

Physical Development/PE Progression Framework (Intent)

EYFS	Physical Development
During Nursery and Reception	Children are provided with opportunities for play indoors and outdoors to develop agility, stability, balance and spatial awareness. They are supported to transfer physical skills learnt in one context to another. Children can engage in large scale movements with a variety of materials to develop core strength
planned opportunities	and co-ordination. Children work together to collaborate with one another to manage large loose parts and understand the importance of safety when handling tools and moving equipment. They work together as a group to build large constructions and dens accessing open-ended materials to play that
and provision will enable	allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. They will revise and refine fundamental movement skills already acquired further developing hand-eye co-ordination and the ability to move in different ways. Children also
children to ELG	have opportunities to develop their small motor skills by pouring, stirring, threading, building and cutting using tools safely and competently. Children at the expected level of development will:-
Physical Development	Negotiate space and obstacles safely, with consideration for themselves and others
Development Typical child	Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
(EYFS framework	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery
2021)	Begin to show accuracy and care when drawing.

	Danco	Cympastics	Camos	Athlatics	Evaluation	Healthy Lifestyles
KS1	DancePupils should be taughtto create dances usinga range of movementpatterns, includingthose from differenttimes, place andcultures•Respond to a range ofstimuli andaccompaniment•Through dance,develop flexibility,strength, technique,control and balance•Perform dances usinga range of movementpatterns	Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.	Games Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Athletics Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.	Evaluation	Healthy Lifestyles
Year 1 –	Copies and explores basic movements and	Copies and explores basic movements with	Can travel in a variety of ways including	Can run at different speeds.	Can comment on own and others	Can describe the effect exercise has on the
Emerging knowledge, skills and concepts	body patterns Remembers simple movements and dance steps Links movements to	some control and coordination. Can perform different body shapes Performs at different	running and jumping. Beginning to perform a range of throws. Receives a ball with basic control	Can jump from a standing position Performs a variety of throws with basic control.	performance Can give comments on how to improve performance. Use appropriate	body Can explain the importance of exercise and a healthy lifestyle.

