



**Cabot**  
Learning  
Federation

### **I am... an Athlete.**

I am... an Athlete. I believe anything is possible whilst being an athlete. I feel energised and motivated throughout my day. I have the knowledge and understanding to participate in sport. I enjoy being a team player and communicating to improve my own and others physical literacy. I view failures as an opportunity to improve and use my resilience to come back motivated. This supports me to achieve my very best. I am developing a lifelong active mindset.



# Physical Education Vision: Building positive physical activity experiences for life.

PE, School Sport and Physical Activity at the Cabot Learning Federation is underpinned by the belief that everyone should have a positive relationship with physical activity, sport and play, and that this is deeply personal to each individual. We also believe that high quality PE, Sport and Physical Activity provision will develop the holistic characteristics society deem valuable to success. We hope that this would have the following outcomes:

Through PE we provide:

- High quality experiences which promote positive relationships with physical activity
- Leave school with the skills and knowledge of sport or physical activity so they can continue to be active for life
- Development of holistic characteristics including Resilience, Confidence, Empathy, Leadership and Teamwork skills and reinforcing the impact this can have on other subject areas
- Academic excellence in PE, allowing students to use their passion to open doors into further study

Through School Sport we provide:

- Opportunities for all students to take part in appropriate level competition either at an intra school or inter school level and that extra-curricular participation can contribute to the well-rounded development of an individual
- Belonging by providing opportunities for all students to represent their school through trust wide competition where students feel that they are part of something bigger which can provide them with a positive identity
- High performance opportunities and mentorship across the trust and with external partners demonstrating how we value to pursuit excellence

Through Physical Activity and Play we provide:

- An appreciation for the role Physical Activity plays within the life of students, staff and their families
- Understand the Physical, Social and Psychological benefits of physical activity and how this can support their wellbeing

The intent of the curriculum is to allow students to develop into positive contributors to society. Through enjoying physical activity, the curriculum will provide students with the opportunities to develop characteristics to be successful. We believe that our approach to Physical Education is inclusive and develops all children through movement and interacting with their environment. This will be delivered through four strands of our curriculum rope.

## Physical Literacy

1. **My Movement - Physical Competence (Physical)**
  - An individual's ability to develop movement skills and patterns.
2. **My Knowledge - Knowledge and Understanding (Cognitive)**
  - An individual's ability to identify and express the essential qualities that influence effective participation.
3. **My Mentality - Motivation and Confidence (Affective)**
  - An individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life
4. **My Behaviours - Engagement in Physical Activities for Life (Behaviours)**
  - An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.

