

Social and Emotional – Healthy Active Lifestyles Overview

Year 3						
	Linking Actions	Gymnastics	Keeping Possession	Dance	Sending and Receiving	Athletics
	Being a Critical Thinker		Recognising Success		Being a Responsible Learner	
Social and Emotional	<ul style="list-style-type: none"> To be able to compare their performance to other people's To give possible reasons why something did not go right To understand the difference between critical thinking and being unkind. 	<ul style="list-style-type: none"> To be able to think about what they have done well To be able to identify something they have achieved To be able to identify where they can improve a given skill or performance 	<ul style="list-style-type: none"> To be able to think about what they have done well To be able to identify something they have achieved To be able to tell someone else what they have done well 	<ul style="list-style-type: none"> To understand it is ok to accept praise To be able to recognise success against a given criteria for the lesson or skill To understand what the word resilience means and identify how this could be shown in PE 	<ul style="list-style-type: none"> To identify potential dangers around us in PE and decide on key rules to keep us safe To identify how they can keep themselves safe in a PE lesson To identify my role in keeping other people safe in a PE lesson 	<ul style="list-style-type: none"> To evaluate how safe a lesson has been To be able to give good advice and feedback when given a criteria to look for To identify 3 things responsible learners always do
Teaching Points	<ul style="list-style-type: none"> Encourage children to think about the success of their own performance. How do they feel their performance compared to others? Ask children to reflect on something that did not go right within the lesson. Ask them to give a possible reason why this happened. Encourage them to be reflective – Did they do all they could to help themselves? Did they try hard enough? Did they make the wrong choice? Ask children – what is the difference between 'thinking critically' and being unkind. (You may need to come up with an agreed definition of a critical thinker together first). Answers should suggest that critical thinking is about improvement (in themselves and others). 	<ul style="list-style-type: none"> Ask children to reflect on something that they feel they did well within the lesson. Encourage them to think a little deeper than usual, not to just decide on the first thing they think of, but to reflect on the different points of the lessons – physical skills, communicating, tactics etc. Encourage children to think about the progress they have made within the lesson. What have they achieved? Is there a skill they have improved? Have they made someone else feel good? Have they helped a partner to improve with their feedback? Ask children to think of a skill they have been using/ developing within the lesson. Is there a way this could be improved further? 	<ul style="list-style-type: none"> Ask children to reflect on something that they feel they did well within the lesson. Encourage them to think a little deeper than usual, not to just decide on the first thing they think of, but to reflect on the different points of the lessons – physical skills, communicating, etc. Encourage children to think about the progress made within the lesson. What have they achieved? Is there a skill they have improved? Have they helped a partner to improve with their feedback? Discuss the term 'praise' with the children. What is its purpose? Encourage children at regular intervals to reflect on what people are doing well and praise them for this. This will need to be modelled for some children. 	<ul style="list-style-type: none"> Discuss the term 'praise' with the children. What is its purpose? Encourage them to reflect on how they feel when being praised - this may be difficult for some children. Model to children what they could do when someone is praising them – how to act/ respond. Ask them to put these skills into practise in the lesson. Throughout the phases of learning, children should be given a set criteria to assess success against. This may link to the teaching points for a skill or the effectiveness of a performance. (E.g. A successful performance should have...) Can children recognise success against the given criteria? Discuss the word 'resilience' with children and how this can be shown in a PE lesson. 	<ul style="list-style-type: none"> Explain to children how PE must take place in a safe learning environment (clear area, large enough space, floor is clean and dry etc.) and that they are responsible also for ensuring that happens. Ask children to identify things which may be a danger. Decide 3 key rules to keep everyone safe. Children to identify how they can keep themselves safe within a PE lesson (being responsible for own actions, how they following instructions, use of equipment, performing skills correctly) Explain to children about their role in making a PE lesson safe. Children to identify their own role in making the lesson safe (listening, noise, pace when moving around, equipment etc.) 	<ul style="list-style-type: none"> Encourage children to reflect on how they can be a 'responsible learner' within PE. What makes a safe PE lesson? After a criteria has been set for a safe PE lesson, children to reflect at the end of the lesson on how safe they feel their lesson was. During the physical competence/ decision making part of the lesson, children should be given the opportunity to feedback to a partner about their success. A criteria should be given to the children for success (e.g. a successful jump should...) This should be a part of most PE lessons! Children to identify 3 things a responsible learner should do. Encourage them to reflect on previous learning about this in other areas of PE.