Responds to range of simuli.Can perform 2 foold prop Can use quipment sofely Balances with some control Can use quipment sofely Balances with some controlIndeve coordination pagesgiving feedback.giving feedback.Vera Seve Can use quipment sofelyCan isk 33 simple accontrolConident to send the controlCan change speed and direction wilist can and direction willst accuracy.Can comment on own and direction willst accuracy.Can describe the effect overables has on the badyVera Seve Hand the end of KsExplores and creates use equipment in a variety of ways to cale a sequence situation)Condident to send the badyCan describe the effect add change poed of ways.Can comment on own accuracy.Can describe the effect and direction willst accuracy.Can comment on own and direction willst accuracy.Can comment on own how to improve partomance.Can describe the effect own to improve partomance of to agive comments own accuracy.Can describe has on the badyVera Seve Space teledot space teledot spaceUse equipment is situation)Beging to againe situationCan device of advertee situationCan device of situationCan device of advertee situationRespected by tee end fits can device use advertee space well and can device use advertee tee end fits can device use advertee tee end fits can device use advertee tee end fits can device use advertee tee end fits to agree or use advertee tee end fits to agree or use advertee tee end fits to agree or use advertee tee end fits to advertee t		sounds and music.	levels	Beginning to develop		vocabulary when		
Year 2 - Expected by the end of K target notesCan use equipment sofely Balances with some control Can link 2.3 simple movementsConcess with some control control different poting of ways to combine a variety of standing position to the some poting sequenceCan describe the effect control of ways to combine a variety of standing position with accuracy. Performs a variety of the ibody shapes of the ibody shapes of the ibody shapes of the ibody shape of ibody shape of the ibody shape of the ibody shape of the ibody shape of the ibody shape of ibody shape of ibody shape of the ibody shape of ibody shape of ibody shape of the ibody shape of ibody shape of ibody shape of the ibody shape of ibody shape of ibody shape of the ibody shape of ibody shape of ibody shape						giving feedback.		
Year 2- Repected by meeter of KS Repended KS Repended KS Repended KS Key sige 1 Performed range inters Sofely sofe control Control		stimuli.						
Year 2 - Expected by the end of KSCopies and explores basic movements with control.Condident to send the boll to others in a range of ways.Con change speed and different pathways and patients.Can change speed and different while randing.Can change speed and others performance Can improve add change of their body shapes add change of their body shapes their body shapes their body shapes their body shapes their body sha				gumes				
Image: Provide the stand sector of the stand in the sector of the sector of the stand in the sector of the stand in the sector of the stand in the sector of the sector								
Image: Normal systemsImage: Normal system								
Year 2 - Expected by the end of KS1 Explores and explores basic movements with clear control. Varies levels and speed an sequence can variety of ways to can variety of watch and position) Can change speed and direction whilst numing. Can describe the effect exercise has on the ball to others in a range of ways. Beginning to apylop watch and position) Can change speed and direction whilst numing. Can describe a sequence Can change speed and the effect exercise has on the bad y can describe a sequence Can change speed and direction whilst numing. Can comment on own and direction whilst subicity of situation) Can describe a sequence Can use feat and a healthy lifestyle NC Attainment Target notes Key sige 1 Pupils should be taught to: Eeginning to develop an undestranding of attacking/ defending Can use equipment importance a discribition Can describe and the importance a discribition Can describe and the importance a discribition NC Attaliament target notes Key sige 1 Pupils should be			Can link 2-3 simple					
Year 2 - Expected by the end of Ks1basic movements with options.different pathways and pathems.ball to others in a range of ways.and direction whilst nunning.and others performanceexercise has on the badyYear 2 - Expected by the end of Ks1basic movements with in sequencedifferent pathways and variety of ways to create a sequence to argether to create a sequenceball to others in a range of ways.and direction whilst nunning.and others performance Can jump from a stall to a game combine a variety of to agameCan iump from a stall to a game stall to a game stall to a game stall to a game to agether to create a sequenceBeginning to apply and stall to a game stall to a game stall to a game stall to a game sequenceCan iump from a stall to a game stall to a game stall to a game to agether to create a sequenceBeginning to apply and stall to a game to agether to create a sequence beginning to develop or agements with pers. Understand the importance of rules in games. Develop simple tocics and use them appropriate/by. Beginning to develop and creating defining to stimuli.and a head the stall to agame to adame to adame appropriate/by. Beginning to develop an understanding of a create a sequenceand a lead to adame to adame to adame to adame to adame to adame to adame to adame to stimuli.and others to adame to stimuli.and to abstall to adame to adame to adame 								
Year 2 - Expected by the end of KS1celear control. Varies levels and speed in sequence Can vary the size of their body shapes direction to a sequence their body shapes direction to a sequence their body shapes together to create a sequence ulak movements together to create a sequence ulak movements together to create a sequence ulak movements together to create a sequence under standing position with accuracy.performance can upport to base popropriate together to create a sequence under standing position with accuracy.performance can upport to base popropriate together to create a sequence under standing position in the importance of rules in games.performance together to create a base popropriate co-ordination. preparation for short put and variein together to create a sequencebatter together to create a together to create a together to create a base popropriate own games with peers. Difference of rules in games.performance together to create a together to create a together to create a together to								
Year 2 -Varies levels and speed in sequence Can vary the size of Can vary the size of their body shapes Add change of a data sequenceBeginning to agane situation)Can jump from a standing position with accuracy. Performs a variety of throws with control ond owareness. Throwing and swith peers, own games with peers, or adace using appropriate or can sequenceCan jump from a standing position with accuracy. Performs a variety of throws with control ond or adjection to a sequenceCan explain the importance of rules in games. Develop simple tactics ond use them appropriately. Beginning to develop or adace using appropriately. Beginning to develop and cance using appropriately. Beginning to develop and use them appropriately. Beginning to develop and use them appropriately. Beginning to develop an understanding of a datace using appropriately. Beginning to develop an understanding of a tradet of the secure accessible. Inclusive and agenet to tacking / defending a concer supply these in a runge of activities a conge of activities a conge of activitiesCan jump from a standing position with accuracy. Perform ance, using addec using appropriately. appropriately. a participate in term games, developing simple tactics for attacking or a participate in term games, developing simple tactics for attacking or a participate in term games, developing tactics for attacking or a participate in term games, developing tactics for attacking or accuracy.				•				
