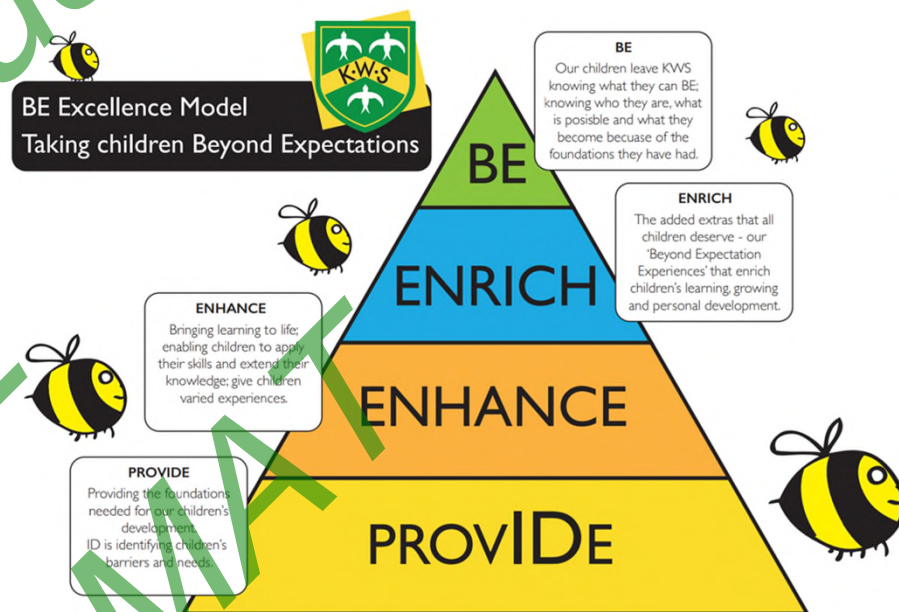


## Curriculum Intent Statement – PE

At Kirkby Woodhouse School, we strive to create a culture which aims to inspire an active generation to enjoy Physical Education, encourage each other, and achieve. We **PROVIDE** a safe and supportive environment for children to flourish in different physical activities, which is essential in supporting their physical, emotional, social and moral development. Our PE curriculum, along with the pupils' participation in daily physical activity such as the active mile, gives the children the tools and understanding required to make a positive impact in their own physical health and well-being, as well as embedding life-long values such as co-operation, collaboration, fairness, and respect. Great emphasis is put upon the honing and refining of core athletic skills that are transferable across many different sporting disciplines. There is also focus on upon peer coaching, evaluation and officiating within lessons to further develop these life-long values. We **ENHANCE** learning experiences with the support of skilled coaches and specialists. They work alongside teachers to ensure that our pupils are provided with high-quality teaching and, in turn, are given ample opportunity to *'find their ladder'* by engaging in a broad range of sports and physical activities. Our curriculum **ENRICHES** learning experiences through our established residential program, which runs from Year 1 - Year 6, as well as our extra-curricular offering, which gives pupils of Kirkby Woodhouse School further opportunity to engage in sporting clubs and competitions. Through self-regulation and self- evaluation, through competition and challenge in P.E, children will be aspirational. They will be equipped with knowledge and skills, achieve well, attain high and go **BE**yond expectations.



### Our current curriculum intent

At the heart of our curriculum is our core purpose - the profound personal development of our children, which is about enabling our children to discover not just who they are, but they can become and what is possible.



To enable our children to learn and discover how these shape us as people and to enable our children to develop academically and personally, we provide our children with ...

**A community of opportunity and ambition**

**A community of participation**

... 'Beyond Expectation' opportunities and experiences in and out of the classroom that enrich children's learning to enable them to develop, grow and progress academically and personally regardless of their background, needs or academic ability; to learn about themselves, each other and the world around them; to learn about who they are, what they become and what is possible; to encourage them to be the best they can be (we like to say, be the best you can be, not the best in the world, but the best version of you); to prepare them for their future.

So, in short, our curriculum intent always comes back to our children – what do our children need to be the best they can be and to see what is possible; what do our children deserve so they can be the best they can be and see what is possible; how are we going to do this ...

