



- R** eaching the highest possible outcomes for children
- A** ccepting and embracing our differences
- E** veryone thriving in a secure, safe and happy environment
- B** elonging to our community and being a good citizen
- U** nderstanding that education is a precious gift
- R** especting ourselves and others by setting high standards
- N** ever giving up- learning from our mistakes

Physical Education at Raeburn Primary School



P.E. and Sport at Raeburn



P.E. at Raeburn Primary School allows for the children to:

- Develop competence to excel in a broad range of physical activities
 - Engage in competitive sports and activities
 - Be physically active for sustained periods of time
- Develop personally and socially, learning values such as resilience, teamwork and respect
 - Acquire the skills and knowledge to be active and healthy for life

At Raeburn, we whole-heartedly believe that an active lifestyle leads to a healthier, happier life. Therefore, we ensure that all pupils have access to 2 hours of physical education a week. P.E. lessons are delivered by their class teacher as we believe it is very important that the whole school act as role-models in promoting a healthy lifestyle. We have a specialist dance teacher who teaches across all year groups, providing high-quality lessons, as well as providing valuable CPD for our staff. In addition to the two hour dedicated P.E slots, we encourage as many opportunities to be active throughout the day as possible. Teachers deliver active learning, through activities such as Active Maths, Forest Schools and other physical learning activities in and outside of the classroom.

In order to ensure consistent provision and progress of P.E. across the school, all lessons are taught from the Edsential P.E. Passport scheme. The P.E Passport allows staff to efficiently assess pupils' progress, easily track and monitor data to allow prompt interventions and analyse all aspects of P.E. and sport, thus creating a clear whole-school picture of P.E at Raeburn. This scheme of work enables all children to reach beyond their own expectations, developing physically, socially and emotionally in their sporting journey at Raeburn. Our lessons are carefully planned to meet the needs of all children, making sure each child is able to achieve in all areas of the National Curriculum. All children have the opportunity to engage in sports and learn life-long physical activity skills, not only as participants but in roles such as coaches, leaders and officials. We actively encourage the School Games values (respect, honesty, determination, teamwork, self-belief and passion) in our P.E. lessons, during before and after school clubs and through 'Personal Challenge' activities that are available to the whole school at lunch times.

We believe passionately in the link between physical and mental health. For the past few years we have linked up with an experienced Yoga Bears practitioner, who delivers curriculum yoga to 3 year groups, as well as a before-school club throughout the year which is available to all year groups. Furthermore, we have a team of 'Healthy Minds, Healthy Bodies' pupil ambassadors, who promote the positive values of physical and emotional wellbeing across the school.

The school provides a wide number and variety of before, during and after school sports clubs which appeal to a range of abilities and interests. There is opportunity for competition on every level. Children in all year groups are involved in the HMHB –led 'Personal Challenge' lunch time activities, where they can compete against themselves to improve their best. Intra competitions are provided through P.E. lessons, along with House competitions, Sports Day and other initiatives such as Sport Relief and National Sports Week. The school takes part in a high number of inter-school fixtures throughout the year, allowing children of all abilities to compete for the school and experience higher level competition. Due to the commitment to P.E. and Sport from the staff and children at Raeburn, we were awarded 'Gold' for the School Games Mark award in 2022. We continually strive to maintain this standard