	Body Awareness	Knowledge and Understanding	Body Awareness	Knowledge and Understanding	Body Awareness	Knowledge and Understanding
Healthy Active Lifestyles	<ul style="list-style-type: none"> To understand how a warm up is to prepare the body for exercise. To know when the body is cool, warm and hot and to know what the terms Heart Rate, Breathing Rate and Temperature Control mean. To compare and comment on heart rates when resting and during activity. 	<ul style="list-style-type: none"> To know how to develop stamina and fitness and how games can help with this. To understand why improving strength and flexibility will help improve their performance. To work safely and effectively on their own and with a partner 	<ul style="list-style-type: none"> To know why heart rate, breathing rate and temperature change during exercise. To know the immediate effects of exercise on the body. To know the effects that a cool down can have on the body and mind and notice how a cool down changes their heart rate 	<ul style="list-style-type: none"> To know how to develop stamina and fitness and how games can help with this. To understand why improving strength and flexibility will help improve their performance. To work safely and effectively on their own and with a partner 	<ul style="list-style-type: none"> To compare and comment on heart rates when resting and during activity. To know why heart rate, breathing rate and temperature change during exercise. To understand which parts of the body are particularly important for a given activity 	<ul style="list-style-type: none"> To know what the term agility means and why it is needed in games. To know what the term speed means and why it is needed in games. To know what the term stamina means and why it is needed in games.
Teaching Points	<ul style="list-style-type: none"> At the most relevant point within the lesson, pause the children and discuss the above objective with them. Encourage them to share their ideas and reflect on the ideas of others before summarising for the children. 					

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Year 4						
	Linking Actions	Gymnastics	Keeping Possession	Dance	Sending and Receiving	Athletics
	Being a Critical Thinker		Achieving Success		Being a Responsible Learner	
Social and Emotional	<ul style="list-style-type: none"> To compare their performance to others' and give reasons as to which was more successful To identify the skills needed to improve across the whole class To begin to anticipate what might happen next in a game or situation 	<ul style="list-style-type: none"> To be able to identify what they have done well and give possible reasons as to why To be able to identify skills which they need to improve To be able to think of their own activities which will develop identified skills 	<ul style="list-style-type: none"> To identify where resilience has been shown by themselves and others To understand how resilience can lead to success To identify their strengths and how these can help a team 	<ul style="list-style-type: none"> To understand how mindset can impact performance To understand the value of independent learning To understand how teamwork can influence success 	<ul style="list-style-type: none"> To be able to give clear instructions and explanations to a partner To understand how a warm up effects the body and prepares us for exercise To explain how a warm up should work 	<ul style="list-style-type: none"> To identify and explain their role in keeping other people safe in a PE lesson To be able to check that the environment is safe to work in To identify and explain why a PE kit is important to keep us safe
Teaching Points	<ul style="list-style-type: none"> Remind children about the role of 'critical thinking' within PE. Encourage children to think about the success of their own performance. How do they feel their performance compared to others? Children should be challenged to give reasons as to why- related to teaching points if possible. Children should be challenged at regular points throughout the lesson to think critically about the class as a whole. Are their skills/ techniques which many people are finding difficult? As children are taking part in decision making tasks, stop them suddenly. Encourage children to anticipate what may happen next. Explain that anticipation is a valuable skill, especially within a game. 	<ul style="list-style-type: none"> Ask children to reflect on something that the feel they did well within the lesson. Children should be encouraged to give reasons as to why. (E.g. It is something I have done before/ it is similar to another skill/ they watched how others were doing it etc.) Ask children to think of a skill they have been using/ developing within the lesson. Is there a way this could be improved further? Encourage children to recall the skill they identified last lesson which they feel needed improving. Do they have an idea for a practise which could improve this? They could use their knowledge of PE lessons so far or practises they may do outside of school to support this. Ideas should be shared to support other learners. 	<ul style="list-style-type: none"> Recap the term 'resilience' with children and how this can be shown in PE. Encourage them to identify times throughout the lesson where resilience has been shown by themselves and others. Discuss with children why resilience can lead to success, both within PE and other areas of learning. How would this transfer to later life? Encourage children to think about their own individual strengths within PE. These may be physical/ communication/ thinking based. How would these skills help a team? Remind children how PE is much more than just physical skills alone. 	<ul style="list-style-type: none"> Discuss the term 'mindset' with children. Have they heard this term before? Discuss (using possible scenarios from PE) how mindset can affect performance. Ideas may include: lacking self-belief when learning a new skill, feeling down about losing a game previously etc. Discuss the term 'independent learning'. Explain that this is fundamental to all PE lessons to help learn skills through trial and error. Encourage children to reflect on how good they are at this – do they maintain focus? Discuss the term 'teamwork'. Explain that this is fundamental to success in PE and sport. Encourage children to discuss how teamwork can lead to greater success. 	<ul style="list-style-type: none"> Discuss with children what makes a good instruction/ explanation. Throughout the lesson, give children opportunities to give instructions/ explanations to a partner. Encourage their partner to feedback on the instruction they received. Did have the features of a "good" instruction? Discuss with children the role of a warm-up. What is its purpose? Provide opportunities for children to give clear explanations to partners about the role the warm up plays in preparing us for exercise. Provide the opportunity for children to discuss the key parts of a warm up – Pulse raiser, stretching, mobilising. Encourage higher achieving children to discuss the importance of each section. 	<ul style="list-style-type: none"> Explain to children about their role in making a PE lesson safe. Children to identify their own role in making the lesson safe (using good observation skills, use of equipment, etc.) Recap with children about what a safe environment for a PE lesson looks like. Encourage children to spend time looking at the environment they are in and identify things which may need to move/ change. (Things for children to notice may be deliberately added but <u>must be removed</u> before the lesson starts). Discuss to children why a PE kit is needed. What is the role of each item of PE kit in keeping us safe? Explain how a PE kit is hygienic/ trainers are designed to support out feet.