## P.E. Toolkit – Whole School

	Skills	Evaluating	Health and Fitness	Dance	Games	Gymnastics	Athletics	Outdoor/Adventure
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Can you copy actions?</li> <li>Can you repeat actions and skills?</li> <li>Can you move with control and</li> </ul>	<ul style="list-style-type: none"> <li>Can you talk about what you have done?</li> <li>Can you describe what other people did?</li> </ul>	<p>Can you describe how your body feels before, during and after an activity?</p>	<ul style="list-style-type: none"> <li>Can you move music?</li> <li>Can you copy dance moves?</li> <li>Can you perform some dance moves?</li> <li>Can you make up a short dance?</li> <li>Can you move around the space safely?</li> </ul>	<ul style="list-style-type: none"> <li>Can you throw underarm?</li> <li>Can you roll a piece of equipment?</li> <li>Can you hit a ball with a bat?</li> <li>Can you move and stop safely?</li> <li>Can you catch with both hands?</li> <li>Can you throw in different ways?</li> <li>Can you kick in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Can you throw underarm?</li> <li>Can you roll a piece of equipment?</li> <li>Can you hit a ball with a bat?</li> <li>Can you move and stop safely?</li> <li>Can you catch with both hands?</li> <li>Can you throw in different ways?</li> <li>Can you kick in different ways?</li> </ul>		
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Can you copy and remember actions?</li> <li>Can you repeat and explore actions with control and coordination?</li> </ul>	<ul style="list-style-type: none"> <li>Can you talk about what is different between what you did and what someone else did?</li> <li>Can you say how you could improve?</li> </ul>	<ul style="list-style-type: none"> <li>Can you show how to exercise safely?</li> <li>Can you describe how your body feels during different activities?</li> <li>Can you explain what your body needs to keep healthy?</li> </ul>	<ul style="list-style-type: none"> <li>Can you dance imaginatively?</li> <li>Can you change rhythm, speed, level and direction?</li> <li>Can you dance with control and co-ordination?</li> <li>Can you make a sequence by linking sections together?</li> <li>Can you link some movements to show a mood or feeling?</li> </ul>	<ul style="list-style-type: none"> <li>Can you use hitting, kicking and/or rolling in a game?</li> <li>Can you stay in a 'zone' during a game?</li> <li>Can you decide where the best place to be is during a game?</li> <li>Can you use one tactic in a game?</li> <li>Can you follow rules?</li> </ul>	<ul style="list-style-type: none"> <li>Can you plan and show a sequence of movements?</li> <li>Can you use contrast in your sequences?</li> <li>Are your movements controlled?</li> <li>Can you think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>Can you work on your own and with a partner to create a sequence?</li> </ul>		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Can you select and use the most appropriate skills, actions or ideas?</li> <li>Can you move and use actions with co-ordination and control?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain how your work is similar and different from that of others?</li> <li>With help, do you recognise how performances could be improved?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain why it is important to warm-up and cool-down?</li> <li>Can you identify some muscle groups used in gymnastic activities?</li> </ul>	<ul style="list-style-type: none"> <li>Can you improvise freely, translating ideas from a stimulus into movement?</li> <li>Can you share and create phrases with a partner and in small groups?</li> <li>Can you repeat, remember and perform these phrases in a dance?</li> </ul>	<ul style="list-style-type: none"> <li>Can you throw and catch with control when under limited pressure?</li> <li>Are you aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>Do you know and use rules fairly to keep games going?</li> <li>Can you keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul>	<ul style="list-style-type: none"> <li>Can you use a greater number of your own ideas for movement in response to a task?</li> <li>Can you adapt sequences to suit different types of apparatus and your partner's ability?</li> <li>Can you explain how strength and suppleness affect performances?</li> <li>Can you compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>Can you run at fast, medium and slow speeds, changing speed and direction?</li> <li>Can you link running and jumping activities with some fluency, control and consistency?</li> <li>Can you make up and repeat a short sequence of linked jumps?</li> <li>Can you take part in a relay activity, remembering when to run and what to do?</li> <li>Do you throw a variety of objects, changing your action for accuracy and distance?</li> </ul>	<ul style="list-style-type: none"> <li>Can you follow a map in a familiar context?</li> <li>Can you move from one location to another following a map?</li> <li>Can you use clues to follow a route?</li> <li>Can you follow a route safely?</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Can you select and use the most appropriate skills, actions or ideas?</li> <li>Can you move and use actions with co-ordination and control?</li> <li>Can you make up your own small-sided game?