PE at Raeburn Primary School

Intent			
High Expectations	Modelling	Vocabulary	Inclusion
All children at Raeburn are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.	Modelling is employed in every PE lesson and provides examples of what is expected, demonstrating high expectations. This may be in the form of teacher modelling, modelling from peers or through a video demonstration.	We aim to embed vocabulary within our PE lessons and curriculum. Children will be taught the vocabulary to match the skill they are learning. This is often explicit in planning e.g. Focus 1 in Year 3's Tag Rugby block introduces a pop pass and defines this as 'a small two handed underarm pass no further than 1m.'	The needs of all children are supported and catered for in an approach that encourages children to reach their personal best. Where necessary, adapted teaching is employed to ensure this. This is presented in planning under 'differentiation' and follows the STEP principle - altering Space, Task, Equipment, People to make a task more or less challenging.
Knowledge and concepts	Skills	British Values	Cultural Capital
Cross-curriculum links are made explicit through the whole school focus on maximising outdoor learning including our link to Forest School and exploring our outdoor space. Learning is supported and enhanced through a range of curriculum sporting activities e.g. High Five, football, tennis, gymnastics, athletics, outdoor and adventurous activities.	<p>All children will gain the key physical education skills as well as social and emotional skills through the PE Passport. These skills are cross-curricular and transferable behaviours for both in and outside of school. Swimming and water safety is taught in KS2 and extra opportunities are taken to continue to improve the 25m swimming percentage. Children develop and apply fundamental movements within every PE lesson.</p> <p>Skills are developed throughout these curriculum areas: Dance Striking and Fielding Games Gymnastics Athletics Net and Wall Swimming</p>	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children. Examples of this may include.</p> <p><u>Democracy:</u></p> <ul style="list-style-type: none"> Pupils are taught different responsibilities and roles within games. Children are taught how to work within a team and teamwork is one of the Wirral School Games values. These are promoted on the display board, in lessons, at competitions and during break times - stickers are given out. Pupil voice - ideas from the children e.g. basketball nets have been prioritised after basketball was requested through a pupil questionnaire. HMHB - our sports crew often provide and implement ideas and suggestions to develop sports and PE within school. <p><u>The Rule of Law:</u></p> <ul style="list-style-type: none"> Pupils are taught to respect the rules and conduct required within different sports and activities. Children are taught how to understand good sportsmanship and respond appropriately to both victory and defeat. Pupil voice - ideas from the children e.g. basketball nets have been prioritised after basketball was requested through a pupil questionnaire. Children work within the rules in a variety of games and activities in different sized groups. Children apply necessary conduct and social skills within competition Honesty and respect are part of our Wirral School Games values. These are promoted on the display board, in lessons, at competitions and during break times - stickers are awarded. <p><u>Tolerance & Mutual Respect:</u></p> <ul style="list-style-type: none"> Pupils are taught to respect teammates, opponents, officials and equipment. Respect is part of our Wirral School Games values. These are promoted on the display board, in lessons, at competitions and during break times - stickers are awarded. Pupils are taught to respect differences Children are given a wide range of opportunities to express themselves in a range of events and competitions <p><u>Individual Liberty:</u></p> <ul style="list-style-type: none"> Children are encouraged and given opportunities to make judgements on themselves and others' performances Children are encouraged and given opportunities during lessons, breaks, clubs and competitions to achieve their personal best 	<p>Children are to understand the importance of leading a healthy active lifestyle and are provided the social, mental and physical skills necessary to do so. All pupils are provided a range of opportunities within lessons, breaks, trips, competitions and events.</p> <p>We also provide bike proficiency and safety sessions in year 5 through bikeability.</p>

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
Following the National Curriculum guidance high-quality Physical education should engage, inspire and challenge pupils. Progression of knowledge, skills, conceptual understanding and vocabulary. Children to gain vital leadership, social and emotional regulation. Classes from Y1 to Y6 to follow the Physical Education Curriculum. Reception, Nursery & Little Learners are taught the EYFS framework.	Children use research methods such as Ipads to explore ideas related to PE. For example, classes researched and displayed information related to a chosen country from the world cup. Furthermore, Year 5 pupils created and presented slideshows on the Commonwealth games (Commonwealth Games 2022/23) . These reading skills are important when presenting their ideas to their peers. Children learn about key sporting figures and events through our wider curriculum offer.	Oracy is expected in all lessons, including strategies such as: My Turn Your Turn Think Pair Share High Quality Questioning Partner and group coaching and modelling
Inclusion	Assessment	CPD
All children are provided with their full entitlement to Physical Education. We develop and consolidate learning by designing practice, generation and retrieval tasks to support children's high success rate of securing critical knowledge and skills.	Assessment is an integral and ubiquitous component of the curriculum. The PE Passport is used as a summative assessment tool where pictures and videos are regularly added to support the assessment process. Formative Assessment is embedded through lessons and used to support children's development. The WSOW has guidelines for end of unit formative assessments. Sonar is used at the end of each term to make a judgement of pupil attainment	SHaDoW Project Yoga Bears ActiveLearn TRFC in the community Port Sunlight Lawn Tennis Club Athletics with Wirral AC Level 5 PE Specialism
Monitoring	Whole School/Parental involvement	Cultural Capital
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, reviewing PE passport, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject. Internal Deep Dive took place in October 2022.	<ul style="list-style-type: none"> ● Regular competition opportunities (gold in WSG) which children can watch hosting competitions at our school ● Parents informed of PE on a weekly basis through newsletters ● Updates through the website and parentApp ● regular updates and celebrations on Twitter ● planned celebration evening ● Sports day in which parents are invited and can join in ● #BeyondRaeburn awards 	<ul style="list-style-type: none"> ● Trips ● Visitors ● Inspirational figures and speeches ● competitions ● events ● Hello yellow day ● mental health week ● football week ● key celebration events (world cup)
Whole school displays	All classrooms have British Values displays. All classrooms had displays showing their support for a team in the world cup Subject Lead to ensure the whole school display is updated, showing clubs, competitions, #beyondRaeburn, pupil voice, curriculum and external club links	