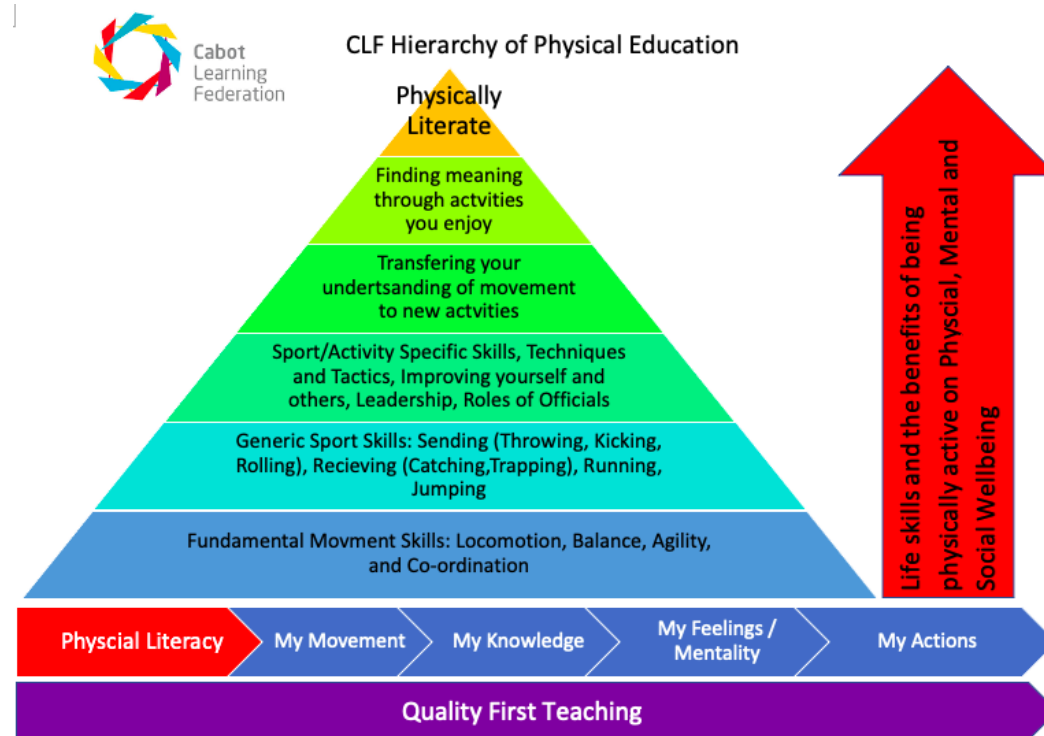
For each of our four learning threads, we have identified the most important characteristics to deliver in each year. This has been developed through teacher expertise and the platform Real PE. Real PE offers our staff the most supportive and sequentially progressive approach to developing physical literacy in young people when not all teachers are PE experts. Each young person will receive two PE lessons a week, one from Real PE and a second in an activity or sport context to apply their learning in a new context. This sequencing allows us to revisit and embed learning before moving on and ensures a well balanced diet of activities to meet the national curriculum.

In EYFS and KS1, students will focus on developing their fundamental movement skills and slowly start applying them as generic sport or activity specific skills in a wide variety of activities. The development of each characteristic will happen on termly themes using Real PE as resource to base high quality lessons upon. The second lesson of the week will be applying the learning from Real PE into a more activity specific context.

In KS2 students will further develop their Physical Literacy through a range of different student-centred activities across the four years of KS2. This will build upon their FMS and will move from generic towards specific sports or activity skills and techniques. As with KS1, the development of each characteristic will happen on termly themes using Real PE as resource to base high quality lessons upon. The second lesson of the week will be applying the learning from Real PE into a more activity specific context.

This will be assessed using Age Related Expectations using Real PE Assessment model. Progress takes place across each year through the revisiting of each My Strand in different activities. Each year the My Strand content is increased in complexity, and activities are revisited with increased challenge of activity specific knowledge.