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain how your work is similar and different from that of others?</li> <li>Can you use your comparison to improve your work?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain why warming up is important?</li> <li>Can you explain why keeping fit is good for your health?</li> </ul>	<ul style="list-style-type: none"> <li>Can you take the lead when working with a partner or group?</li> <li>Can you use dance to communicate an idea?</li> <li>Can you work on your movements and refine them?</li> <li>Is your dance clear and fluent?</li> </ul>	<ul style="list-style-type: none"> <li>Can you catch with one hand accurately?</li> <li>Can you throw and catch accurately?</li> <li>Can you hit a ball accurately and with control?</li> <li>Can you keep possession of the ball?</li> <li>Can you move to find a space when you are not in possession during a game?</li> <li>Can you vary tactics and adapt skills according to what is happening?</li> </ul>	<ul style="list-style-type: none"> <li>Can you work in a controlled way?</li> <li>Can you include change of speed?</li> <li>Can you include change of direction?</li> <li>Can you include range of shapes?</li> <li>Can you follow a set of 'rules' to produce a sequence?</li> <li>Can you work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>	<ul style="list-style-type: none"> <li>Can you run over a long distance?</li> <li>Can you spring over a short distance?</li> <li>Can you throw in different ways?</li> <li>Can you hit a target?</li> <li>Can you jump in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Can you follow a map in a more demanding familiar context?</li> <li>Can you move from one location to another following a map?</li> <li>Can you use clues to follow a route?</li> <li>Can you follow a route accurately, safely and within a time limit?</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Can you link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>Do you show good control in your movements?</li> </ul>	<ul style="list-style-type: none"> <li>Can you compare and comment on skills, techniques and ideas that you and others have used?</li> <li>Can you use your observations to improve your work?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain some important safety principles when preparing for exercise?</li> <li>Can you explain what effect exercise has on your body?</li> <li>Can you explain why exercise is important?</li> </ul>	<ul style="list-style-type: none"> <li>Can you compose your own dances in a creative and imaginative way?</li> <li>Can you perform to an accompaniment, expressively and sensitively?</li> <li>Are your movements controlled?</li> <li>Does your dance show clarity, fluency, accuracy and consistency?</li> </ul>	<ul style="list-style-type: none"> <li>Can you gain possession by working as a team?</li> <li>Can you pass in different ways?</li> <li>Can you use forehead and backhand with a racquet?</li> <li>Can you field?</li> <li>Can you choose the best tactics for attacking and defending?</li> <li>Can you use a number of techniques to pass, dribble and shoot?</li> </ul>	<ul style="list-style-type: none"> <li>Can you make complex or extended sequences?</li> <li>Can you combine action, balance and shape?</li> <li>Can you perform consistently to different audiences?</li> <li>Are your movements accurate, clear and consistent?</li> </ul>	<ul style="list-style-type: none"> <li>Are you controlled when taking off and landing in a jump?</li> <li>Can you throw with accuracy?</li> <li>Can you combine running and jumping?</li> <li>Can you follow specific rules?</li> </ul>	<ul style="list-style-type: none"> <li>Can you follow a map in an unknown location?</li> <li>Can you use clues and compass directions to navigate a route?</li> <li>Can you change your route if there is a problem?</li> <li>Can you change your plan if you get new information?</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Do you apply your skills, techniques and ideas consistently?</li> <li>Do you show precision, control and fluency?</li> </ul>	<ul style="list-style-type: none"> <li>Can you analyse and explain why you have used specific skills or techniques?</li> <li>Can you modify use of skills or techniques to improve your work?</li> <li>Can you create your own success criteria for evaluating?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain how the body reacts to different kinds of exercise?</li> <li>Can you choose appropriate warm ups and cool downs?</li> <li>Can you explain why we need regular and safe exercise?</li> </ul>	<ul style="list-style-type: none"> <li>Can you develop imaginative dances in a specific style?</li> <li>Can you choose your own music, style and dance?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain complicated rules?</li> <li>Can you make a team plan and communicate it to others?</li> <li>Can you lead others in a game situation?</li> </ul>	<ul style="list-style-type: none"> <li>Do you combine your own work with that of others?</li> <li>Can you link your sequences to specific timings?</li> </ul>	<ul style="list-style-type: none"> <li>Can you demonstrate stamina?</li> <li>Can you use your skills in different situations?</li> </ul>	<ul style="list-style-type: none"> <li>Can you plan a route and series of clues for someone else?</li> <li>Can you plan with others taking account of safety and danger?</li> </ul>