Impact

Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
<p>Evidence collected from pupil voice- Children are enthusiastic about PE. They enjoy the opportunity for competition. They are able to talk about teacher modelling and say that teachers “make it easier or harder for us” and “change the equipment or place.”</p>	<p>Photo diaries and videos are regularly taken to formatively assess the childrens' outcomes. Children are regularly questioned through quiz activities at the beginning of the lesson to consolidate learning. We demonstrate evidence of children’s learning through The PE Passport and Twitter documents, and every child’s progress is discussed in regular Pupil Progress Meetings. Children recognise the impact and benefits of physical activity on mental health and wellbeing.</p>	<p>In EYFS: Focus on individual motor skill development and fun skill-based games. In KS1: Further develop motor skills in different situations using a wider range of equipment. Develop running, jumping, throwing and catching. In LKS2: Complexity of skills and movements increases. greater focus on using skills in competitive and non-competitive games that are modified appropriately. In UKS2: Skills will be developed in more competitive situations. Children show increased flexibility, strength and balance in different activities.</p>	<p>Children meet the intended lesson outcomes and use these skills both in and outside of school. Children understand the impact of physical activity on their own body and make links to their scientific understanding. Children develop a wider range of subject specific vocabulary. The Sports Premium Funding Plan, governors’ reports, pupil voice and regular monitoring assess and evaluate the impact of improvement initiatives. Measurable impact of swimming through high swimming percentage over 25m and an increased competitive nature at sport competitions, in addition to more children reaching swimming level 4 and above.</p>

PE at Raeburn- Long Term Plan

	AUTUMN	SPRING	SUMMER
F2	Games Fundamental skills	Gymnastics Games Yoga	Games Athletics Dance with SHaDoW Project
YEAR 1	Games Fundamental skills	Gymnastics Cricket with Graeme Dance with SHaDoW Project	Athletics Games Dance
YEAR 2	Games Gymnastics	Athletics Dance with SHaDoW Project	Yoga (Yoga Bears) Athletics Games- Football

YEAR 3	Gymnastics Games- Netball Dance with SHaDoW Project	Athletics Yoga (Yoga Bears) Games - Hockey	Swimming Dance Rounders Athletics
YEAR 4	Games- Football OAA* Yoga (Yoga Bears) Tennis (Port Sunlight LTC) Gymnastics	Swimming Dance Gymnastics Games- Tag Rugby	Rounders Dance with SHaDoW Project Athletics with Mr Roberts
YEAR 5	Dance with SHaDoW Project Games – Netball Games - Football(TRFC) Swimming	Athletics with Mr Roberts Games- Hockey Yoga	Cricket with Graeme Gymnastics Circuit Training Tennis

YEAR 6	Games- Hockey/Netball	Athletics	OAA*
	Gymnastics	Boxercise	Games- Cricket
	Football	Games- Tag Rugby	Dance with SHaDoW Project
	Dance	Yoga	Yoga

