FUNS: 10 - Coordination: Footwork 1 - Static Balance: One Leg</p>	 <p>Year 2 Unit 2: Social Skills</p> <p>FUNS: 6 - Dynamic Balance to Agility: Jumping and Landing 2 - Static Balance: Seated</p>	 <p>Year 2 Unit 3: Cognitive Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 4 - Static Balance: Stance</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 2 Unit 4: Creative Skills</p> <p>FUNS: 9 - Coordination: Ball Skills 7 - Counter Balance: With a Partner</p>	 <p>Year 2 Unit 5: Physical Skills</p> <p>FUNS: 8 - Coordination: Sending and Receiving 12 - Agility: Reaction/Response</p>	 <p>Year 2 Unit 6: Health and Fitness Skills</p> <p>FUNS: 11 - Agility: Ball Chasing 3 - Static Balance: Floor Work</p>

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Orange Class	 <p>Year 3 Unit 1: Personal Skills</p> <p>FUNS: 10 - Coordination: Footwork 1 - Static Balance: One Leg</p>	 <p>Year 3 Unit 2: Social Skills</p> <p>FUNS: 6 - Dynamic Balance to Agility: Jumping and Landing 2 - Static Balance: Seated</p>	 <p>Year 3 Unit 3: Cognitive Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 9 - Coordination: Ball Skill</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 3 Unit 4: Creative Skills</p> <p>FUNS: 8- Coordination: Sending and Receiving 7 - Counter Balance: With a Partner</p>	 <p>Year 3 Unit 5: Applying Physical Skills</p> <p>FUNS: 12 - Agility: Reaction/Response 3 - Static Balance: Floor Work</p>	 <p>Year 3 Unit 6: Health and Fitness Skills</p> <p>FUNS: 11 - Agility: Ball Chasing 4 - Static Balance: Stance</p>

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Lime Class	 <p>Year 3 Unit 4: Creative Skills</p> <p>FUNS: 8- Coordination: Sending and Receiving 7 - Counter Balance: With a Partner</p>	 <p>Year 3 Unit 5: Applying Physical Skills</p> <p>FUNS: 12 - Agility: Reaction/Response 3 - Static Balance: Floor Work</p>	 <p>Year 3 Unit 6: Health and Fitness Skills</p> <p>FUNS: 11 - Agility: Ball Chasing 4 - Static Balance: Stance</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 4 Unit 1: Personal Skills</p> <p>FUNS: 10 - Coordination: Footwork 1 - Static Balance: One Leg</p>	 <p>Year 4 Unit 2: Social Skills</p> <p>FUNS: 6 - Dynamic Balance to Agility: Jumping and Landing 2 - Static Balance: Seated</p>	 <p>Year 4 Unit 3: Cognitive Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 9 - Coordination: Ball Skills</p>

PE Overview

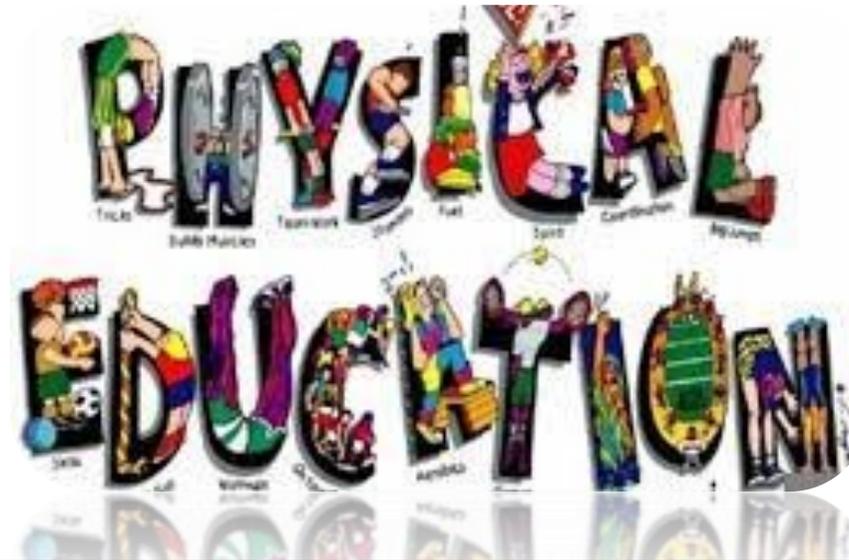
		Term		
		Autumn 1	Autumn 2	Spring 1
Lilac Class	 <p>Year 4 Unit 1: Personal Skills</p> <p>FUNS: 10 - Coordination: Footwork 1 - Static Balance: One Leg</p> <p>Swimming: All Year 5 children</p>	 <p>Year 4 Unit 2: Social Skills</p> <p>FUNS: 6 - Dynamic Balance to Agility: Jumping and Landing 2 - Static Balance: Seated</p> <p>Swimming: All Year 5 children</p>	 <p>Year 4 Unit 3: Cognitive Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 9 - Coordination: Ball Skills</p> <p>Swimming: All Year 5 children</p>	
		Spring 2	Summer 1	Summer 2
	 <p>Year 4 Unit 4: Creative Skills</p> <p>FUNS: 8 - Coordination: Sending and Receiving 7 - Counter Balance: With a Partner</p> <p>Swimming: All Year 5 children</p>	 <p>Year 4 Unit 5: Physical Skills</p> <p>FUNS: 12 - Agility: Reaction/Response 3 - Static Balance: Floor Work</p> <p>Swimming: All Year 5 children</p>	 <p>Year 4 Unit 6: Health and Fitness Skills</p> <p>FUNS: 11 - Agility: Ball Chasing 4 - Static Balance: Stance</p> <p>Swimming: All Year 5 children</p>	