## Skills Progression Document

# P.E. Learning Ladder – Nursery

Skills	Evaluate	Health and Fitness
<ul style="list-style-type: none"><li>• Do not always need an adult to remind them of a rule.</li><li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li><li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li></ul>		
Dance	Games	Gymnastics
<ul style="list-style-type: none"><li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li><li>• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li></ul>	<ul style="list-style-type: none"><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li><li>• Increasingly follow rules, understanding why they are important</li></ul>	<ul style="list-style-type: none"><li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li><li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li><li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li></ul>
<b>Enhancement/Enrichment Opportunities:</b> <ul style="list-style-type: none"><li>• Visit to a soft play centre</li></ul>		



## Skills Progression Document

# P.E. Learning Ladder – Reception

Skills	Evaluate	Health and Fitness
<ul style="list-style-type: none"><li>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping &amp; climbing.</li><li>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines.</li><li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>		<ul style="list-style-type: none"><li>Know and talk about the different factors that support overall health and wellbeing: regular physical activity.</li></ul>
Dance	Games	Gymnastics
<ul style="list-style-type: none"><li>Progress towards a more fluent style of moving, with developing control and grace.</li><li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>Watch and talk about dance and performance art, expressing their feelings and responses.</li><li>Explore and engage in music making and dance, performing solo or in groups.</li><li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li></ul>	<ul style="list-style-type: none"><li>Work and play cooperatively and take turns with others.</li><li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>Demonstrate strength, balance and coordination when playing.</li></ul>	<ul style="list-style-type: none"><li>Combine different movements with ease and fluency.</li><li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li></ul>
<b>Enhancement/Enrichment Opportunities:</b> <ul style="list-style-type: none"><li>Dance lessons led by specialist.</li></ul>		



# Skills Progression Document

## National Curriculum Requirements of PE at 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 co-ordination, 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



## Skills Progression Document

# P.E. Learning Ladder – Year One

Skills	Evaluate	Health and Fitness
<ul style="list-style-type: none"><li>• Can you copy actions?</li><li>• Can you repeat actions and skills?</li><li>• Can you move with control and care?</li></ul>	<ul style="list-style-type: none"><li>• Can you talk about what you have done?</li><li>• Can you describe what other people did?</li></ul>	<ul style="list-style-type: none"><li>• Can you describe how your body feels before, during and after an activity?</li></ul>
Dance	Games	Gymnastics
<ul style="list-style-type: none"><li>• Can you move to music?</li><li>• Can you copy dance moves?</li><li>• Can you perform some dance moves?</li><li>• Can you make up a short dance?</li><li>• Can you move around the space safely?</li></ul>	<ul style="list-style-type: none"><li>• Can you throw underarm?</li><li>• Can you roll a piece of equipment?</li><li>• Can you hit a ball with a bat?</li><li>• Can you move and stop safely?</li><li>• Can you catch with both hands?</li><li>• Can you throw in different ways?</li><li>• Can you kick in different ways?</li></ul>	<ul style="list-style-type: none"><li>• Can you make your body tense, relaxed, curled and stretched?</li><li>• Can you control your body when travelling?</li><li>• Can you control your body when balancing?</li><li>• Can you copy sequences and repeat them?</li><li>• Can you roll in different ways?</li><li>• Can you travel in different ways?</li><li>• Can you balance in different ways?</li><li>• Can you climb safely?</li><li>• Can you stretch in different ways?</li><li>• Can you curl in different ways?</li></ul>
<b>Enhancement/Enrichment Opportunities:</b> <ul style="list-style-type: none"><li>• Dance lessons led by specialist.</li></ul>		



## Skills Progression Document

# P.E. Learning Ladder – Year Two

Skills	Evaluate	Health and Fitness
<ul style="list-style-type: none"><li>• Can you copy and remember actions?</li><li>• Can you repeat and explore actions with control and coordination?</li></ul>	<ul style="list-style-type: none"><li>• Can you talk about what is different between what you did and what someone else did?</li><li>• Can you say how you could improve?</li></ul>	<ul style="list-style-type: none"><li>• Can you show how to exercise safely?</li><li>• Can you describe how your body feels during different activities?</li><li>• Can you explain what your body needs to keep healthy?</li></ul>
Dance	Games	Gymnastics
<ul style="list-style-type: none"><li>• Can you dance imaginatively?</li><li>• Can you change rhythm, speed, level and direction?</li><li>• Can you dance with control and co-ordination?</li><li>• Can you make a sequence by linking sections together?</li><li>• Can you link some movements to show a mood or feeling</li></ul>	<ul style="list-style-type: none"><li>• Can you use hitting, kicking and/or rolling in a game?</li><li>• Can you stay in a 'zone' during a game?</li><li>• Can you decide where the best place to be is during a game?</li><li>• Can you use one tactic in a game?</li><li>• Can you follow rules?</li></ul>	<ul style="list-style-type: none"><li>• Can you plan and show a sequence of movements?</li><li>• Can you use contrast in your sequences?</li><li>• Are your movements controlled?</li><li>• Can you think of more than one way to create a sequence which follows a set of 'rules'?</li><li>• Can you work on your own and with a partner to create a sequence?</li></ul>
<b>Enhancement/Enrichment Opportunities:</b> <ul style="list-style-type: none"><li>• Dance lessons led by specialist.</li><li>• PE specialist teacher to lead session bi-weekly.</li></ul>		