PE at Raeburn- Progression Map

EYFS and Key Stage 1 Physical Skills				
	EYFS – Foundation 1	EYFS – Foundation 2	Year 1	Year 2
Running	<ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Runs safely on whole foot. 	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses changes in direction and speed to find and use space. 	<ul style="list-style-type: none"> Able to identify space and move into it when playing chasing and avoiding games. Able to select the correct pace for a short and long-distance race. 	<ul style="list-style-type: none"> Beginning to be able to select different paces of running for different activities Able to run for increasingly prolonged periods of time
Jumping	<ul style="list-style-type: none"> Can jump confidently using two feet Can hop for a short period of time 	<ul style="list-style-type: none"> Can jump using two feet safely and successfully Can jump over small obstacles Jumps off an object and lands appropriately Able to hop confidently Able to leap confidently 	<ul style="list-style-type: none"> Able to land safely, with control and balance, when performing a range of jumps. Able to confidently link jumps together to achieve a greater distance. 	<ul style="list-style-type: none"> Beginning to develop different types of take-off and landing techniques. Shows a developing understanding of the techniques required to jump for distance.
Throwing	<ul style="list-style-type: none"> Beginning to develop their awareness of aiming when throwing an object Beginning to show increasing control and accuracy when throwing a small ball or bean bag 	<ul style="list-style-type: none"> Shows increasing control over an object when pushing, patting and throwing. Shows a preference for a dominant hand when throwing 	<ul style="list-style-type: none"> Able to accurately throw a ball or bean bag to catch themselves. Able to use an underarm throw to accurately send a ball or bean bag to a partner or at a target. Able to use two hands to send a large ball with increasing accuracy to a partner or a target. Able to dribble a ball with control (two-hands). 	<ul style="list-style-type: none"> Able to catch with one hand when working individually and with a partner. Can throw a large ball using two hands accurately Able to aim at high, low, stationary and moving targets using different types of throw and different types of equipment Able to use one or two hands to dribble a ball, including changing speed and direction.
Catching	<ul style="list-style-type: none"> Able to track the flight of an object as it moves Can catch a large ball 	<ul style="list-style-type: none"> Shows increasing control when catching an object Is beginning to track the flight of an object into their hands Demonstrates bouncing and catching skills using a range of different sized balls 	<ul style="list-style-type: none"> Able to consistently stop a rolling or bouncing ball Move to catch or stop a bean bag or small ball with some consistency Able to move into a good position to catch or stop a bouncing or non-bouncing ball 	<ul style="list-style-type: none"> Able to use one hand to dribble a ball with some control Able to run after and towards a rolling or bouncing ball, retrieve and throw to return. Able to move into space to catch a ball or bean bag (stationary or moving).
Kicking	<ul style="list-style-type: none"> Is becoming more confident when kicking a large ball 	<ul style="list-style-type: none"> Shows increasing control over an object when kicking it. Is beginning to show how small movements can be used to dribble a football with some success Can use feet to move a ball in different directions Can stop a large ball using their feet 	<ul style="list-style-type: none"> Able to use feet to accurately move a ball around an area while keeping control. Able to kick a ball to a partner or at a target with accuracy and control. 	<ul style="list-style-type: none"> Able to dribble a ball using their feet, including changes of speed and direction. Able to kick a ball to a moving (partner) or a stationary target using feet.