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Turquoise Class	 <p>Year 5/6 Unit 1: Cognitive Skills</p> <p>FUNS: 9 - Coordination: Ball Skills 12 - Agility: Reaction/Response</p> <p>Swimming: All Year 5 children</p>	 <p>Year 5/6 Unit 2: Creative Skills</p> <p>FUNS: 2 - Static Balance: Seated 3 - Static Balance: Floor Work</p> <p>Swimming: All Year 5 children</p>	 <p>Year 5/6 Unit 3: Social Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 7 - Counter Balance: With a Partner</p> <p>Swimming: All Year 5 children</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 5/6 Unit 4: Physical Skills</p> <p>FUNS: 1 - Static Balance: One Leg 6 - Dynamic Balance to Agility: Jumping and Landing</p> <p>Swimming: All Year 5 children</p>	 <p>Year 5/6 Unit 5: Health and Fitness Skills</p> <p>FUNS: 4 - Static Balance: Stance 10 - Coordination: Footwork</p> <p>Swimming: All Year 5 children</p>	 <p>Year 5/6 Unit 6: Personal Skills</p> <p>FUNS: 11 - Agility: Ball Chasing 8 - Coordination: Sending and Receiving</p> <p>Swimming: All Year 5 children</p>

PE Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Purple Class	 <p>Year 5/6 Unit 1: Cognitive Skills</p> <p>FUNS: 9 - Coordination: Ball Skills 12 - Agility: Reaction/Response</p>	 <p>Year 5/6 Unit 2: Creative Skills</p> <p>FUNS: 2 - Static Balance: Seated 3 - Static Balance: Floor Work</p>	 <p>Year 5/6 Unit 3: Social Skills</p> <p>FUNS: 5 - Dynamic Balance: On a Line 7 - Counter Balance: With a Partner</p>
	Spring 2	Summer 1	Summer 2
	 <p>Year 5/6 Unit 4: Physical Skills</p> <p>FUNS: 1 - Static Balance: One Leg 6 - Dynamic Balance to Agility: Jumping and Landing</p>	 <p>Year 5/6 Unit 5: Health and Fitness Skills</p> <p>FUNS: 4 - Static Balance: Stance 10 - Coordination: Footwork</p>	 <p>Year 5/6 Unit 6: Personal Skills</p> <p>FUNS: 11 - Agility: Ball Chasing 8 - Coordination: Sending and Receiving</p>



PE Expectations

PE Outcomes

	Term		
	Autumn 1 Personal Skills	Autumn 2 Social Skills	Spring 1 Cognitive Skills
Yellow Class	Expected: I enjoy working on simple tasks with help .	Expected: I can play with others and take turns and share with help.	Expected: I can follow simple instructions.
	Exceeding: I can follow instructions, practise safely and work on simple tasks by myself.	Exceeding: I can work sensibly with others, taking turns and sharing.	Exceeding: I can understand and follow simple rules and can name some things I am good at .

