**PRIMARY PE OVERVIEW**

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| **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Intro to a range of sports**Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Set targets for the year | **Net and wall**Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending | **Dance and gymnastics**Develop flexibility, strength, technique, control and balanceperform dances using a range of movement patterns | **Invasion games**Play competitive games, modified where appropriate apply basic principles suitable for attacking and defending | **Striking and fielding**Play competitive games, modified where appropriate apply basic principles suitable for attacking and defendingRoundersKick-rounders | **Athletics**Use running, jumping, throwing and catching in isolation and in combinationThrowingJumpingRunning |



**Learner outcomes**

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|  | **I am…****REFLECTIVE** | **I am…** **A COMMUNICATOR** | **I am…****RESILIENT** | **I am…****RESPONSIBLE** | **I am…****CONFIDENT** | **I am…****RESPECTFUL** |
| **Mastery** **(Creating)** | To be able to evaluate learning and performance and create ways to successfully develop solutions that consistently improve intended outcomes. | To confidently use both verbal and non-verbal communication skills in a variety of settings and situations that show clear subject knowledge and use of appropriate terminology. | To independently analyse and then act upon setbacks to overcome challenging situations in order to move forward physically, socially, cognitively and emotionally. | To take responsibility for physical, social and mental wellbeing on a regular basis outside of school.To be able to work independently and collaboratively to produce successful outcomes | To have a high level of confidence and maturity to ensure progress is evident in a number of different roles within a range of activities | To observe others rights, feelings and thoughts and be able listen to and act upon these in a supportive and respectful way. |
| **Secure** **(Evaluating)** | To take into consideration and prioritise all the relevant factors and opinions needed to improve performance. | To be able to express ideas confidently and clearly in group situations showing clear subject knowledge and use of appropriate terminology | To be able to reflect on challenging criticism from staff and peers in a positive way and accept advice on how to move forward. | To work effectively and begin to take ownership of my own and others learning through varied roles | To express ideas confidently and clearly in a variety of group settings | To listen to and challenge others point of view or actions in a respectful way |
| **Developing** **(Applying)** | To regularly act upon internal and external feedback to develop learning and improvement in performance. | To use both verbal and non-verbal communication skills when leading others in a physical activity. | To demonstrate a determined attitude when learning a new skill or experiencing a new activity | To listen to others and take responsibility within a group to achieve desired outcomes | To have the confidence to work with others outside of my friendship group expressing ideas and thoughts clearly | To respect the views, actions, feelings and rights of others outside my friendship group |
| **Emerging** **(Identify)** | To be able to identify areas of strength and development in my own and others learning. | To respond both verbally and non-verbally to instructions and be able to question for clarification and make suggestions for progress | To listen to and act on advice from staff which may direct you on a different pathway | To contribute to the success of each lesson through regular attendance, correct kit and a safe and responsible attitude. | To take part in physical activity with growing belief and the confidence to work with others | To enable learning to take place by respecting oneself, facilities, equipment and the rights of everyone within the learning environment. |