### Key Concepts for



What is?	Key Concepts		Contexts				
	Year	1. Real PE (Bold text links to ARE)	2. Activities/Sports		3. School Games Activities		
<p><b>My Movement - Physical Competence (Physical)</b> An individual’s ability to develop movement skills and patterns.</p> <p><b>My Knowledge - Knowledge and Understanding (Cognitive)</b> An individual’s ability to identify and express the essential qualities that influence effective participation.</p> <p><b>My Mentality - Motivation and Confidence (Affective)</b> An individual’s enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life</p> <p><b>My Behaviours - Engagement in Physical Activities for Life (Behaviours)</b> An individual taking personal responsibility for physical literacy by prioritising and sustained involvement in a range of challenging activities.</p> <p><b>Physical Literacy Through Real PE:</b></p> <ul style="list-style-type: none"> <li>• Cognitive</li> <li>• Creative</li> <li>• Health and Fitness</li> <li>• Physical</li> <li>• Social</li> <li>• Personal</li> </ul> <p><b>Sport and Activity Based Concepts</b></p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Outwitting opponents</li> <li>• Personal Best</li> <li>• Teamwork and Leadership</li> <li>• Learning and Adapting sporting skills                             <ul style="list-style-type: none"> <li>○ Striking</li> <li>○ Catching</li> <li>○ Throwing</li> </ul> </li> </ul>	1	Fundamental skill development and application <ul style="list-style-type: none"> <li>• <b>Yellow</b></li> <li>• <b>Green</b></li> <li>• <b>Red</b></li> <li>• Blue</li> <li>• Pink</li> <li>• Black</li> </ul>	ABC’s of movement developed throughout year every year.	Potential activity types: <ul style="list-style-type: none"> <li>• Gymnastics and Dance</li> <li>• Throwing and Catching</li> <li>• Striking and fielding</li> <li>• Personal Fitness</li> </ul>		Futsal – Year 1 & 2 Dodgeball Sports hall Athletics Boccia Sitting Volleyball New age curling Sports Festival <b>Cricket</b>	
	2	<ul style="list-style-type: none"> <li>• <b>Red</b></li> <li>• Blue</li> <li>• Pink</li> <li>• Black</li> </ul>		Potential activity types: <ul style="list-style-type: none"> <li>• Strategy Games (e.g. bench ball)</li> <li>• Problem Solving Activities</li> <li>• Outdoor adventurous activities (e.g. orienteering)</li> <li>• Basic Team Games</li> <li>• Athletics</li> <li>• Personal Fitness</li> <li>• Dance and Gymnastics</li> </ul>		Swimming	Futsal Boccia Sitting Volleyball New age curling Rugby (Magafest) Mini Tennis Gymnastics Tri Golf Tri Golf Inclusive Cricket
	3	Personal Best <ul style="list-style-type: none"> <li>• Yellow</li> <li>• <b>Green</b></li> <li>• <b>Red</b></li> <li>• <b>Blue</b></li> <li>• Pink</li> <li>• Black</li> </ul>		Potential Activity Types: <ul style="list-style-type: none"> <li>• Invasion games (e.g. football)</li> <li>• Net and Wall Games (e.g. badminton and tennis)</li> <li>• Striking and Fielding</li> <li>• Dance and Gymnastics</li> <li>• Outdoor Adventurous Activity</li> <li>• Athletics</li> <li>• Personal Fitness</li> </ul>			Cross Country Boccia Sitting Volleyball New age curling Futsal Hockey (quicksticks) TAG Rugby Basketball Mini Tennis Football – Girls and Boys Gymnastics Kwik Cricket Inclusive Cricket Quad Kids Athletics
	4	<ul style="list-style-type: none"> <li>• <b>Blue</b></li> <li>• Pink</li> <li>• Black</li> </ul>					
	5	Team Sports Real PE SOW: <ul style="list-style-type: none"> <li>• Yellow</li> <li>• Green</li> <li>• <b>Red</b></li> <li>• <b>Blue</b></li> <li>• <b>Pink</b></li> <li>• <b>Black</b></li> </ul>					
	6	<ul style="list-style-type: none"> <li>• <b>Red</b></li> <li>• <b>Blue</b></li> <li>• <b>Pink</b></li> <li>• <b>Black</b></li> </ul>					

	<ul style="list-style-type: none"><li>○ Balancing</li><li>○ Jumping</li><li>○ Moving</li><li>● Tactics and Strategy</li><li>● Self and peer analysis</li></ul>						
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Key Concepts, Knowledge, Vocabulary and Skills - .....

Reception and Year 1



Knowing is being able to use what we have learned in our actions.

Understanding is using our learning in lots of activities

Meaning is how we can take our learning and use it to build a healthy active lifestyle

Reception Age Related Expectations

**I move...**

I can work on simple tasks and follow instructions safely.

I can explore different movements.

**I know...**

I can move confidently and explore different movements.

I understand why exercise is important for keeping healthy.

**I feel...**

I can play and take turns with others.

I can work sensibly with others and share.

**I do...**

I can name things I am good at.

I can understand and follow simple rules.



Knowing is being able to use what we have learned in our actions.

Understanding is using our learning in lots of activities

Meaning is how we can take our learning and use it to build a healthy active lifestyle

Year 1 Age Related Expectations

**I move...**

I keep on trying and ask for help when I need it.

I can link my movements and compare them to others.

**I know...**

I can move in different ways including changing my speed, direction and level.

I can say how my body feels before, during and after exercise.