# Skills Progression Document

## National Curriculum Requirements of PE at Key Stage 2

Pupils should continue to implement 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, catching and throwing in isolation and in combination
- play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, (for example 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 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, (for example front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.



## Skills Progression Document

# P.E. Learning Ladder – Year Three

Skills	Evaluating	Health and Fitness	Dance
<ul style="list-style-type: none"> <li>Can you select and use the most appropriate skills, actions or ideas?</li> <li>Can you move and use actions with co-ordination and control?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain how your work is similar and different from that of others?</li> <li>With help, do you recognise how performances could be improved?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain why it is important to warm-up and cool-down?</li> <li>Can you identify some muscle groups used in gymnastic activities?</li> </ul>	<ul style="list-style-type: none"> <li>Can you improvise freely, translating ideas from a stimulus into movement?</li> <li>Can you share and create phrases with a partner and in small groups?</li> <li>Can you repeat, remember and perform these phrases in a dance?</li> </ul>
Games	Gymnastics	Athletics	Outdoor Adventure
<ul style="list-style-type: none"> <li>Can you throw and catch with control when under limited pressure?</li> <li>Are you aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>Do you know and use rules fairly to keep games going?</li> <li>Can you keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul>	<ul style="list-style-type: none"> <li>Can you use a greater number of your own ideas for movement in response to a task?</li> <li>Can you adapt sequences to suit different types of apparatus and your partner's ability?</li> <li>Can you explain how strength and suppleness affect performances?</li> <li>Can you compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>Can you run at fast, medium and slow speeds, changing speed and direction?</li> <li>Can you link running and jumping activities with some fluency, control and consistency?</li> <li>Can you make up and repeat a short sequence of linked jumps?</li> <li>Can you take part in a relay activity, remembering when to run and what to do?</li> <li>Do you throw a variety of objects, changing your action for accuracy and distance?</li> </ul>	<ul style="list-style-type: none"> <li>Can you follow a map in a familiar context?</li> <li>Can you move from one location to another following a map?</li> <li>Can you use clues to follow a route?</li> <li>Can you follow a route safely?</li> </ul>

### Enhancement/Enrichment Opportunities:

- Dance lessons led by specialist.
- PE specialist teacher to lead session bi-weekly.



## Skills Progression Document

# P.E. Learning Ladder – Year Four

Skills	Evaluating	Health and Fitness	Dance
<ul style="list-style-type: none"> <li>Can you select and use the most appropriate skills, actions or ideas?</li> <li>Can you move and use actions with co-ordination and control?</li> <li>Can you make up your own small-sided game?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain how your work is similar and different from that of others?</li> <li>Can you use your comparison to improve your work?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain why warming up is important?</li> <li>Can you explain why keeping fit is good for your health?</li> </ul>	<ul style="list-style-type: none"> <li>Can you take the lead when working with a partner or group?</li> <li>Can you use dance to communicate an idea?</li> <li>Can you work on your movements and refine them?</li> <li>Is your dance clear and fluent?</li> </ul>
Games	Gymnastics	Athletics	Outdoor Adventure
<ul style="list-style-type: none"> <li>Can you catch with one hand?</li> <li>Can you throw and catch accurately?</li> <li>Can you hit a ball accurately and with control?</li> <li>Can you keep possession of the ball?</li> <li>Can you move to find a space when you are not in possession during a game?</li> <li>Can you vary tactics and adapt skills according to what is happening?</li> </ul>	<ul style="list-style-type: none"> <li>Can you work in a controlled way?</li> <li>Can you include change of speed?</li> <li>Can you include change of direction?</li> <li>Can you include range of shapes?</li> <li>Can you follow a set of 'rules' to produce a sequence?</li> <li>Can you work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>	<ul style="list-style-type: none"> <li>Can you run over a long distance?</li> <li>Can you spring over a short distance?</li> <li>Can you throw in different ways?</li> <li>Can you hit a target?</li> <li>Can you jump in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>Can you follow a map in a more demanding familiar context?</li> <li>Can you move from one location to another following a map?</li> <li>Can you use clues to follow a route?</li> <li>Can you follow a route accurately, safely and within a time limit?</li> </ul>
<b>Enhancement/Enrichment Opportunities:</b> <ul style="list-style-type: none"> <li>Dance lessons led by specialist.</li> <li>PE specialist teacher to lead session bi-weekly.</li> <li>Ice-skating – Learn to Skate programme.</li> </ul>			