Agility	<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment Can change direction when moving at speed 	<ul style="list-style-type: none"> To move with control when changing direction and speed. 	<ul style="list-style-type: none"> To move with control, changing direction and speed when playing avoiding and chasing games.
Balance	<ul style="list-style-type: none"> Can stand momentarily on one foot when shown Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. 	<ul style="list-style-type: none"> Can balance on one foot for longer periods of time Has an awareness of strategies to support balancing Mounts stairs, steps or climbing equipment using alternate feet. 		
Co-ordination	<ul style="list-style-type: none"> Can negotiate space successfully when walking and running 	<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> To demonstrate good coordination when using hands to pass a ball around the body. To use a racket to move with a ball (on the racket and on the ground). To use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground) 	<ul style="list-style-type: none"> Able to bounce a ball up and down on a racket with control. Able to strike a ball towards a stationary target with control.
Gymnastics	<ul style="list-style-type: none"> To travel safely in a variety of different ways. To travel in different ways using short, long, fast and slow steps. To jump and land appropriately. To balance using different parts of the body in a controlled way. To use different parts of the body to perform a rocking action. To use 3 and 4 parts of the body to balance and travel. To move confidently in different ways, including rolling. 		<ul style="list-style-type: none"> To develop strength and flexibility when performing a range of basic gymnastics shapes. To move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence. To show control and balance when performing a range of jumps. To perform and link different balances with control and strength. To develop a range of rocking actions, including tuck. To perform a forwards roll. 	<ul style="list-style-type: none"> To demonstrate improving strength, flexibility and control when performing a range of basic gymnastic shapes. To travel with body weight partly supported by hands. To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing. To demonstrate strength and control when performing balances using different body parts. To perform rocking actions with good strength and body tension demonstrated To perform a forward roll with control and with a clear starting and finishing position.
Dance	<ul style="list-style-type: none"> To know and perform a star shape correctly. To explore and create actions which resemble key words. To know and perform strong and controlled marches in time with a simple beat. To explore and create actions which link to a character. To perform a range of shapes and movements to help tell a story. 		<ul style="list-style-type: none"> To create movements to resemble a specific theme/ character. To perform movements in time with a simple beat (e.g. stamp feet to a simple clapped beat of 4 or 8) To use different levels within a dance to help portray a character / story To remember and repeat a short movement phrase in time with the beat and other group members. To perform movements at different speeds to help tell a story. 	<ul style="list-style-type: none"> To create and explore body actions which resemble aspects of a given theme (e.g. winter), performing them with control. To explore, remember and link a range of actions, performing them with increasing control. To compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordination. To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.

Key Stage 2 Physical Skills

	Year 3	Year 4	Year 5	Year 6
Running	<ul style="list-style-type: none"> • Able to run with control and fluency • Able to run at different paces • Beginning to show the correct technique for running 	<ul style="list-style-type: none"> • Able to use the correct technique for running • Beginning to adjust pace when running over longer distances • Able to run for sustained periods of time at a pace suitable for their fitness levels. 	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) consistently • Able to vary pace fluently • Beginning to show increasing stamina when running over longer distances 	<ul style="list-style-type: none"> • Able to vary and change pace fluently • Show increasing stamina when running over longer distances • Be able to use the 3-point start technique
Jumping	<ul style="list-style-type: none"> • Perform a straight, star and tuck jump with control • Shows a good understanding of the basic technique for jumping (using arms, looking forward, bending knees for take-off and landing) • Able to perform with control and distinguish between jumping, hopping and leaping 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control • Beginning to refine their technique when jumping for distance • Beginning to refine their technique when jumping for height 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control and increasing power • Able to use jumping in combination with other skills (e.g. jumping to catch a ball) • Able to perform the basic 'triple jump' technique 	<ul style="list-style-type: none"> • Able to perform the 'triple jump' with control
Throwing	<ul style="list-style-type: none"> • Throwing using an underarm and overarm throw with accuracy • Chest pass/ Bounce pass/ Overhead pass with some accuracy • Able to throw a rugby ball with some accuracy • Able to perform a 'push throw' in athletics with the correct technique 	<ul style="list-style-type: none"> • Throwing using an underarm and overarm throw with consistent accuracy • Able to perform a: Chest pass/ Bounce pass/ Overhead pass with good control and accuracy • Able to throw a rugby ball with good accuracy • Able to bowl effectively (rounders and cricket) • Able to perform a 'push throw' in athletics with the correct technique and increasing power 	<p><i>Able to use the following skills while moving/ as part of a game situation:</i></p> <ul style="list-style-type: none"> • Throwing using an underarm and overarm throw consistently and fluently • Chest pass/ Bounce pass/ shoulder pass with basketball/ netball with good control and accuracy • Able to throw a rugby ball with good accuracy as part of a sequence of movement • Able to bowl effectively (rounders and cricket) • To perform the shot putt technique with some consistency and control. • To know the technique and the safety aspects of the javelin throw. 	<p><i>Able to use the following skills while moving/ as part of a game situation:</i></p> <ul style="list-style-type: none"> • Confidently able to use a range of passes in basketball and netball • Able to bowl effectively (rounders and cricket) and understand how a bowl can influence the game and the shot played • To perform the shot putt technique with consistency, fluency and control. • To understand and apply the correct technique for the javelin and throw with consistency and increasing power.
Catching	<ul style="list-style-type: none"> • Able to catch a small ball or bean bag with two hands • Able to catch a basketball as part of dribbling • Able to catch a bouncing basketball • Able to catch a rugby ball • Able to pick up a rugby ball using correct hand placement • Able to retrieve a rolling ball 	<ul style="list-style-type: none"> • Able to catch with one or two hands consistently • Able to catch a bouncing basketball at various heights (above head/ to the side of body) • Able to catch a rugby ball while moving • Able to pick up a rugby ball with correct hand placement when running at speed • Able to dribble a basketball using one hand with good control and fluidity 	<p><i>Able to use the following skills while moving/ as part of a game situation:</i></p> <ul style="list-style-type: none"> • Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees) • Able to catch a rugby ball while moving • Able to retrieve a rolling ball and link with other actions effectively 	<p><i>Able to use the following skills while moving/ as part of a game situation:</i></p> <ul style="list-style-type: none"> • Able to select and perform the best type of catch when catching a small ball • Consistently shows good hand and body positioning when catching • Able to retrieve a rolling ball and link with other actions effectively and with accuracy
Kicking	<ul style="list-style-type: none"> • Able to pass a football accurately using the side foot technique • To pass and then move into space to receive the ball again. • Able to dribble a football using small touches with two feet changing speed and direction 	<ul style="list-style-type: none"> • Able to kick a football using the side foot technique • Able to pass a football to a target with some accuracy • Able to kick a football over a longer distance and with increasing power • Able to dribble a football using small touches with two feet with increasing fluidity 	<p><i>Able to use the following skills while moving/ as part of a game situation:</i></p> <ul style="list-style-type: none"> • Able to pass a football to a target with increasing accuracy • Beginning to be able to dribble a football to evade an opponent • Beginning to be able to dribble a football using one foot (outside and inside of foot) 	<p><i>Able to use the following skills while moving/ as part of a game situation:</i></p> <ul style="list-style-type: none"> • Able to confidently and consistently pass a ball to a target • Able to dribble a football using one foot (outside and inside of foot) and is able to select when to use each one • Able to dribble a football to evade an opponent

