



The aims of the National Curriculum in respect of Physical Education is as follows:

The national curriculum for languages aims to ensure that all pupils:

- *Develop competence to excel in a broad range of physical activities.*
- Physically active for sustained periods of time
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Our vision at Brockenhurst C of E Primary School:

Here at Brockenhurst C of E Primary our Physical Education aim was for all children to *fall in love with movement* and to encourage them to be active for 60 minutes per day. When trying to implement this, it needs to be taken up by the whole school, not just one class and one teacher.

At Brockenhurst, everyone, from the students, to parents, Midday Supervisors and staff all play a role in making this happen. We invest our time (in normal circumstances) by putting on extra-curricular activities, regularly attending sports fixtures, encouraging active lunches, monitoring transport to school and the taking part in the daily mile to make sure that movement happens on a regular basis.

Progression of Skills

| PE Learning Cogs | Personal | Social | Cognitive | Creative | Physical | Health and Fitness |
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| Year R | I enjoy working on simple tasks with help. | I can play with others and take turns and share with help. | I can follow simple instructions. | I can observe and copy others. | I can move confidently in different ways. | I am aware of the changes to the way I feel when I exercise. |



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| Year 1 | <p>I can work on simple tasks by myself.</p> <p>I can follow instructions and practise safely.</p> | I can work sensibly with others, taking turns and sharing | <p>I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p> | <p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> | <p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement with some control.</p> | I am aware of why exercise is important for good health. |
| Year 2 | <p>I try several times if at first I don't succeed.</p> <p>I ask for help when appropriate.</p> | I can help, praise and encourage others in their learning. | <p>I can begin to order instructions, movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> | <p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> | <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p> | <p>I use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> |
| Year 3 | <p>I have begun to challenge myself.</p> <p>I know where I am with my learning.</p> | <p>I am happy to show and tell others about my ideas.</p> <p>I show patience and support others listening carefully</p> | I can explain what I am doing well and I have begun to identify areas for improvement | <p>I can recognise similarities and differences in movements and expression.</p> <p>I can make up my own rules and</p> | <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills</p> | <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> |



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| | | to them about our work. | | versions of activities. I can respond differently to a variety of tasks. | with good control and consistency. | |
| Year 4 | I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. | 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. | I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions. | 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 more challenging. | I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. | I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. |
| Years 5 | I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. | I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. | I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work. | I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. | I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. | I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. |



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| Years 6 | I can involve others and motivate those around me to perform better. | I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. | I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. | I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. | 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. | 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. |
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