	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real PE - Unit 1 Cog focus for	Real PE - Unit 2 Cog focus for	Real PE - Unit 6 Cog focus for	Real PE - Unit 5	Unit 1 Cog focus for	Real dance – Unit 1 Cog focus for
	assessment- personal	assessment - Social	assessment - Health	Cog focus for	assessment – Cognitive	assessment – creative
	The second control of		and fitness	assessment –		
				Applying physical Real Gym –		
Year N	Planned through	Planned through	Planned through	Planned through	Gym skill — Shape	Dance skills – solo and
	continuous provision	continuous provision:	continuous provision:	continuous provision	Gym skill — travel	partner shapes
	Coordination: Footwork	Jumping and landing	Ball chasing (FUNS 11)	Coordination: Sending		
	(FUNS 10)	(FUNS 6)	Floor work (FUNS 3)	and receiving (FUNS 8)		
	Static balance: One leg (FUNS 1)	Static balance: Seated (FUNS 2)		Agility: Reaction/		
	(1 0143 1)	(1 0113 2)		Response (FUNS 12)		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real PE - Unit 1	Real PE - Unit 2	Real PE - Unit 6		Unit 1	Real dance – Unit 1
1				D - 1 DE 11 - 15 E		
	Cog focus for	Cog focus for	Cog focus for	Real PE - Unit 5	Cog focus for	Cog focus for
			Cog focus for assessment - Health	Cog focus for		
	Cog focus for	Cog focus for	Cog focus for	Cog focus for assessment –	Cog focus for	Cog focus for
	Cog focus for assessment- personal	Cog focus for	Cog focus for assessment - Health and fitness	Cog focus for	Cog focus for	Cog focus for assessment – creative
Year R	Cog focus for assessment- personal  Planned through	Cog focus for assessment - Social  Planned through	Cog focus for assessment - Health and fitness  Planned through	Cog focus for assessment – Applying physical Real Gym – Planned through	Cog focus for assessment - Cognitive  3 weeks : At home theme.	Cog focus for assessment – creative  Dance skills
Year R	Cog focus for assessment- personal	Cog focus for assessment - Social	Cog focus for assessment - Health and fitness	Cog focus for assessment – Applying physical Real Gym –	Cog focus for assessment – Cognitive	Cog focus for assessment — creative  Dance skills Week 1 — Shapes solo
Year R	Cog focus for assessment- personal  Planned through continuous provision	Cog focus for assessment - Social  Planned through continuous provision:	Cog focus for assessment - Health and fitness  Planned through continuous provision:	Cog focus for assessment – Applying physical Real Gym – Planned through continuous provision	Cog focus for assessment - Cognitive  3 weeks : At home theme. Gym skill - shape	Cog focus for assessment — creative  Dance skills Week 1 — Shapes solo Week 2 — Partnering
Year R	Cog focus for assessment- personal  Planned through	Cog focus for assessment - Social  Planned through	Cog focus for assessment - Health and fitness  Planned through continuous provision:  Ball chasing (FUNS 11)	Cog focus for assessment – Applying physical Real Gym – Planned through continuous provision Coordination: Sending	Cog focus for assessment — Cognitive  3 weeks : At home theme. Gym skill — shape  3 weeks: Jungle trip theme.	Cog focus for assessment — creative  Dance skills Week 1 — Shapes solo Week 2 — Partnering shapes
Year R	Cog focus for assessment- personal  Planned through continuous provision  Coordination: Footwork	Cog focus for assessment - Social  Planned through continuous provision:  Jumping and landing	Cog focus for assessment - Health and fitness  Planned through continuous provision:	Cog focus for assessment – Applying physical Real Gym – Planned through continuous provision	Cog focus for assessment - Cognitive  3 weeks : At home theme. Gym skill - shape	Cog focus for assessment — creative  Dance skills Week 1 — Shapes solo Week 2 — Partnering
Year R	Cog focus for assessment- personal  Planned through continuous provision  Coordination: Footwork (FUNS 10)	Cog focus for assessment - Social  Planned through continuous provision:  Jumping and landing (FUNS 6)	Cog focus for assessment - Health and fitness  Planned through continuous provision:  Ball chasing (FUNS 11) Floor work (FUNS 3)  Health and fitness	Cog focus for assessment — Applying physical Real Gym — Planned through continuous provision  Coordination: Sending and receiving (FUNS 8)  Agility: Reaction/	Cog focus for assessment – Cognitive  3 weeks : At home theme. Gym skill – shape  3 weeks: Jungle trip theme. Gym skill travel	Cog focus for assessment — creative  Dance skills Week 1 — Shapes solo Week 2 — Partnering shapes Week 3 — Artistry musicality Week 4 — Circles solo