**I feel...**

I can help, praise and encourage others in their learning.

**I do...**

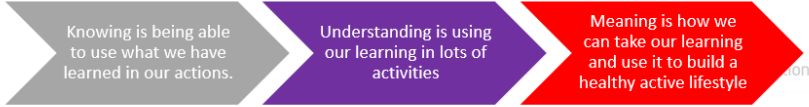
I explain what is working well for me and others.

I can understand and follow simple rules.

Key Concepts	Contexts	Key Knowledge and Vocabulary	Skills
	Real PE	<p>What key things are they going to learn?</p> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>Perseverance to succeed</li> <li>Being able to ask for help</li> <li>Work independently and safely</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>Help, praise and support others</li> <li>Take turns and share</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>Understand and follow simple rules</li> <li>Name things I am good at</li> </ul> <p><b>Creative</b></p> <ul style="list-style-type: none"> <li>Explore and describe different movements</li> </ul>	<p><b>Fundamental Movement Skills</b></p> <p><i>Linked to national curriculum outcomes for KS1</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>

		<ul style="list-style-type: none"> <li>• Link movements to a theme</li> <li>• Compare movement and skills</li> </ul> <p>Physical</p> <ul style="list-style-type: none"> <li>• Perform a small range of skills and link 2 movements together</li> <li>• Perform a single skill or movement with some control</li> </ul> <p>Health and fitness</p> <ul style="list-style-type: none"> <li>• Aware of why exercise is important for good health</li> <li>• Talk about how my body feels before, during and after exercise.</li> </ul>		
	Activity/ Sports	<ul style="list-style-type: none"> <li>• Dance and Gymnastics</li> <li>• Throwing and catching skills</li> <li>• Obstacle course games/routines</li> <li>• Personal health and fitness</li> </ul>		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Working in a team</li> <li>• Following simple rules</li> </ul>		

Year 2



Year 2  
Age  
Related  
Expectations

**I move...**

*Personal* *Creative*

I can challenge myself.

I can respond differently to different tasks.

**I know...**

*Health and Fitness* *Physical*

I can choose skills I know and apply them.

I can explain why I need to warm up and cool down in PE.

**I feel...**

*Social*

I can share my ideas with others.

I can support others by listening well.

**I do...**

*Cognitive*

I can explain what I am doing well.

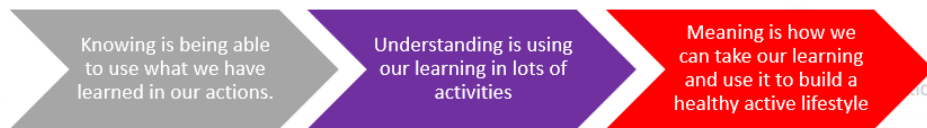
I can think of ways I can improve.

Key Concepts	Contexts	Key Knowledge and Vocabulary	Skills
•	Real PE	<p>What key things are they going to learn?</p> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>Perseverance and not giving up in order to succeed</li> <li>Being able to ask for help</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>Helping, praising and supporting others</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>Ordering instructions, movements and skills</li> <li>Understanding what makes a good performance</li> <li>Recognising similarities and differences in performances</li> </ul> <p><b>Creative</b></p> <ul style="list-style-type: none"> <li>Linking movements to fit a theme</li> <li>Compare own movements and skills with others</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>Perform a sequence of movements with changes in level, direction or speed</li> </ul>	<p><b>Fundamental Movement Skills</b></p> <p><i>Linked to national curriculum outcomes for KS1</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>



		<ul style="list-style-type: none"> <li>• Perform a sequence with control and consistency</li> </ul> <b>Health and Fitness</b> <ul style="list-style-type: none"> <li>• Use equipment to move and land safely</li> <li>• Describe effects on body during and after exercise</li> </ul>		
	Activity/ Sports	<ul style="list-style-type: none"> <li>• Gymnastics and Dance</li> <li>• Throwing and Catching</li> <li>• Striking and fielding</li> <li>• Personal Fitness</li> </ul>		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Working in a team</li> <li>• Following simple rules</li> </ul>		

Year 3



Years 3 & 4  
Age  
Related  
Expectations

**I move...**

*Personal* *Creative*

I can keep on doing with a task and improve my performance.