	Body Awareness	Knowledge and Understanding	Knowledge and Understanding	Body Awareness	Knowledge and Understanding	Body Awareness
Healthy Active Lifestyles	<ul style="list-style-type: none"> To describe how their body feels and changes during the warm-up and game. To know why heart rate and breathing rate change during exercise. To describe how their heart rate is different when moving at different speeds. 	<ul style="list-style-type: none"> To know and understand the term flexibility and how regular stretching improves it. To develop and implement their own ideas for a warm-up routine. To understand what makes a good warm up routine and take responsibility for planning and leading one section of the warm-up. 	<ul style="list-style-type: none"> To know how to improve strength and how this would improve their passing ability. To know what speed is and how it increases the chance of keeping possession. To understand how speed is important to get into good defensive positions 	<ul style="list-style-type: none"> To understand why their body changes temperature during exercise. To describe what happens to the standard of performance when they tire. To understand why regular exercise is good for health and wellbeing. 	<ul style="list-style-type: none"> To explain how stamina can be improved by playing games To plan, as a team, a warm-up activity which improves stamina. To plan, as a team, a warm-up activity which improves speed. 	<ul style="list-style-type: none"> To understand what they need to do to ensure throwing activities and games are safe. To discuss how being physically fit is important for athletes To talk about how improving strength can help to improve their performance (posture and stability).
Teaching Points	<ul style="list-style-type: none"> At the most relevant point within the lesson, pause the children and discuss the above objective with them. Encourage them to share their ideas and reflect on the ideas of others before summarising for the children. 					

