

## PE Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
1	I can move with	Link two short	Return to standing	I can hit a ball with a	Jump over rope 10cm	Understand the idea if
	control and care in a	movements phrases in	position from star	bat or racket	high	hitting into space.
K P	space.	dance and gymnastics	float on back.			
D				Understand the idea	Take part in a relay	I can throw, bounce,
	I can throw and kick	Repeat sequence and	Push glide on front.	of aiming.	race.	and catch with both
l l	an object in different	copy a partner.				hands
	ways.		Know the rules and	I can take part in a	I can take part in a	
		Selects appropriate	routines that keep	team game.	team game	I can take part in a
	I can intercept and	movements for	them safe in the water			team game.
	retrieve and object.	different dance ideas.				<b>T</b> I
	Loop find marries	Lean well avul tuoval				Throw an object
	I can find my way around a simple	I can roll, curl, travel, balance in different				overarm.
	course	ways				Understand the idea if
	course	ways				hitting into space.
	I can take part in a	Practice moving				meenig into space.
	team game.	expressively.				



Г	
	I can jump and land
	safely and with good
	technique.
	I can show control and
	co-ordination when
	traveling and
	remaining still.
	Terrianning sein.
	Lean make un a shart
	I can make up a short
	dance moving to
	music
	I can copy and
	perform my own
	dance moves.
	I can move to music in
	different directions. le
	sideways and
	backwards.
	Such voir us.
	I can use different
	parts of my body in
	combinations in dance



Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
I can describe basic	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
rules.	I can describe basic				
	rules.	rules.	rules.	rules.	rules.
I can use equipment					
safely.	I can use equipment				
	safely.	safely.	safely.	safely.	safely.
I can repeat actions,					
sequences, and skills.	I can repeat actions,				
	sequences, and skills.				
I can copy actions					
	I can copy actions				
Describe and say					
what they did and like	Describe and say what				
about their	they did and like				
performance.	about their				
	performance.	performance.	performance.	performance.	performance.
Recognise they have					
been energetic.	Recognise they have				
	been energetic.				
Know where the					
heart is and to be	Know where the heart				
aware of own	is and to be aware of				
breathing and the	own breathing and the	own breathing and the	own breathing and the	own breathing and the	own breathing and the
changes during					
exercise.	exercise.	exercise.	exercise.	exercise.	exercise.



| Name the external parts of the body.                  |
|---|---|---|---|---|---|
| Aware of the need for safety when using PE equipment. | Aware of the need for safety when using PE equipment. | Aware of the need for safety when using PE equipment. | Aware of the need for safety when using PE equipment. | Aware of the need for safety when using PE equipment. | Aware of the need for safety when using PE equipment. |
| Understands that some foods are bad for them.         | Understands that some foods are bad for them.         | Understands that some foods are bad for them.         | Understands that some foods are bad for them.         | Understands that some foods are bad for them.         | Understands that some foods are bad for them.         |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |



2	Move fluently within	Have an appropriate	Swim 5 metres.	Adjust own movement	Take off and land	Recognise there are
	space and avoid	starting position and		and patterns after	controlled on both/	different styles of
K	collisions.	controlled finishing		watching others.	either feet remaining	throwing.
P		position.			balanced throughout.	
	I can decide the best			I can use throwing,		Tracks ball to retrieve,
<u> </u>	space to be in and hit	Choose movements to		hitting, kicking and /or	Recognise there are	hit, kick.
	during a	make their own		rolling in a game.	different styles of	
	game	patterns.			running and jumping.	Consistently track,
						intercept, and catch
	I can use one tactic in				Demonstrate 5	an object.
	a game.	Practise and repeat			different jumps with	
		movements.			controlled landing and	Show accuracy when
	Know the difference				take offs.	throwing, hitting and
	between defence and	I can change rhythm,				catching an object to a
	attack and	speed, level, and			Run and jump over	partner or into a
	demonstrate both.	direction in my dance.			rope 10cm high.	container.
	Know how to score in	I can dance with				
	games and which	control and co-			Throw a range of	
	direction the team is	ordination.			objects into a target	
	playing.				area.	
		I can make a sequence				
	Show spatial	by linking sections				
	awareness.	together.				
	B	1				
	Recognises spaces	I can use dance to				
	and uses it.	show a mood, theme				
		or feeling.				