Year R	Planned through continuous provision  Coordination: Footwork (FUNS 10) Static balance: One leg	Cog focus for assessment - Social  Planned through continuous provision:  Jumping and landing (FUNS 6)  Static balance: Seated	Cog focus for assessment - Health and fitness  Planned through continuous provision:  Ball chasing (FUNS 11) Floor work (FUNS 3)	Cog focus for assessment — Applying physical Real Gym — Planned through continuous provision  Coordination: Sending and receiving (FUNS 8)	Cog focus for assessment — Cognitive  3 weeks : At home theme. Gym skill — shape  3 weeks: Jungle trip theme.	Cog focus for assessment — creative  Dance skills Week 1 — Shapes solo Week 2 — Partnering shapes Week 3 — Artistry musicality

	<ul> <li>I can follow instructions, practise safely and work on simple tasks by myself. (exceeding)</li> <li>I can enjoy working on simple tasks with help. (expected)</li> </ul>	I can work sensibly with others, taking turns and sharing. (exceeding)  I can play with others and take turns and share with help (expected)	I am aware of why exercise is important for good health (exceeding) I am aware of the changes to the way I feel when I exercise (expected)	Applying physical bjectives  • I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (exceeding)  • I can move confidently in different ways (expected)	<ul> <li>I can name some things I am good at (expected)</li> <li>I can understand and follow rules. (expected)</li> <li>I can follow simple instructions (emerging)</li> </ul>	Week 6 — Artistry (making)  Objectives:  I can create and link some movements together (exceeding)  I can begin to explore and describe some movements from the lesson (Expected)  I can understand the shapes or the circles we are exploring in the lesson (emerging)
	Term 1 Real PE - Unit 1	Term 2 Real PE - Unit 2	Term 3 Real Gym – Unit 1	Term 4 Real dance – Unit 1	Term 5 Real PE - Unit 5	Term 6 Real PE - Unit 6
	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for
	assessment- personal	assessment - Social	assessment – Cognitive	assessment – creative	assessment – Applying physical	assessment - Health and fitness
Year 1	3 weeks: The Birthday	3 weeks: Journey to the	3 weeks: At home	Dance skills	3 weeks: John and Jasmine	3 weeks: Sammy
	Bike Surprise Coordination: Footwork	Blue Planet	Skill: Shape	Week 1 - Shapes solo	Learn to Juggle	Squirrel
	(FUNS 10)		3 weeks: Jungle trip	Week 2 – Artistry musicality	Coordination: Sending and receiving (FUNS 8)	Agility: Ball chasing (FUNS 11)
	(10113-10)		3 weeks: Jungle trip	musicality	receiving (1 0143 6)	(10113 11)

	Dynamic Balance to	Skill: Travel	Week 3 – Partnering		
3 weeks: Pirate Pranks	Agility: Jumping and		shapes	3 weeks: Ringo to the	3 weeks: Caspar the
– Static balance: One	Landing (FUNS 6)	Objectives:	Week 4 – Circles solo	Rescue	Very Clever Cat
leg (FUNS 1)		<ul> <li>I can begin to</li> </ul>	Week 5 — Artistry	Agility: Reaction/ Response	Static Balance (FUNS 3)
	3 weeks: Monkey	order	Abstraction	(FUNS 12)	
Objectives:	business! (Funs 2)	instructions,	Week 6 — Artistry		Objectives:
<ul> <li>I can try several</li> </ul>		movements and	(making)	Objectives:	<ul> <li>I can say how</li> </ul>
times if at first I	Objectives	skills. With help		<ul> <li>I can perform a</li> </ul>	my body feels
don't succeed	<ul> <li>I can help praise</li> </ul>	I can recognise	Objectives:	range of skills with	before, during
and I ask for	and encourage	similarities and	<ul> <li>I can begin to</li> </ul>	some control and	and after
help when	others in their	differences in	compare my	consistency. I can	exercise. I use
appropriate.	learning	performance	movements and	perform a sequence	equipment
(exceeding)	(exceeding)	and I can	skills with those	of movements with	appropriately
<ul> <li>I can follow</li> </ul>	<ul> <li>I can work</li> </ul>	explain why	of others. I can	some changes in	and move and
instructions,	sensibly with	someone is	select and link	level, direction or	land safely.