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Year 5						
	Linking Actions	Gymnastics	Tactics and Strategies	Dance	Creating and Closing Space	Athletics
	Sporting Values		Self-Improvement		Beginning to Lead	
Social and Emotional	<ul style="list-style-type: none"> To identify how 'Friendship' has been shown by others within the lesson To understand the Olympic value of 'Respect' and identify a time they have shown this in the lesson To identify how 'Respect' has been shown by others within the lesson 	<ul style="list-style-type: none"> To understand the Olympic value of 'Excellence' and identify a time they have shown this in the lesson To identify how 'Excellence' has been shown by others within the lesson To understand the Olympic value of 'Friendship' and identify a time they have shown this in the lesson 	<ul style="list-style-type: none"> To identify an example of themselves/ others showing resilience within the lesson To identify how resilience can be shown throughout school To understand the term 'positive mindset' 	<ul style="list-style-type: none"> To be able to give constructive feedback to a partner to help improve a skill To identify why the rules of the game are needed To understand their weaknesses (physical/ cognitive or social and emotional) when playing sports and think of ways these could be improved 	<ul style="list-style-type: none"> To identify the skills of a good leader To demonstrate the skills of a good leader when working with a partner, group or team To plan and lead a small group through the pulse raising section of a warm up 	<ul style="list-style-type: none"> To understand what the letter S.T.E.P stand for in the STEP framework To use their knowledge of the STEP framework to make a game more inclusive for all To plan a warm up routine that all children can take a full and active part in.
Teaching Points	<ul style="list-style-type: none"> Give the children the opportunity to discuss how 'friendship' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times other people have shown this throughout the lesson. Give the children the opportunity to discuss how 'respect' can be shown within PE. Throughout the lesson, encourage children to reflect – are they showing these skills? Give the children the opportunity to discuss how 'friendship' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times other people have shown this throughout the lesson. 	<ul style="list-style-type: none"> Give the children the opportunity to discuss how 'excellence' can be shown in different ways within PE. Throughout the lesson, encourage children to reflect – are they showing these skills? Give the children the opportunity to discuss how 'excellence' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times other people have shown this throughout the lesson. Give the children the opportunity to discuss how 'friendship' can be shown in different ways within PE. Throughout the lesson, encourage children to reflect – are they showing these skills? 	<ul style="list-style-type: none"> Encourage them to identify times in the lesson where resilience has been shown by themselves and others. Discuss with children whether they feel this contributed to success and self-improvement. Discuss with the children how the resilience skills they are learning through PE can be taken into other areas of school. Discuss the term 'positive mindset' with children. Allow time for them to discuss whether this would support self-improvement. Encourage them to think of personal/ other examples of how a positive mindset aids self-improvement (using well-known athletes may help). 	<ul style="list-style-type: none"> Discuss with children what critical thinking/ constructive feedback mean. How would this enable improvement? Allow opportunities within the lesson for children to provide constructive feedback to a partner/ group (basing this on teaching points may help). Children to discuss why games have rules. What do rules do? Ideas may include: safety, fairness, making a game harder or easier etc. Discuss with children how it is ok to accept weaknesses and that acknowledging where we need to improve is essential. Give children time to think about where they need to improve and ask them to think of one ways they could do this. 	<ul style="list-style-type: none"> Allow children time to discuss what a leader is. Ask them to give examples (teachers, athletes etc) What skills do these have in common? Create a list of skills needed to be a good leader. Using the list of leadership skills from last lesson, children give examples of a time when they have shown these throughout the PE lesson/ that week. Children to be reminded of the key parts of an effective warm up – pulse raiser, stretching, mobilising. Allow children time to discuss in groups an activity which could be used for the pulse raiser part of the warm up. Note down their ideas – these can be used as warm ups in the future. 	<ul style="list-style-type: none"> Explain to children how the STEP (Space, Task, Equipment, People) framework can be used to make learning harder or easier. Allow time to recall what each letter means. Throughout the lesson ask them to change a game or activity using a letter. Throughout the lesson, ask the children to reflect on the task they are doing. Can it be made easier or harder? Give them a scenario and ask them how the game can be adapted for that person (e.g. someone in our class uses a wheelchair, how could we make this game inclusive for them?) Allow children time to plan a pulse raiser task that would be inclusive to all children.

	Body Awareness	Knowledge and Understanding	Knowledge and Understanding	Body Awareness	Knowledge and Understanding	Body Awareness
Healthy Active Lifestyles	<ul style="list-style-type: none"> To explain how their bodies change and react during the game. To explain in greater depth why Heart Rate increases during exercise To explain in greater depth why Heart Rate increases during exercise 	<ul style="list-style-type: none"> To plan a warm up routine that all children can take a full and active part in. To choose exercises that are relevant to the upcoming activity when planning and leading a short warm up routine for a group. To develop a basic understanding of how to improve speed and stamina 	<ul style="list-style-type: none"> To understand the aims of a warm up and explain how a thorough warm up routine can lead to improved performance To recognise specific exercises and targeted activities. suggesting how they each improve speed, strength or stamina. To understand how a good warm-up results in a good quality performance. 	<ul style="list-style-type: none"> To understand how strength and flexibility can have an effect on their overall health To explain in greater depth why breathing rate increases during exercise. 	<ul style="list-style-type: none"> To plan and deliver a short pulse-raising activity for the warm-up. To plan and deliver the stretching section of the warm-up to a small group To plan and deliver the mobilising section of the warm-up to a small group. 	<ul style="list-style-type: none"> To develop a basic knowledge and understanding of how muscles work To understand how muscles work when exercising. To understand how muscles work when exercising.
	<ul style="list-style-type: none"> At the most relevant point within the lesson, pause the children and discuss the above objective with them. Encourage them to share their ideas and reflect on the ideas of others before summarising for the children. 					