Perform a short dance	
showing expression,	
speed, and direction in	
a controlled manner.	
Move expressively and	
clearly, remember,	
and repeat a simple dance.	
dance.	
Describe how their	
dance makes them	
feel.	
Watch others	
movement carefully.	
I can copy and	
remember actions.	
I can talk about what	
is different from what	
I did and what	
someone else did.	
Conveybat they soo	
Copy what they see and say why it is good.	
and say why it is good.	



Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.	Know they need to warm up and cool down.
Know why the heart beats faster.	Know why the heart beats faster.	Know why the heart beats faster.	Know why the heart beats faster.	Know why the heart beats faster.	Know why the heart beats faster.
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	I can think of more than one way to create a sequence which follows 'rules'.				
	I can improve my sequence based on feedback.				
	I can plan and perform a sequence of movements				
	Choose one aspect of a sequence to improve.				



| Know why it is                                   |
|--|--|--|--|--|--|
| important to be                                  |
| active.  | active.  | active.  | active.  | active.  | active.  |
| Recognise the physical demands of the task.      |
| State if their body is                           |
| cool, warm or hot.                               |
| Identify different ways in which the body works. | Identify different ways in which the body works. | Identify different ways in which the body works. | Identify different ways in which the body works. | Identify different ways in which the body works. | Identify different ways in which the body works. |
| Explain some rules to another person.            |
| Identify risks when                              |
| moving.The need for                              | moving.The need for                              | moving. The need for                             | moving.The need for                              | moving.The need for                              | moving.The need for                              |
| food to be active.                               |
| Uses skills in different                         |
| ways for different                               |
games.	games.	games.	games.	games.	games.
Adapt skills in					
response to	Adapt skills in				
opponent.	response to opponent.	response to opponent.	response to opponent.	response to opponent.	response to opponent



Describe their own ole in activities.	did to solve a problem  Describe their own role in activities.	did to solve a problem  Describe their own	did to solve a problem  Describe their own	did to solve a proble
		Describe their own	Describe their own	
		Describe their own	Doccribo thoir own	
ole in activities.	role in activities.		Describe their own	Describe their own
		role in activities.	role in activities.	role in activities.
ollow a simple	Follow a simple	Follow a simple	Follow a simple	Follow a simple
narked trail.	marked trail.	marked trail.	marked trail.	marked trail.
(now what clothing is	Know what clothing is	Know what clothing is	Know what clothing is	Know what clothing
ppropriate for task	appropriate for task	appropriate for task	appropriate for task	appropriate for task
nd weather.	and weather.	and weather.	and weather.	and weather.
(r	now what clothing is opropriate for task	now what clothing is appropriate for task	now what clothing is appropriate for task  Know what clothing is appropriate for task	now what clothing is appropriate for task  Know what clothing is appropriate for task  Know what clothing is appropriate for task  appropriate for task



		T .	T			1
3	Use possession and	I can improvise freely	I can Swim on my	Explore different	I can run fast, medium	I can throw and catch
	control skills and	and translate ideas	back.	ways if sending ball.	and slow speeds,	with control.
K	make progress	from a stimulus into			changing speed and	
P	towards goal.	movement.	I can Swim 15 metres.		direction.	Bowl underarm and
- I						throw accurately
l I	React and make it	I can share and create	Swim on front with co-		Sustain running for 2	when playing games.
	difficult for opponent.	phrases with a partner	ordination and		minutes.	. , 55
	React in a way to	and small group.	smooth action.		I can take part in a	Strike a ball with
	assist partner.				relay, remembering	intent.
	•	I can repeat,	Know and explain		when to run and what	
	I am aware of space	remember and	rules and routines that		to do.	
	and use it to support	perform phrases.	keep you safe in			
	team-mates and to		water.		Understand the	
	cause problems for	Explore ideas based in			difference between	
	the opposition.	theme.			running and jogging.	
	Select tactics apt for	Change level direction			Select the appropriate	
	the situation.	and pace during			style of throwing,	
		dance.			running and jumping	
	Pass and dribble ball				for the task.	
	keeping control.	Move to a variety of				
		stimuli, ie beat,				
	Demonstrate the	rhythm and words.				
	difference between					
	helping a partner and	Use dance to illustrate				
	playing against	another subject, ie art.				
	someone.					