I can use tactics to help me in a game.

**I know...**

*Health and Fitness* *Physical*

I can link actions together and use a variety of movements.

I can explain how much I should exercise to stay healthy.

**I feel...**

*Social*

I work well with others and give helpful feedback.

I help organise my group.

**I do...**

*Cognitive*

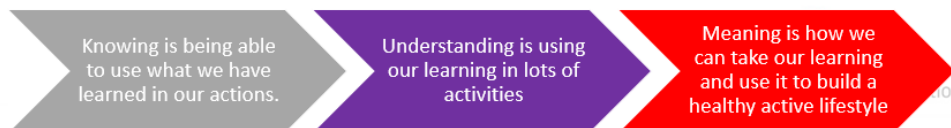
I can make good decisions about how I move around others.

I can identify what I need to work on to improve.

Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
•	Real PE	What key things are they going to learn? Personal <ul style="list-style-type: none"> <li>Knowledge of own physical ability</li> <li>Challenge</li> </ul> Social <ul style="list-style-type: none"> <li>Patience</li> <li>Supporting others</li> <li>Listening to others</li> <li>Communicating ideas</li> </ul> Cognitive <ul style="list-style-type: none"> <li>Understand simple attacking and defending tactics</li> <li>Evaluating my own successes and areas for development.</li> </ul> Creative		<b>Fundamental Movement Skills</b> <i>Linked to national curriculum outcomes for KS2</i> Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response

		<ul style="list-style-type: none"> <li>• Create rules/adapt activities</li> <li>• Respond differently to a variety of different tasks and music</li> <li>• Recognise similarities and differences in movements and expressions</li> </ul> <p>Physical</p> <ul style="list-style-type: none"> <li>• Perform and repeat sequences with clear shapes and controlled movements</li> <li>• Select and apply a range of skills with good control and consistency</li> </ul> <p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• Describe effects on body during and after exercise</li> <li>• Explain why warm ups and cool downs are important</li> </ul>		
	Activity/ Sports	<ul style="list-style-type: none"> <li>• Strategy Games (e.g. bench ball)</li> <li>• Problem Solving Activities</li> <li>• Outdoor adventurous activities (e.g. orienteering)</li> <li>• Basic Team Games</li> <li>• Athletics</li> <li>• Personal Fitness</li> <li>• Dance and Gymnastics</li> </ul>		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Working in a team</li> <li>• Following simple rules</li> <li>• Knowing and applying rules correctly</li> <li>• Cooperation</li> <li>• Resilience</li> </ul>		