PE Outcomes

	Term		
	Spring 2 Creative Skills	Summer 1 Physical Skills	Summer 2 Health and Fitness Skills
Yellow Class	<p>Expected: I can observe and copy others.</p> <p>Exceeding: I can explore and describe different movements.</p>	<p>Expected: I can move confidently in different ways.</p> <p>Exceeding: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p>	<p>Expected: I am aware of the changes to the way I feel when I exercise.</p> <p>Exceeding: I am aware of why exercise is important for good health.</p>

PE Outcomes

	Term		
	Autumn 1 Year 1 Unit 4: Creative Skills	Autumn 2 Year 1 Unit 5: Physical Skills	Spring 1 Year 1 Unit 6 Health and Fitness Skills
Green Class	<p>Working Towards: I can observe and copy others.</p> <p>Expected: I can explore and describe different movements.</p> <p>Exceeding: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>Working Towards: I can move confidently in different ways.</p> <p>Expected: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> <p>Exceeding: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>Working Towards: I am aware of the changes to the way I feel when I exercise.</p> <p>Expected: I am aware of why exercise is important for good health.</p> <p>Exceeding: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>

PE Outcomes

	Term		
	Spring 2 Year 2 Unit 1: Personal Skills	Summer 1 Year 2 Unit 2: Social Skills	Summer 2 Year 2 Unit 3: Cognitive Skills
Green Class	<p>Working Towards: I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Expected: I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Exceeding: I know where I am with my learning and I have begun to challenge myself.</p>	<p>Working Towards: I can work sensibly with others, taking turns and sharing.</p> <p>Expected: I can help praise and encourage others in their learning.</p> <p>Exceeding: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p>	<p>Working Towards: I can understand and follow simple rules and can name some things I am good at.</p> <p>Expected: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>Exceeding: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p>

PE Outcomes

	Term		
	Autumn 1 Year 2 Unit 1: Personal Skills	Autumn 2 Year 2 Unit 2: Social Skills	Spring 1 Year 2 Unit 3 Cognitive Skills
Blue Class	<p>Working Towards: I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Expected: I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Exceeding: I know where I am with my learning and I have begun to challenge myself.</p>	<p>Working Towards: I can work sensibly with others, taking turns and sharing.</p> <p>Expected: I can help praise and encourage others in their learning.</p> <p>Exceeding: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p>	<p>Working Towards: I can understand and follow simple rules and can name some things I am good at.</p> <p>Expected: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>Exceeding: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p>

PE Outcomes

	Term		
	Spring 2 Year 2 Unit 4: Creative Skills	Summer 1 Year 2 Unit 5: Physical Skills	Summer 2 Year 2 Unit 6: Health and Fitness Skills
Blue Class	<p>Working Towards: I can explore and describe different movements.</p> <p>Expected: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p> <p>Exceeding: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p>Working Towards: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> <p>Expected: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Exceeding: 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>Working Towards: I am aware of why exercise is important for good health.</p> <p>Expected: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>Exceeding: I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p>

PE Outcomes

	Term		
	Autumn 1 Year 3 Unit 1: Personal Skills	Autumn 2 Year 3 Unit 2: Social Skills	Spring 1 Year 3 Unit 3 Cognitive Skills
Orange Class	<p>Working Towards: I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Expected: I know where I am with my learning and I have begun to challenge myself.</p> <p>Exceeding: I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>	<p>Working Towards: I can help praise and encourage others in their learning.</p> <p>Expected: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>Exceeding: 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.</p>	<p>Working Towards: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>Expected: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>Exceeding: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>

PE Outcomes

	Term		
	Spring 2 Year 3 Unit 4: Creative Skills	Summer 1 Year 3 Unit 5: Physical Skills	Summer 2 Year 3 Unit 6: Health and Fitness Skills
Orange Class	<p>Working Towards: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p> <p>Expected: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>Exceeding: 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 challenging.</p>	<p>Working Towards: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Expected: 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>Exceeding: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>	<p>Working Towards: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>Expected: I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>Exceeding: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>

PE Outcomes

	Term		
	Autumn 1 Year 3 Unit 4: Creative Skills	Autumn 2 Year 3 Unit 5: Physical Skills	Spring 1 Year 3 Unit 6 Health and Fitness Skills
Lime Class	<p>Working Towards: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p> <p>Expected: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>Exceeding: 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 challenging.</p>	<p>Working Towards: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Expected: 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>Exceeding: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>	<p>Working Towards: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>Expected: I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>Exceeding: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>

PE Outcomes

	Term		
	Spring 2 Year 1 Unit 1: Personal Skills	Summer 1 Year 4 Unit 2: Social Skills	Summer 2 Year 4 Unit 3 Cognitive Skills
Lime Class	<p>Working Towards: I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Expected: I know where I am with my learning and I have begun to challenge myself.</p> <p>Exceeding: I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>	<p>Working Towards: I can help praise and encourage others in their learning.</p> <p>Expected: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>Exceeding: 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.</p>	<p>Working Towards: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>Expected: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>Exceeding: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>

PE Outcomes

	Term		
	Autumn 1 Year 4 Unit 1: Personal Skills	Autumn 2 Year 4 Unit 2: Social Skills	Spring 1 Year 4 Unit 3 Cognitive Skills
Lilac Class	<p>Working Towards: I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>Expected: I know where I am with my learning and I have begun to challenge myself.</p> <p>Exceeding: I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>	<p>Working Towards: I can help praise and encourage others in their learning.</p> <p>Expected: I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>Exceeding: 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.</p>	<p>Working Towards: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>Expected: I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>Exceeding: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>