Year 2 -In sequence Can vary the size of their body shapes Add change of direction to a sequencevariety of variety of sequencestill (to a game skills (to a game berlog storig)storig game accuracy.now to improve performance. Use appropriate vacabulary when use appropriate vacabulary when together to create a sequenceimportance of exercise and a healthy lifestyle accuracy.Expected by the end of KS1Uses space well and negotiates space clearly.Importance of rules in games. Develop strong spatial und javelin und javelin and javelin games.now to improve accuracy.importance of exercise use appropriate vacabulary when safelyDifVerse space well and negotiates space clearly.Importance of rules in games.Develop strong spatial und javelin und javelin and javelin and javelin and use them and use them and use them an understanding of a nunderstanding of a participate in teom games, developing simple tactics for attacking/ defendingimportance, simple tactics a develop a nunderstanding of a nunderstanding of a nunderstanding of a participate in teom games, developing simple tactics for attacking of defending perform dance: use gis mple movement patters.out as the difficult safelySet and a healthy lifestyle a disclipate in teom games, developing simple tactics for attacking of defending perform dance: use gis mple movement patters.NC Attainment Target noleContin						•		
Year 2 - Expected by the end of KSCan vary the size of their body shapes Add change of arget not as sequence Uses space well and negotiates gace clearly.create a sequence by sequence Uses space well and negotiates gace clearly.create a sequence by sequence Uses space well and negotiates gace clearly.create a sequence by sequence Uses space well and negotiates gace clearly.create a sequence by sequence Understand the ignortance of rules in games.performance availety of throws with control and co-ordination. Performs a variety of throws with control and co-ordination.and a healthy lifestyle Well by throws with control and co-ordination.and a healthy lifestyle wordbull understand the importance of rules in games.performance. well by well by throws with control and co-ordination.and a healthy lifestyle Well by wordbull throws with control and co-ordination.and a healthy lifestyle wordbull understand the co-ordination.Man and a lear use appropriate wordbull throws with control and co-ordination.and co-ordination.NC Attainment Target notes target notesFey stage 1 pup lifest								
Year 2 - Expected by the end of K31 Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary, Responds imaginatively to stimuli. Develop strong spatial owareness. Undestand the importance of rules in games. Develop simple tactics appropriately. Beginning to develop own games with peers. Undestand the importance of rules in games. Develop simple tactics appropriately. Responds the path of the table t					• •			
Year 2 - Expected by the end of KS1 direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. sequence uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. giving feedback. NC Attainment Target notes Key stage 1 perform dances using simple movement patterns. Develop priate understand the understand the appropriately. Beginning to develop an understanding of attacking/ defending. giving feedback. NC Attainment Target notes Key stage 1 perform dances using simple movement patterns. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending. giving feedback. Our intent is to plan and deliver accessible, inclusive perform dances using simple movement patterns. Our intent is to plan and deliver accessible, inclusive and appropriate tactics for attacking and defending eperform dances using simple movement patterns. SEND in PE Our intent is to plan and deliver accessible, inclusive and appring needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or								
Expected by the end of KS1 sequence Uses space well and Uses space well and clearly. sequence Uses space well and use space clearly. medicates clearly. medicates space clearly. medicates clearly. medicates clearly. medicates clearly. medicates clearly. medicatespace clearly.	Year 2 –		•				DT)	
Expected by the end of KS1 Uses space well and negotiates space own games with peers. Understand the importance of rules in games. and javelin Can use equipment Can describe a short dance using appropriate Develop simple tactics and use them ovcabulary. safely Responds imaginatively to stimuli. Develop simple tactics and use them orceating appropriately. Beginning to develop an understanding of attacking/ defending safely NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to appropriate to the specific spe			sequence			giving feedback.		
Inegotiates space clearly. Understand the importance of rules in games. Can use equipment safely Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending Can use equipment safely NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to appropriate to see the complexity of the set of the second deliver accessible, inclusive and appropriate movement patterns. SEND In PE Our intent is to plan and deliver accessible, inclusive and dapt the task, equipment and support to take part in certain activities or types of movement, and careful consider how we communicate, use space and adapt the task, equipment and support to take part in certain activities or types of movement, and careful consider the specific medical conditions. For some activities, we may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will	Expected by	•						
SEND in PE Clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending importance of rules in games. and use them appropriately. Beginning to develop an understanding of attacking/ defending NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. SEND in PE Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or	the end of KS1	•						
SEND in PE Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending NC Aftainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. SEND in PE Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will		e .						
appropriate and use them vocabulary. Responds imaginatively to stimuli. Beginning to develop an understanding of an understanding of an understanding of attacking/ defending Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will					,			
Vocabulary. Responds imaginatively to stimuli. appropriately. Beginning to develop an understanding of attacking/ defending NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. SEND in PE Our intent is to plan and deliver accessible, inclusive and approte the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will		e						
Responds imaginatively to stimuli. Beginning to develop an understanding of attacking/ defending NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. SEND in PE Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
to stimuli.an understanding of attacking/ defendingNC Attainment Target notesRey stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.SEND in PEOur intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will		,						
NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. SEND in PE Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
NC Attainment Target notes Key stage 1 Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will		IO SIIMUII.						
NC Attainment Target notes Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will		Key stage 1		andoking, doronoling				
Attainment Target notes• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.SEND in PEOur intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will	NC		D:					
Target notesapply these in a range of activities• participate in team games, developing simple tactics for attacking and defending• perform dances using simple movement patterns.Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
 Participate in team games, developing simple factics for attacking and detending perform dances using simple movement patterns. Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will 								
SEND in PE Our intent is to plan and deliver accessible, inclusive and aspirational PE lessons for all learners. A tool we use is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
SEND in PE consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
SEND in PE regardless of their physical and learning needs. Pupils may need specific support to take part in certain activities or types of movement, and careful consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will								
	SEND IN PE	consideration given to specific medical conditions. For some activities, we may need to provide a similar, parallel activity for pupils with SEN and/or						
have to work on different activities, or towards different objectives, from their peers.								
		have to work on different	activities, or towards differ	ent objectives, from their p	peers.			

