Essential Knowledge

Physical Education							
PE Cog 'Learning Behaviours'	**EYFS**	**Year 1**	**Year 2**	**Year 3/4**	**Year 4/5**	**Year 5/6**	**Year 6+**
Personal	I enjoy working on simple tasks with help.	I can follow instructions, practise safely and work on simple tasks by myself.	I try several times if at first I don't succeed and I ask for help when appropriate	I know where I am with my learning and I have begun to challenge myself.	I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Social	I can play with others and take turns and share with help	I can work sensibly with others, taking turns and sharing.	I can help, praise and encourage others in their learning.	I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	I can involve others and motivate those around me to perform better.
Physical	I can move confidently in different ways.	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

Cognitive	I can follow simple instructions.	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.	I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.
Creative	I can observe and copy others.	I can explore and describe different movements.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Health & Fitness	I am aware of the changes to the way I feel when I exercise.	I am aware of why exercise is important for good health.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.