## Skills Progression Document

# P.E. Learning Ladder – Year Five

Skills	Evaluating	Health and Fitness	Dance
<ul style="list-style-type: none"> <li>Can you link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>Do you show good control in your movements?</li> </ul>	<ul style="list-style-type: none"> <li>Can you compare and comment on skills, techniques and ideas that you and others have used?</li> <li>Can you use your observations to improve your work?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain some important safety principles when preparing for exercise?</li> <li>Can you explain what effect exercise has on your body?</li> <li>Can you explain why exercise is important?</li> </ul>	<ul style="list-style-type: none"> <li>Can you compose your own dances in a creative and imaginative way?</li> <li>Can you perform to an accompaniment, expressively and sensitively?</li> <li>Are your movements controlled?</li> <li>Does your dance show clarity, fluency, accuracy and consistency?</li> </ul>
Games	Gymnastics	Athletics	Outdoor Adventure
<ul style="list-style-type: none"> <li>Can you gain possession by working as a team?</li> <li>Can you pass in different ways?</li> <li>Can you use forehand and backhand with a racquet?</li> <li>Can you field?</li> <li>Can you choose the best tactics for attacking and defending?</li> <li>Can you use a number of techniques to pass, dribble and shoot?</li> </ul>	<ul style="list-style-type: none"> <li>Can you make complex or extended sequences?</li> <li>Can you combine action, balance and shape?</li> <li>Can you perform consistently to different audiences?</li> <li>Are your movements accurate, clear and consistent?</li> </ul>	<ul style="list-style-type: none"> <li>Are you controlled when taking off and landing in a jump?</li> <li>Can you throw with accuracy?</li> <li>Can you combine running and jumping?</li> <li>Can you follow specific rules?</li> </ul>	<ul style="list-style-type: none"> <li>Can you follow a map in an unknown location?</li> <li>Can you use clues and compass directions to navigate a route?</li> <li>Can you change your route if there is a problem?</li> <li>Can you change your plan if you get new information?</li> </ul>

### Enhancement/Enrichment Opportunities:

- Dance lessons led by specialist.
- PE specialist teacher to lead session bi-weekly.
- Trip to Trent Bridge Cricket Ground.



## Skills Progression Document

# P.E. Learning Ladder – Year Six

Skills	Evaluating	Health and Fitness	Dance
<ul style="list-style-type: none"> <li>• Do you apply your skills, techniques and ideas consistently?</li> <li>• Do you show precision, control and fluency?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you analyse and explain why you have used specific skills or techniques?</li> <li>• Can you modify use of skills or techniques to improve your work?</li> <li>• Can you create your own success criteria for evaluating?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you explain how the body reacts to different kinds of exercise?</li> <li>• Can you choose appropriate warm ups and cool downs?</li> <li>• Can you explain why we need regular and safe exercise?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you develop imaginative dances in a specific style?</li> <li>• Can you choose your own music, style and dance?</li> </ul>
Games	Gymnastics	Athletics	Outdoor Adventure
<ul style="list-style-type: none"> <li>• Can you explain complicated rules?</li> <li>• Can you make a team plan and communicate it to others?</li> <li>• Can you lead others in a game situation?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you combine your own work with that of others?</li> <li>• Can you link your sequences to specific timings?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you demonstrate stamina?</li> <li>• Can you use your skills in different situations?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you plan a route and series of clues for someone else?</li> <li>• Can you plan with others taking account of safety and danger?</li> </ul>
<p><b>Enhancement/Enrichment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• <b>Dance lessons led by specialist.</b></li> <li>• <b>PE specialist teacher to lead session bi-weekly.</b></li> <li>• <b>Stanage Edge visit.</b></li> </ul>			