Constantly intercept and stop an object.					
Use ball skills to keep possession and control. Dribble a ball round skittles.					
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Use descriptive language.					
Work co-operatively.					
I know and use rules fairly.					
Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.	Carry out warm up activities and identify when the body is warm and stretched.
Link breathing, heartbeat, and temperature.					



Discuss the difference between tension and	Discuss the difference	Discuss the difference			
relaxation.	relaxation.	relaxation.	relaxation.	between tension and relaxation.	between tension and relaxation.
Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.	Observe their heart rate slowing and when at rest.
Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.	Know what protection to use in the sun.
Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.	Record if their body id cold, warm or hot.
Understand the purpose of the activity.					
Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.	Describe in simple terms how they warm up and cool down.
identify what they need to practice. Use information to improve own performance.	identify what they need to practice. Use information to improve own performance.	identify what they need to practice. Use information to improve own performance.	identify what they need to practice. Use information to improve own performance.	identify what they need to practice. Use information to improve own performance.	identify what they need to practice. Use information to improve own performance.



	Identify what things	Identify what things	Identify what things	Identify what things	Identify what things	Identify what things
	they found difficult	they found difficult	they found difficult	they found difficult	they found difficult	they found difficult
	and how they made it	and how they made it	and how they made it	and how they made it	and how they made it	and how they made it
	difficult for an	difficult for an	difficult for an	difficult for an	difficult for an	difficult for an
	opponent.	opponent.	opponent.	opponent.	opponent.	opponent.
4 KPI	I can keep possession of the ball.  I can vary tactics and adapt skills depending on what is happening in a a game.  I can recognise space in their games and use it to their advantage.  Receive ball in control and keep possession.  Pass and dribble a ball keeping control and possession.	Combine actions in sequences that involve changes in speed and direction.  Create longer sequences.  Improve appearances of sequences by varying direction, levels and pathways. Sequence movements in logical order.  Identify when 2 performances have the same elements and compare.  Vary dance phrases.	Describe why swimming helps keep them fit and healthy.  Swim 50 metres.  Use 3 different strokes  Control breathing when swimming.  Be aware of survival techniques.	I can hit a ball accurately with control.  Keep a rally going.  Select which skill to use to make it difficult for an opponent.	Aim for a realistic target to improve height or distance.  Describe the difference in running, jumping, and throwing styles.  Take weight with different parts of the body.  I can include change of speed and direction.  I can jump in different ways and over a bar.  I can run over a long distance.	I can catch one handed.  I can throw and catch accurately.  Use different bowling methods and with variation.  I can throw in different ways.  I can hit a target.  Vary the speed and direction of the ball.  Gauge when to run after hitting the ball.



Hit a ball with	Identify and	I can sprint over a
purpose and in	understand the	short distance.
intended direc	tion. processes involved in	
	improving	Transfer weight from
Identify good p	players performance.	one foot to the other.
and why they a	are	
good.	I can include a range	
	of shapes.	
Co-operate and		
constructive	I can work with a	
contribution to	, , , , , , , , , , , , , , , , , , ,	
work in small	repeat and improve a	
groups.	sequence with at least	
	three phases.	
Identify what t	•	
to beat compe	· · · · · · · · · · · · · · · · · · ·	
	control when	
Work with the	1 5	
	combinations.	
Select position		
receive ball.	I can take the lead	
Make difficultion	S	
opponents by		
variation of spe		
direction and h	neight. communicate an idea.	
Use space	Vary direction and	
constructively.	speed in dance.	



					1
	Use a range of ideas				
	from different				
	cultures.				
	Identify characteristics				
	of person, animal,				
	object to be				
	portrayed.				
	Communicate the				
	feeling of a character.				
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
 Show an	Show an	Show an	Show an	Show an	Show an
understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
warming up and	warming up and	warming up and	warming up and	warming up and	warming up and
cooling down by	cooling down by	cooling down by	cooling down by	cooling down by	cooling down by
selecting appropriate	selecting appropriate	selecting appropriate	selecting appropriate	selecting appropriate	selecting appropriate
activities.	activities.	activities.	activities.	activities.	activities.
Identify strategies to	Identify strategies to	Identify strategies to	Identify strategies to	Identify strategies to	Identify strategies to
improve stamina.	improve stamina.	improve stamina.	improve stamina.	improve stamina.	improve stamina.
'	'	•	'	'	'
Know strenth and	Know strenth and	Know strenth and	Know strenth and	Know strenth and	Know strenth and
suppleness are	suppleness are	suppleness are	suppleness are	suppleness are	suppleness are
important parts if	important parts if	important parts if	important parts if	important parts if	important parts if
fitness.	fitness.	fitness.	fitness.	fitness.	fitness.
	i	i		1	1