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Year 6						
	Linking Actions	Gymnastics	Tactics and Strategies	Dance	Creating and Closing Space	Athletics
	Sporting Values		Citizenship		Learning to Lead	
Social and Emotional	<ul style="list-style-type: none"> To understand the sporting value of 'Honesty' and identify a time they or others have shown this in the lesson To understand the sporting value of 'Self-belief' and identify a time they or others have shown this in the lesson To understand the sporting value of 'Teamwork' and identify a time they or others have shown this in the lesson 	<ul style="list-style-type: none"> To understand the sporting value of 'Determination' and identify a time they or others have shown this in the lesson To understand the sporting value of 'Passion' and identify a time they or others have shown this in the lesson To understand the sporting value of 'Respect' and identify a time they or others have shown this in the lesson 	<ul style="list-style-type: none"> To identify ways a game could be changed so that all are included To identify how sport can be a tool to change lives To identify how setting goals can help them to improve a performance 	<ul style="list-style-type: none"> To identify their role in keeping others safe To identify how they could respond to negativity or criticism To understand how people may be put off taking part in sport 	<ul style="list-style-type: none"> To lead an effective warm up routine for a small group To understand how to lead a sport specific warm up To understand how to lead an effective warm up which is focused on improving a particular skill (e.g. stamina) 	<ul style="list-style-type: none"> To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine. To be able to identify how active lifestyles can continue outside of school To recognise how to make a game or activity safer
Teaching Points	<ul style="list-style-type: none"> Give the children the opportunity to discuss how 'Honesty' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times they/ other people have shown this. Give the children the opportunity to discuss how 'Self-belief' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times they/ other people have shown this. Give the children the opportunity to discuss how 'Teamwork' can be shown within PE. Throughout the lesson, encourage children to identify times they/ other people have shown this. 	<ul style="list-style-type: none"> Give the children the opportunity to discuss how 'Determination' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times they/ other people have shown this. Give the children the opportunity to discuss how 'Passion' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times they/ other people have shown this. Give the children the opportunity to discuss how 'Respect' can be shown within PE. Throughout the lesson, encourage children to reflect and identify times they/ other people have shown this. 	<ul style="list-style-type: none"> Recap the STEP framework with children. Throughout the lesson, ask them to reflect on if this activity would be inclusive to all. If not, how could it be changed to make it more inclusive? Discuss with children why they take part in sport. Answers may include: fitness, mental wellbeing, friendship, a career etc. Remind children how taking an active part in physical activity should be something that continues throughout their life. Discuss with children the concept of 'goal setting'. Allow time for them to speculate as to why setting a goal may improve their performance. 	<ul style="list-style-type: none"> To explain their role in keeping other people safe in a PE lesson (including making the environment safe, behaviour and attitude, etc) This may be extended to discuss choices made outside of school. Allow time to reflect on how criticism may make them/ others feel. Children to decide two ways that criticism may be handled. Answers may include: use it as a tool for self-improvement, rise above it etc. Children to think about why people may stop taking part in sports as they grow up. Reflect on the ideas and encourage children to understand that many may be avoidable. 	<ul style="list-style-type: none"> Recap on the key components of a warm up. Allow children time to plan a warm up routine for their groups (pulse raiser, stretching and mobilising.) Discuss with the group why each sport may require a different warm up. Allow time to think about the sport they are taking part in and gather ideas for how the warm up they have created could be adapted to meet the needs of the sport. Children may lead the warm up for their group/ the class. Children to reflect on how a warm up may develop a given skill (eg stamina). Can they tailor their warm up to develop that skill. (Groups may be given a skill to develop) 	<ul style="list-style-type: none"> Children to reflect on the warm ups they have taken part in previously. Allow time to discuss how a warm up may affect performance. What would be the benefits? What may go wrong if a warm up was ineffective? Allow children time to discuss how they maintain an active lifestyle out of school. Pose scenarios to the children to answer e.g. "How can I find out where my local football team/ gymnastics club is?" As the children are working, pause the lesson regularly and allow time for them to reflect on how safe the activity is. Is there a way it could be made safer?