PE Outcomes

	Term		
	Spring 2 Year 4 Unit 4: Creative Skills	Summer 1 Year 4 Unit 5: Physical Skills	Summer 2 Year 4 Unit 6: Health and Fitness Skills
Lilac Class	<p>Working Towards: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p> <p>Expected: I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>Exceeding: 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 challenging.</p>	<p>Working Towards: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Expected: 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>Exceeding: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>	<p>Working Towards: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>Expected: I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>Exceeding: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>

PE Outcomes

	Term		
	Autumn 1 Year 5/6 Unit 1: Cognitive Skills	Autumn 2 Year 5/6 Unit 2: Creative Skills	Spring 1 Year 5/6 Unit 3 Social Skills
Turquoise Class	<p>Expected: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p>Exceeding: I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>Exceeding Plus: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p>	<p>Expected: 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 challenging.</p> <p>Exceeding: 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>Exceeding Plus: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>	<p>Expected: 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.</p> <p>Exceeding: I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>Exceeding Plus: I can involve others and motivate those around me to perform better.</p>

PE Outcomes

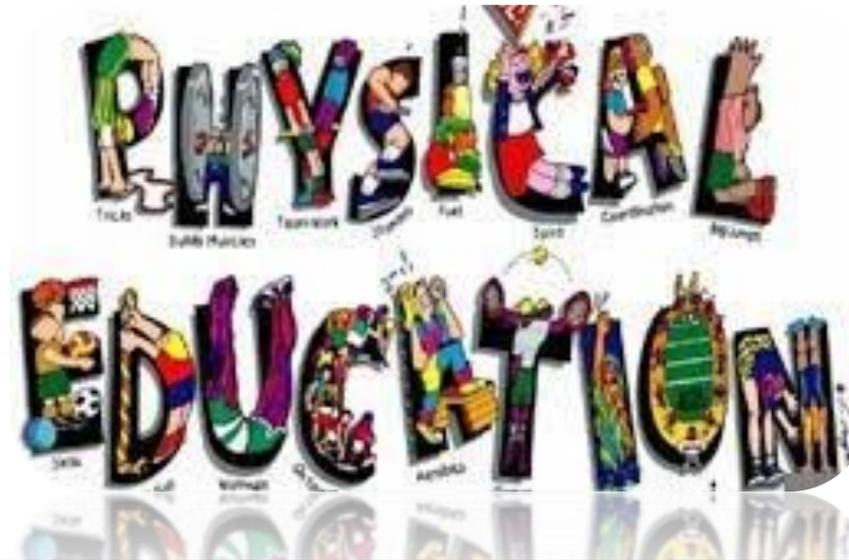
	Term		
	Spring 2 Year 5/6 Unit 4: Physical Skills	Summer 1 Year 5/6 Unit 5: Health and Fitness Skills	Summer 2 Year 5/6 Unit 6: Personal Skills
Turquoise Class	<p>Expected: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p>	<p>Expected: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>	<p>Expected: I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>
	<p>Exceeding: I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p>	<p>Exceeding: I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p>	<p>Exceeding: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>
	<p>Exceeding Plus: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>	<p>Exceeding Plus: I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.</p>	<p>Exceeding Plus: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>

PE Outcomes

	Term		
	Autumn 1 Year 5/6 Unit 1: Cognitive Skills	Autumn 2 Year 5/6 Unit 2: Creative Skills	Spring 1 Year 5/6 Unit 3 Social Skills
Purple Class	<p>Expected: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p>Exceeding: I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>Exceeding Plus: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p>	<p>Expected: 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 challenging.</p> <p>Exceeding: 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>Exceeding Plus: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>	<p>Expected: 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.</p> <p>Exceeding: I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>Exceeding Plus: I can involve others and motivate those around me to perform better.</p>

PE Outcomes

	Term		
	Spring 2 Year 5/6 Unit 4: Physical Skills	Summer 1 Year 5/6 Unit 5: Health and Fitness Skills	Summer 2 Year 5/6 Unit 6: Personal Skills
Purple Class	Expected: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	Expected: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Expected: I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.
	Exceeding: I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	Exceeding: I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	Exceeding: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.
	Exceeding Plus: I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.	Exceeding Plus: I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.	Exceeding Plus: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



Additional Providers

Year 5 Swimming Outcomes

Swimming and Water Safety Provided by OCL Royton

Lilac/
Turquoise
Class

Pupils 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