Know how to improve own health and fitness.	Know how to improve own health and fitness.	Know how to improve own health and fitness.	Know how to improve own health and fitness.	Know how to improve own health and fitness.	Know how to improve own health and fitness.
Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.	Know a varied diet is required to remain healthy.
Ask for help with a specific element.					
Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.	Know the body is supported by a skeleton and muscles.
Understand the purpose of the heart.					
Evaluate options.					
Use own assessment to modify work.					
Know the need for hygiene.					
Use rules and keep playing without dispute.					



	1	1	Ī	1	<u> </u>	1
5	Direct a ball away	I can compose my own	Breath so swimming	I can use forehand and		I can field.
K	from opposition.	dances in a creative	pattern is	backhand with a	I am controlled when	
P		way.	uninterrupted.	racket.	taking off and landing.	Use different types of
	Use tactics.					shots/ stroke.
<u> </u>		I can perform to an	Swim 100 metres.	Make shots on either	I can combine running	
	Suggest	accompaniment.		side of the body.	and jumping.	
	improvements in		Perform survival			
	speed and direction.	My dance shows	techniques.		Run in an appropriate	
		clarity, fluency,			speed for the distance.	
		accuracy, and				
	Identify the reason	consistency.				
	they won or lost.				Develop appropriate	
	No. 1 cell 1 ce ce el cell	Show an awareness of			throwing styles for	
	Play ball to make it	the music's rhythm			object to be thrown.	
	difficult for the	when improvising.				
	opponent.	Perform movement				
	Show consistency and	patterns effectively				
	control in games.	with a partner.				
	control ill games.	with a partiler.				
	I can choose a tactic	Develop a dance using				
	for defence and	different styles and				
	attacking.	cultures.				
	accaoming.	Cartares.				
	I can use a few					
	techniques to pass,					



dribble and shoot.	I can make complex		
	extended sequences.		
Change direction and			
speed when dribbling	I can combine action,		
a ball.	balance ad shape.		
I can gain possession	I can perform		
by working as a team.	consistently to		
,	different audiences.		
	- c		
I can pass in different	Perform actions with		
ways.	agility, fluency, clarity		
A	and consistency.		
Accept defeat	Adult a second second		
appropriately.	Make contrasting		
	shapes when working with a partner.		
	with a partiler.		
	Combine actions and		
	maintain performance		
	when working with a		
	partner.		
	Offer constructive		
	ideas when working with a partner.		
	with a partiler.		
	Show an		
	understanding of		



social, historical and cultural contexts of dance.  Have a clear idea
about what they have achieved.
Recognise the importance of planning. Recognise the importance of thinking as the work through a task.
Identify aspects of a performance they have performed consistently and accurately.
Observe shape and balance on apparatus.
Increase the length of a sequence.



T		Т
With a partner create		
sequence using floor,		
mat and apparatus.		
Combine actions in sequence that involve changes in speed level and direction and clarity of shape.		
Choose and develop material to create dance.		
Understand patterns and forms in specific dance styles.		
Know strength and suppleness and key parts in gymnastic performance.		
Devise routines that prepare their body for gymnastic lesson.		



	Know different dance styles place different demands on the body.				
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Show an appropriate response to weather conditions.					
Keep to the rules of the game.					
Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.	Suggest how the rules could be changed to improve a game.
Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.	Select the appropriate skill. Understand the excitement at completing a challenge.
Know how to prepare physically.					