	Body Awareness	Knowledge and Understanding	Knowledge and Understanding	Body Awareness	Knowledge and Understanding	Body Awareness
Healthy Active Lifestyles	<ul style="list-style-type: none"> To develop a greater knowledge and understanding of how muscles work To explain in greater depth why breathing rate increases during exercise. To explain in greater depth why breathing rate increases during exercise. 	<ul style="list-style-type: none"> To know what makes a safe area for different activities. To understand the aims of a warm up and describe what is included in a high quality routine. To understand how to create a warm up routine that meets the needs of the activity 	<ul style="list-style-type: none"> To know what a good warm-- up entails and give ideas on how to warm-up for specific games. To plan an activity as part of the warm-- up which improves speed. To plan and deliver an activity as part of the warm-- up which improves strength or stamina. 	<ul style="list-style-type: none"> To explain why physical activity is good for their fitness, health and wellbeing. To understand the importance of continuing to be physically active outside of school To know how to get involved with clubs/teams/games outside of school. 	<ul style="list-style-type: none"> To lead and perform a sport specific warm-up routine. To recognise how to make a game or activity safe. To know what a good warm-- up entails and give ideas on how to warm-up for specific games. 	<ul style="list-style-type: none"> To understand how efficient movement reduces the onset of fatigue. To know why poor fitness levels can affect performance To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine.
	<ul style="list-style-type: none"> At the most relevant point within the lesson, pause the children and discuss the above objective with them. Encourage them to share their ideas and reflect on the ideas of others before summarising for the children. 					

Social and Emotional – Healthy Active Lifestyles Overview

Year 2				
	Games	Dance	Gymnastics	Athletics
	Learning from Others	Self-Reflection	Learning from Others	Self-Reflection
Social and Emotional	<ul style="list-style-type: none"> To watch what others do and describe what they see. To watch each other perform and identify what ideas and skills are being used. To identify high quality skills in another child's performance and copy. 	<ul style="list-style-type: none"> To identify the skills and ideas they perform well. To identify the skills and ideas others perform well. 	<ul style="list-style-type: none"> To watch a specific element of a performance and talk about what they have seen. To comment on an action, movement or shape that has been performed well. To describe what they have seen (individual actions and shapes and sequences). 	<ul style="list-style-type: none"> To use comments from the teacher and other children to improve their own performance.
Teaching Points	<ul style="list-style-type: none"> Allow time for children to watch and reflect while their partner/ others develop skills during the physical competence part of the lesson. Ask children to what they can see their partner doing. Use prompt questions to support this such as: What skills are they using? How is their body moving? etc. Allow time for children to watch and reflect while their partner/ others develop skills during the decision making part of the lesson. Ask children to what skills they can see being used. Use prompt questions to support this such as: Can you find someone who is good at X skill? What ideas are they using to attack/ defend? Etc. Allow time for children to watch and reflect while their partner/ others develop skills throughout different parts of the lesson. Ask children to identify good examples of the skills being taught. Encourage children to identify specific things that children are doing which are helping them to perform the skills well. Can they replicate these? You may need to allow time for children to practise these independently or in a group. 	<ul style="list-style-type: none"> Allow time for children to reflect on their own learning. What skills/ ideas are they performing well? Allow time for children to reflect on the skills and ideas other children are using. Which skills/ ideas are they performing well? What are they doing specifically to help them perform skills well? 	<ul style="list-style-type: none"> As children are working through the decision making part of the lesson, encourage children to watch their partner/ group perform. Can they identify the skills they used (e.g. What shapes have they used in their sequence?) Encourage children to look at a specific element of their partner/ group's performance (e.g. a shape, roll or jump). Ask children to discuss the success of this element. Why was it successful? How have they achieved this success (e.g. "their straight shape is perfect because...") Allow time for children to watch their partner/ a group perform throughout the lesson. Can they identify skills which have been used within a sequence? 	<ul style="list-style-type: none"> Throughout the lesson, but especially during the physical competence part of the lesson, allow time for children to watch their partner/ others perform. Can they give constructive feedback on how their partner can improve the skill being taught? This will need to be modelled to the children before. Ask a child to perform the skill with all children watching and model how giving feedback should be done.