Agility	<ul style="list-style-type: none"> • Able to change direction quickly when running • To perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members. 	<ul style="list-style-type: none"> • Able to follow and respond quickly to more complex instructions when moving (e.g., change direction, 	<ul style="list-style-type: none"> • Able to evade an opponent in a game by changing direction quickly • Able to evade an opponent in a game by using more than one tactic (e.g. faking in different directions) 	<ul style="list-style-type: none"> • Able to change direction as part of a game in a variety of different ways to evade an opponent
Balance	<ul style="list-style-type: none"> • Able to adopt some basic standing positions when preparing to hit a ball 	<ul style="list-style-type: none"> • Able to adopt a range of standing positions when preparing to hit a ball 		
Co-ordination (Striking)	<ul style="list-style-type: none"> • Can hold a tennis racket using the correct grip, describing the key points. • Able to push a tennis ball along the floor to a partner with some accuracy • To know the difference between a forehand and backhand shot and perform each with some control and accuracy. • Can hold a hockey stick correctly • Can move a small ball successfully using a hockey stick • Beginning to be able to use a hockey stick to pass a small ball to a stationary target • Able to hit a tennis ball using a range of bats (Rounders, cricket, tennis) when using a tee 	<ul style="list-style-type: none"> • Able to push a tennis ball along the floor to a partner with accuracy and correct forehand technique • Able to push a tennis ball along the floor to a partner with accuracy and correct backhand technique • Beginning to hit a bouncing tennis ball with some accuracy using the forehand technique • Can dribble a ball using a hockey stick with control • Able to use a hockey stick to pass a small ball to a stationary target with accuracy 	<ul style="list-style-type: none"> • Able to hit a tennis ball to a partner with accuracy and correct forehand technique • Able to hit a tennis ball to a partner with accuracy and correct backhand technique • Be able to serve using the correct underarm technique • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a tennis ball using a range of equipment (Rounders, cricket, tennis) 	<ul style="list-style-type: none"> • Able to successfully return a tennis ball as part of a rally using both forehand and backhand • Be able to serve using the correct overhead technique • Able to confidently hit a tennis ball using a range of equipment (Rounders, cricket, tennis) with an increasing understanding of how the shot they play will influence the game/ the opposition
Dance	<ul style="list-style-type: none"> • To explore and perform creative movements which represent a theme • To perform choreography in unison. • To know what the term Canon is and plan a short routine which incorporates this. • To create movements which are performed at different speeds. • To create movements which are performed at different levels. 	<ul style="list-style-type: none"> • To know and perform a range of movements in the style of a given theme, demonstrating good use of actions to portray meaning. • To create and perform a short dance phase using different dynamics (levels, speeds) and expression to help communicate the theme. 	<ul style="list-style-type: none"> • To perform a traditional style of dance, focusing on key movements linked to this. • To choreograph a short dance phrase using different speeds, levels and formations to enhance their performance. 	<ul style="list-style-type: none"> • To know what Unison is and how it enhances a performance. • To know what Canon is and how it enhances a performance. • To understand the different ways speed can be used in dance to help convey a message or portray an emotion. • To know when to use different speeds, levels and emotions to help convey the meaning of the dance
Gymnastics	<ul style="list-style-type: none"> • To develop a range of standing and lying shapes • To adapt travelling movements when moving on floor or apparatus. • To develop a high quality of movement when performing a range of jumping actions. • To link and move between different balances, showing control. • To perform rocking actions with control. • To perform a range of sideways rolls with good control and body tension. • To perform a forward roll with the correct technique. 	<ul style="list-style-type: none"> • To use a combination of support shapes in a sequence. • To change between different ways of travelling to make a sequence more exciting. • To take off and land with control and precision using a range of jumping actions. • To use large body parts to perform a well-controlled balance. • To perform a range of rolls with increasing control and body tension • To perform a backwards roll safely and with good control. 	<ul style="list-style-type: none"> • To select and use a range of sitting, standing, support and lying shapes in a sequence. • To use rotations to increase the difficulty of a jump. • To use large body parts (head) to perform a well-controlled balance. • To be able to take their weight on their hands safely and with increasing confidence. • To change the starting and finishing positions of a backwards and/or forwards roll. 	<ul style="list-style-type: none"> • To adapt and link a range of shapes in a sequence. • To perform a range of jumps, including rotations, as part of a sequence. • To use large body parts to perform a well-controlled balance. • To perform a well-coordinated and controlled circle roll which can be used as part of a sequence. • To perform a cartwheel safely and with control.