| Take more responsibility for own warm up.  |
|--|--|--|--|--|--|
| Give a good explanation of how warming up affects the body.  | Give a good explanation of how warming up affects the body.  | Give a good explanation of how warming up affects the body.  | Give a good explanation of how warming up affects the body.  | Give a good explanation of how warming up affects the body.  | Give a good explanation of how warming up affects the body.  |
| Know how warming up helps improve their game.  | Know how warming up helps improve their game.  | Know how warming up helps improve their game.  | Know how warming up helps improve their game.  | Know how warming up helps improve their game.  | Know how warming up helps improve their game.  |
| Know why sport is good for health.   |
| Evaluate risks   |
| Explain the need for a balanced diet.  |
| Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. | Show an awareness of what constitutes a balanced diet. Explain the importance of exercise for good health. |



6 <b>K</b> <b>P</b>	I can make a team and communicate a plan.	I can combine my own work with that of others.	I can plan with others taking account of safety and danger.	I can umpire.	I can demonstrate stamina.	I can play to agreed rules.
•	I can lead others in a game situation.	I can link sequences to specific timings.				
		I can develop sequences in a specific style.				
		I can choose my own music and style.				
	Ongoing Ongoin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
	I can explain rules.	I can explain rules.	I can explain rules.	I can explain rules.	I can explain rules.	I can explain rules.
r 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Invasion	Dance/ Gymnastics	Swimming	Net and wall	Athletics	Striking and Fielding
	I can use tactics and skill to perform well	Applies simple fundamental movement skills in an	I can develop the different strokes to improve my	I can take different roles effectively Leading small	Works cooperatively with others during lessons.	Uses fundamental simple skills such as throwing, catching,
		outlines what is good and bad about a	performance	activities with peers	• Communicates what is good about a performance to others.	running with some control and success.  • Demonstrates a skill/movement when



	performance.	I can develop my		Can warm up with	assisted or through
		stamina to swim		others in a small group	instruction.
	Communicates what is	further or faster		<ul> <li>Sets out and uses</li> </ul>	<ul> <li>Performs simple</li> </ul>
	good about a			equipment safely	skills in isolation with
	performance to			<ul> <li>Can follow simple</li> </ul>	some
	others.			rules in an activity.	control and accuracy.
	Organises equipment				
	and communicates				
	instructions to others.				
	mot detions to others.				
	Takes risks and learns				
	from mistakes.				
	Follows simple				
	rules/instructions in				
	physical				
	activity.				
Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
Completes short	Completes short	Completes short	Completes short	Completes short	Completes short
periods of exercise	periods of exercise	periods of exercise	periods of exercise	periods of exercise	periods of exercise
and can sustain effort	and can sustain effort	and can sustain effort	and can sustain effort	and can sustain effort	and can sustain effort
in an activity without	in an activity without	in an activity without	in an activity without	in an activity without	in an activity without
getting tired.	getting tired.	getting tired.	getting tired.	getting tired.	getting tired.
Describes the effects	Describes the effects	Describes the effects	Describes the effects	Describes the effects	Describes the effects
of exercise/warm up	of exercise/warm up	of exercise/warm up	of exercise/warm up	of exercise/warm up	of exercise/warm up
on the body.	on the body.	on the body.	on the body.	on the body.	on the body.



	major muscles of the body. Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning Has confidence to participate in physical activity Takes responsibility for their own learning Listens to and follows instructions from others	major muscles of the body. Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning Has confidence to participate in physical activity Takes responsibility for their own learning Listens to and follows instructions from others	major muscles of the body. Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning Has confidence to participate in physical activity Takes responsibility for their own learning Listens to and follows instructions from others	major muscles of the body. Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning Has confidence to participate in physical activity Takes responsibility for their own learning Listens to and follows instructions from others	major muscles of the body. Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning Has confidence to participate in physical activity Takes responsibility for their own learning Listens to and follows instructions from others	major muscles of the body. Performs a warm of independently Dresses appropriated for the activity and environment Demonstrates a positive approach learning Has confidence to participate in physicativity Takes responsibilite for their own learn Listens to and followinstructions from others
body. Performs a warm up independently Dresses appropriately for the activity and environment Demonstrates a positive approach to learning Has confidence to participate in physical activity Takes responsibility for their own learning Listens to and follows instructions from  body. Performs a warm up independently Dresses awarm up independently Dresses appropriately independently Dresses appropriately for the activity and environment Demonstrates a Demo	Identifies some of the major muscles of the	Identifies some of the major muscles of the	Identifies some of the major muscles of the	Identifies some of the major muscles of the	Identifies some of the major muscles of the	Identifies some major muscles
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