



<b>Mind</b> <b>NC</b> Play competitive games modified where appropriate. Take part in outdoor & adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	8. Start taking part in group activities which they make up themselves or in teams.	13. Show resilience & perseverance in the face of a challenge	6. Follows simple instructions accurately Respect	6. Follows instructions and engages independently Respect	7. Improves a skill or performance effectively with others through listening and demonstrating their own ideas. Respect, Equality, Friendship and Determination	8. Confidently communicates the information/instruction given verbal or Visually to others Courage, Respect, Equality, Friendship and Determination	7. Follows instruction as an individual or team to set up the lesson and can take the warm-up and cool down in a lesson Inspiration, Courage, Respect, Equality, Friendship and Determination	7. Can deliver part of a lesson either from task card given or from creating they own active link to lesson objective Excellence. Courage, Respect, Equality, Friendship and Determination
			7. Shows confidence to perform in front of a small audience of peers. Courage	7. Takes part and is effective with a range of partners and small groups. Friendship and equality	8. Cooperates well in larger groups helping their group to function effectively Respect, Friendship and equality	9. Leads by example in lessons and competitions by working with enthusiasm and encouraging members of their team/group. (excellence) Determination, Respect, Friendship and equality	8. undertakes a role within a group to help other performance whether it a leader, official, helper, organiser Excellence, Determination, Courage, Respect, Friendship and equality	8. Works effectively in a team to plan and organise a safe multi skills session for KS1 multi skills festival Inspiration, Excellence, Determination, Courage, Respect, Friendship and equality.
			8. Respect themselves by trying their best and showing determination if success is not immediate. Respect and Determination	8. Participates showing positive behaviour whatever the outcome of the session or competition. Respect, Determination and Inspiration	9. Shows determination in PE when learning new skills, applying skills to new situations. Courage, Respect, Determination and Inspiration	10. Manages their behaviour and emotions well across all environments in lessons and when representing the school, respectful of others at all times. Excellence, Courage, Respect, Determination and Inspiration	9. Understand fair play/sportsmanship and the sporting environment. Friendship, Equality, Excellence, Courage, Respect, Determination and Inspiration	9. Competes enthusiastically and fairly within the rules respecting the officials, opposition and environment around them Friendship, Equality, Excellence, Courage, Respect, Determination and Inspiration
<b>Body</b>	9. Increasingly follow rules, understanding why they are important	14. Knows that physical activity supports their wellbeing.	9. always prepared to work safely in PE by being prepared with the correct footwear and kit for all related activities to P.E and sport	9. Works safely with other members of the team, before and during lessons. When setting up/ clearing up or using/carrying equipment.	10. Works safely in a group/team environment, showing consideration and respect for peers and them abilities. Before during and after lessons.	11. Looks at the performance of a peer or peers give verbal feedback at least one strength and one aspect that could be even better. Helping them to improve their performance	10. Accurately compares their own performance with previous ones' give themselves both verbal and visual feedback and sets ambitious targets to improve. Also be able to take peer to peer feedback to enhance performance	10. Can describe the performance of their team/group in relevant games and their contribution to it. Finding positives and things that could be better to develop the performance individually and as a team/group Giving verbal, visual and written feedback
			10. Can talk through the changes to their body temperature, breathing rate and heart rate when they become active.	10. . Knows what happens to the body (e.g blood flow, oxygen to muscles) when active and can demonstrate how to raise and lower the heart rate. Can describe a healthy diet.	11. Knows the function of lungs and can demonstrate how to raise and lower their breathing rate when preparing for and recovering from being active for a sustained period.	12. Can locate, name certain muscles like hamstring calf, quadriceps, biceps and body parts we use in being active like lungs, heart, brain. knows the functions of their body and the importance of its strength in sustained activity	11. Has understanding and can describe which activities they would use strength, stamina, speed, skill, and suppleness.	11. Can create a video, piece of writing or talk about the knowledge and understanding strand.
			11. Can describe food that is healthy and that is unhealthy for their body.	11. Can describe a healthy diet.	12. Can describe a well plate and give examples of balanced meals. Knows the impact of diet on the body.	13. Knows foods which give energy – slow burning and quick fix.	12. Can describe appropriate foods to eat before exercise, sport or activity.	12. Knows how to fuel their body for various sporting events and activities.

#### PE Non-Negotiables

- Each lesson has a physical, social & emotional and knowledge & understanding outcome, which is shared.
- Lessons will be 90% physically active.
- Every child experiences challenge.
- Every child receives positive feedback.
- There is 100% participation and enjoyment.