<p>Healthy Active Lifestyles</p>	<ul style="list-style-type: none"> To explain how to make an activity safe by introducing/changing equipment and/or the number of children. To describe how their body feels after a running activity. To describe how their body feels after a catching activity and compare it to a running activity. 	<ul style="list-style-type: none"> To explain the benefits of a thorough warm up To explain why the heart beats faster as they move faster To use appropriate language to describe the changes to their bodies during exercise (heart rate, temperature increase/decrease). 	<ul style="list-style-type: none"> To use apparatus safely, including the positioning of mats and benches To describe what happens when their body temperature increases. 	<ul style="list-style-type: none"> To understand what a warm-up is and how it prepares them for the lesson. To talk about how being out of breath can affect their performance To find their heartbeat and describe how it beats.
<p>Teaching Points</p>	<ul style="list-style-type: none"> At the most relevant point within the lesson, pause the children and discuss the above objective with them. Encourage them to share their ideas and reflect on the ideas of others before summarising for the children. 			

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Year 1				
	Games	Dance	Gymnastics	Athletics
	Self-Reflection	Learning from Others	Self-Reflection	Learning from Others
Social and Emotional	<ul style="list-style-type: none"> Children will talk about what skills and ideas they have used, including how they have helped them to perform better in a competitive game. To discuss what they have achieved within a game. 	<ul style="list-style-type: none"> To discuss what skills they can use within a game or activity. Children will recognise different ideas that are being used and use them to help improve their own performance. 	<ul style="list-style-type: none"> To explain what skills and ideas have worked well. 	<ul style="list-style-type: none"> Children will talk about how they can score more points and whether they have beaten their personal best
	<ul style="list-style-type: none"> Allow time for children to reflect on the skills they have been developing throughout the lesson. Have they performed them well? Could they already do these skills, or have they made progress? Did they use these skills in the decision making part of the lesson? How did these skills help them to perform well in the game? Following the decision making part of the lesson, allow time for children to discuss what they have achieved in the game. Ideas might include: our team won, we worked together as a team, I had fun, I was active etc. 	<ul style="list-style-type: none"> Following the physical competence part of the lesson, allow time for children to discuss what skills they could use within the decision making part of the lesson. Children may just identify skills taught in the lesson or may have ideas of their own. Allow time for children to watch others perform both throughout the physical competence and decision making parts of the lesson. Ask them to identify skills and ideas they can see being used well. Can they use these/ similar ideas to improve their own performance? Adults may need to identify skills and ideas to support some children. 	<ul style="list-style-type: none"> Allow time for children to reflect on their learning throughout the lesson. Encourage them to think about skills themselves and others have performed well. Can they give simple reasons as to why they are performed well? (E.g. "I like how straight their arms are." Or "Their back is straight when they are in their pike shape") Allow time for children to reflect on their learning throughout the lesson. Encourage them to think about skills themselves and others have performed well. Can they give simple reasons as to why they are performed well? (E.g. "Their body is tense when they are travelling in a tall shape.") Allow time for children to reflect on their learning throughout the lesson. Encourage them to think about skills themselves and others have performed well. Can they give simple reasons as to how they could be improved further? (E.g. "Their legs are not together when they do their straight jump") 	<ul style="list-style-type: none"> Encourage children to reflect on how they are performing each individual skill. Is there a way they can improve the skill? Encourage them to watch each other. Ask a guiding question for children to watch for (e.g. "Watch you partners arms when they are jumping. Are they swinging them to help them jump?")

<p>Healthy Active Lifestyles</p>	<ul style="list-style-type: none"> To explain how practising their skills and playing games can make them feel warmer. To describe how their body feels when they are exercising To describe how their body feels before starting, during and after a PE lesson. 	<ul style="list-style-type: none"> To know the position of the heart and how dance and exercise affects heartbeat, giving a basic explanation of why changes occur. To give a basic explanation of why breathing rate increases with exercise. To know how to get heart and breathing rate back to normal after exercise. 	<ul style="list-style-type: none"> To move apparatus safely. To explain what their body feels like when tensed. To explain how their body feels during relaxation. 	<ul style="list-style-type: none"> To understand and talk about why it is good for them to take part in physical activity. To understand why they become out of breath during exercise. To identify which type of movements (slow, medium or fast) have the greatest effect on our heartbeat.
<p>Teaching Points</p>	<ul style="list-style-type: none"> At the most relevant point within the lesson, pause the children and discuss the above objective with them. Encourage them to share their ideas and reflect on the ideas of others before summarising for the children. 			