Year 4



Years 3 & 4  
Age  
Related  
Expectations

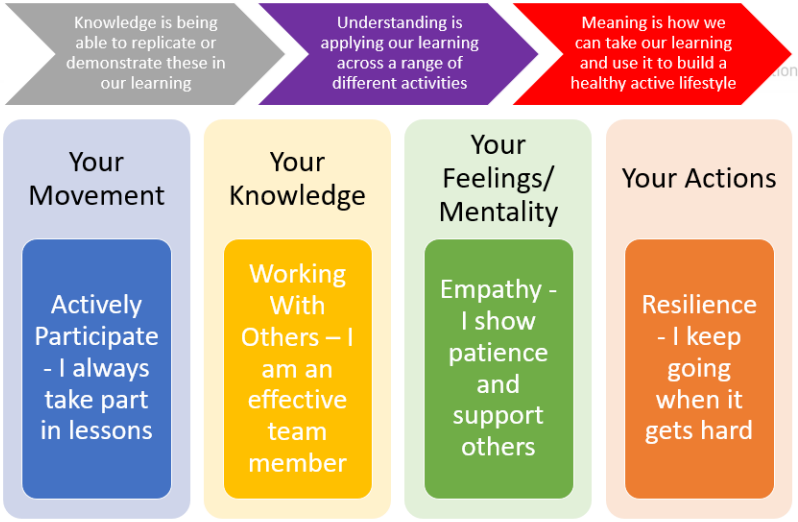
<p><b>I move...</b></p> <p> </p> <p>I can keep on doing with a task and improve my performance.</p> <p>I can use tactics to help me in a game.</p>	<p><b>I know...</b></p> <p> </p> <p>I can link actions together and use a variety of movements.</p> <p>I can explain how much I should exercise to stay healthy.</p>	<p><b>I feel...</b></p> <p></p> <p>I work well with others and give helpful feedback.</p> <p>I help organise my group.</p>	<p><b>I do...</b></p> <p></p> <p>I can make good decisions about how I move around others.</p> <p>I can identify what I need to work on to improve.</p>
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Key Concepts	Contexts	Key Knowledge and Vocabulary	Skills
•	Real PE	<p>What key things are they going to learn?</p> <p>Personal</p> <ul style="list-style-type: none"> <li>Perseverance and Improving own performance.</li> <li>Challenge</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>Cooperate with others and give feedback.</li> <li>Show patience and support others</li> <li>Share ideas</li> </ul> <p>Cognitive</p> <ul style="list-style-type: none"> <li>Understand ways to judge performance</li> <li>Understand tactics of attack and defense</li> <li>Explain what I or someone else has done well</li> <li>Identify areas for improvement</li> </ul> <p>Creative</p>	<p><b>Fundamental Movement Skills</b></p> <p><i>Linked to national curriculum outcomes for KS2</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>

		<ul style="list-style-type: none"> <li>• Develop sequences of movements</li> <li>• Use own ideas to adapt rules and activities</li> <li>• Recognise similarities and differences in movements and expression</li> </ul> <p>Physical</p> <ul style="list-style-type: none"> <li>• Perform and repeat longer sequences with clear shapes and controlled movements.</li> <li>• Perform a range of skills with control and consistency.</li> </ul> <p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• Describe effects on body before, during and after exercise</li> <li>• Explain why warm ups and cool downs are important</li> </ul>		
	Activity/ Sports	<p>What activity or specific knowledge will they need?</p> <ul style="list-style-type: none"> <li>• Strategy Games (e.g. bench ball)</li> <li>• Problem Solving Activities</li> <li>• Outdoor adventurous activities (e.g. orienteering)</li> <li>• Basic Team Games</li> <li>• Athletics</li> <li>• Personal Fitness</li> <li>• Dance and Gymnastics</li> </ul>		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Working in a team</li> <li>• Following simple rules</li> <li>• Knowing and applying rules correctly</li> <li>• Cooperation</li> <li>• Resilience</li> </ul>		



Year 5



Year 5&6  
Age  
Related  
Expectations

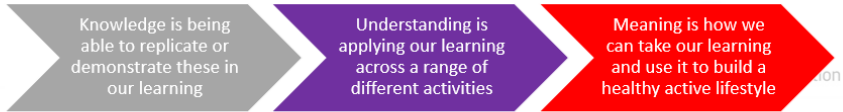
Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
<ul style="list-style-type: none"> <li>•</li> </ul>	Real PE	<p>What key things are they going to learn?</p> <p>Cognitive</p> <ul style="list-style-type: none"> <li>• Understand ways to judge performance</li> <li>• Identify specific parts to work on</li> <li>• Use awareness of space and others to make good decisions</li> </ul> <p>Creative</p> <ul style="list-style-type: none"> <li>• Link actions and develop sequences of movements that express my own ideas</li> <li>• Change tactics, rules or tasks to make activities more fun and challenging</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>• Cooperate well with others</li> <li>• Give helpful feedback</li> <li>• Help to organise roles and responsibilities and guide a small group through a task</li> </ul> <p>Physical</p>		<p><b>Fundamental Movement Skills</b></p> <p><i>Linked to national curriculum outcomes for KS2</i></p> <ul style="list-style-type: none"> <li>Static balance one leg</li> <li>Static balance seated</li> <li>Static balance floor work</li> <li>Static balance stance</li> <li>Dynamic balance on a line</li> <li>Dynamic balance jumping and landing</li> <li>Counter balance in pairs</li> <li>Co-ordination sending and receiving</li> <li>Co-ordination ball skills</li> <li>Co-ordination footwork</li> <li>Agility ball chasing</li> <li>Agility reaction and response</li> </ul>