PE at Raeburn- Lesson Structure

Introduction

Introduce the focus of the lesson (and possibly block). Establish prior knowledge. Make links to previous skills, vocabulary and knowledge from previous lessons/units/terms/years.

Warm-Up

Children to complete a pulse-raiser. Can be linked to other curriculum areas e.g, North, South, East West. As it develops and in older years, children may take over leading the warm up.
Includes Social and Emotional Healthy Active Lifestyles element.

Physical Competence

Children have the desired skill(s) modelled to them by an adult. They are then given an opportunity to engage with the skill(s).
Adapted teaching/differentiation applied here when necessary.
Using a WAGOLL child to model is very useful here in addition to the adult.

Thinking - Decision Making

This is the chance for the children to apply the skill(s). This may be in a competitive situation or involve them deciding which skill to apply.

Thinking - Improving Performance

Children are to reflect and evaluate themselves and each other. This is in order to give and receive positive criticism and allow the children to perform their personal best.

Cool Down

Children are to complete a similar activity to a warm up but at much lower intensity to bring down heart rate, body temperature, and blood pressure levels to their normal levels.
Includes Social and Emotional Healthy Active Lifestyles element.

Plenary

Discuss with children to summarise their progress i.e. what can they do now which they couldn't do at the start of the lesson or what do they know now which they didn't know at the start of the lesson.

Ask questions relating to what was learnt during the lesson.