	Vocab
Gymnastics	Direction, demonstrate, changes, balance, curve, extend, space, curl, apparatus, zigzag, sequence, forwards, backwards, sideways, twist,
e y minasines	turn, shape, wide, narrow, stretch, over, under, narrow, stop ,travel, high, low, diagonal, control, fast, slow, roll

Dance	Lean, march, grow, hop, scamper, dart, fizz, bubble, run, float, stamp, point, drag, walk, run, stretch, skip, tap, push, curve, press, reach, melt, fly, bounce, plod, dash, drip, hug, zoom, smooth, squeeze, wave, creep, whizz, glide,
Games	Focus, determination, resilience, challenge, communication, co-operation, perseverance, interact, race, teach, competition, overcome, throw, catch, bounce, dribble, pass, team, safe, plan

Spiritual Development	Moral Development	Social Development	Cultural Development	British Values
Through the medium of Dance – Expressing personal, emotional and spiritual concepts. Units of work (games, gymnastics, dance) focussing on team building, motivation, determination and character building. Accepting challenge and achieving goals through skill based activities. All pupils are involved in our Smile for a Mile. All pupils have a chance to participate in:	Moral DevelopmentConcept of self-discipline to excel.Children are taught to show respect for others regardless of ability – and to encourage others.Respect equipment both when using it and when storing it.Promote trust with peers through team building activities.	All pupils are encouraged to participate in events; all pupils are involved in our Smile for a Mile. All pupils have a chance to participate in: World cup Sports Day All pupils have the opportunity to work with a PE specialist. During lessons children have to cooperate and compete in	Cultural DevelopmentWorld Cups - Each team is given a different country.Sports Day - Each team is given an Olympic country.All pupils are encouraged to celebrate everyone's unique abilities and efforts.	British ValuesTo show respect for and tolerance of other cultures and their values.To have the freedom to express their own ideas creatively through dance.To take care of PE equipment so that it does not become damaged
World cup Sports Day All pupils have the opportunity to participate in mindful exercises: - Go Noodle	Children are taught to resolve conflicts during game situations e.g. taking turns in various positions. Throughout games, teachers	mixed gender and mixed ability teams. The school promotes good team work and pupils are encouraged to support each other.		To plan and work collaboratively to create team games. To celebrate their own, and others, talents.
- Cosmic Yoga	instil a sense of fairness and respect. They are taught about pride and not cheating. They also must accept decisions.	Encouraging the attendance to extracurricular activities.		

Children must abide by rules	
of various games and play within these rules.	
Children are encouraged to be gracious winners and accept defeat.	