		<ul style="list-style-type: none"> <li>• Perform a variety of movements and skills with good body tension</li> <li>• Link actions together so that they flow in running, jumping and throwing activities</li> </ul> <p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• Describe the basic fitness components</li> <li>• Explain how often and how long someone should exercise to be healthy</li> <li>• Record and monitor effort</li> </ul> <p>Personal</p> <ul style="list-style-type: none"> <li>• Cope well and react positively when things become difficult</li> <li>• Persevere with a task and improve own performance through regular practice</li> </ul>		
	Activity/ Sports	<ul style="list-style-type: none"> <li>• Invasion games (e.g. football)</li> <li>• Net and Wall Games (e.g. badminton and tennis)</li> <li>• Striking and Fielding</li> <li>• Dance and Gymnastics</li> <li>• Outdoor Adventurous Activity</li> <li>• Athletics</li> <li>• Personal Fitness</li> </ul>		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> <li>• Perseverance in developing skills</li> <li>• Using team mates effectively and cooperatively</li> <li>• In depth understanding of rules</li> <li>• Apply rules strategically</li> </ul>		



		<ul style="list-style-type: none"><li>• Resilience and good sportsmanship</li></ul>		
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Year 6



Year 5&6  
Age  
Related  
Expectations



Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
<ul style="list-style-type: none"> <li>•</li> </ul>	Real PE	<p>What key things are they going to learn?</p> <p>Cognitive</p> <ul style="list-style-type: none"> <li>• Know how to develop my own and others' work.</li> <li>• Recognise and suggest patterns of play which will increase chances of success.</li> <li>• Develop methods to outwit opponents</li> </ul> <p>Creative</p> <ul style="list-style-type: none"> <li>• Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics so they are different from or in contrast to others</li> </ul> <p>Social</p> <ul style="list-style-type: none"> <li>• Give and receive sensitive feedback to improve myself and others</li> <li>• Negotiate and collaborate appropriately</li> </ul> <p>Physical</p>		<p><b>Fundamental Movement Skills</b></p> <p><i>Linked to national curriculum objectives for KS2</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>

		<ul style="list-style-type: none"> <li>• Use a combination of skills confidently in sport specific contexts.</li> <li>• Perform a range of skills fluently and accurately in practice situations</li> </ul> <p>Health and Fitness</p> <ul style="list-style-type: none"> <li>• Self-select and perform appropriate warm-up and cool down activities</li> <li>• Identify possible dangers when planning an activity</li> </ul> <p>Personal</p> <ul style="list-style-type: none"> <li>• See all new challenges as opportunities to learn and develop</li> <li>• Recognise own strengths and weaknesses</li> <li>• Set myself appropriate targets</li> </ul>		
	Activity/ Sports	<ul style="list-style-type: none"> <li>• Invasion games (e.g. football)</li> <li>• Net and Wall Games (e.g. badminton and tennis)</li> <li>• Striking and Fielding</li> <li>• Dance and Gymnastics</li> <li>• Outdoor Adventurous Activity</li> <li>• Athletics</li> <li>• Personal Fitness</li> </ul>		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> <li>• Perseverance in developing skills</li> <li>• Using team mates effectively and cooperatively</li> <li>• In depth understanding of rules</li> <li>• Apply rules strategically</li> <li>• Resilience and good sportsmanship</li> </ul>		

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## **Appendix 1: Curriculum Rationale**

***Why have particular contexts been chosen? Why is it organised in this way? Why will it help children?***

The answers to these questions are rooted in the rationale in the design of the curriculum.

**Research sources:**

- Real P.E. curriculum resources
- P.E. national curriculum [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)
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