practice safely	others, taking	working or	movements	speed. (exceeding)	(exceeding)
and work on	turns and	performing well	together to fit a	<ul> <li>I can perform a</li> </ul>	<ul> <li>I am aware of</li> </ul>
simple tasks by	sharing	(exceeding)	theme	single skill or	why exercise is
myself	(expected)	• I can	(exceeding)	movement with	important for
(expected)	<ul> <li>I can play with</li> </ul>	understand and	<ul> <li>I can explore</li> </ul>	some control. I can	good health.
<ul> <li>I enjoy working</li> </ul>	others and take	follow simple	and describe	perform a small	(expected)
on simple tasks	turns and share	rules and can	different	range of skills and	<ul> <li>I am aware of</li> </ul>
with help	with help	name some	movements.	link two	the changes to
(working	(working	things I am	(expected)	movements	the way I feel
towards)	towards)	good at	<ul> <li>I can observe</li> </ul>	(expected)	when I exercise
		(expected)	and copy others	• I can move	(working
		<ul> <li>I can follow</li> </ul>	(working	confidently in	towards)
		simple	towards)	different ways	
		instructions		(working towards)	
		(working			
		towards)			
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE - Unit 1	Real PE - Unit 2	Real Gym – Unit 1	Real dance - Unit 1	Real PE - Unit 5	Real PE - Unit 6

Cog focus for assessment- person	Cog focus for assessment - Social	Cog focus for assessment – Cognitive	Cog focus for assessment – creative	Cog focus for assessment – Applying physical	Cog focus for assessment - Health and fitness
Year 2  3 Weeks: Coordination Footwork (FUNS 10) 3 Weeks: Static Balance: 1 leg (FUNS  I know where am with my learning and have begun to challenge mys (Exceeding)  I try several times if at firs don't succeed and I ask for help where appropriate (expected)  I can follow instructions, practice safely and work on simple tasks myself (working towards)	Balance to Agility: Jumping and Landing (FUNS 6) 3 weeks Static Balance Seated (FUNS 2)  I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Exceeding)  I can help praise and encourage others in their learning (expected) I can work	3 Weeks: Balance, Theme: Toy box 3 Weeks: Travel Theme: Jungle Trip  • I can explain what I am doing well. (Exceeding) • I can begin to order instructions, movements and skills. (Expected) • I can name some things I am good at (Working towards)	Week 1: Shapes solo Week 2: Partnering shapes Week 3: Circles solo Week 4: Partnering circles Week 5: Artistry abstraction Week 6: Artistry (making)  I can respond differently to a variety of tasks or music and I can make up my own versions of activities. (Exceeding) I can begin to compare my movements and skills with those of others and I can select and link movements together to fit a theme. (Expected)	3 Weeks: Coordination: Sending and Receiving (FUNS Station 8) 3 Weeks: Agility: Reaction and response (FUNS 12)  • 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 (Exceeding)  • 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 (Expected)  • I can perform a single skill or movement with some control. I	3 Weeks: Agility: Ball Chasing (FUNS 11) 3 Weeks: Static Balance: Floor work (FUNS 3)  • I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Exceeding)  • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Expected)  • I am aware of why exercise is important for good health

	Term 1 Real PE - Unit 1 Cog focus for assessment- personal	Term 2 Real PE - Unit 2 Cog focus for assessment - Social	Term 3 Real Gym – Unit 1 Cog focus for assessment –	I can explore and describe different movements. (Working towards)  Term 4  Real dance – Unit 1  Cog focus for assessment – creative	can perform a small range of skills and link two movements together (Working Towards)  Term 5 Real PE - Unit 5 Cog focus for assessment - Applying	(Working Towards  Term 6 Real PE - Unit 6 Cog focus for assessment - Health
	p 2. 22. 44.		Cognitive		physical	and fitness
Year 3	Skill - Coordination: Footwork (FUNS 10) Cool down - Static Balance: One Leg (FUNS 1)  I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice (Exceeding)  I know where I am with my learning and I have begun to challenge	Skill - Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Cool down - Static Balance: Seated (FUNS 2)  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. (Exceeding).  I show patience and support others, listening well to them	3 Weeks: Travel Theme: Mapping pathways 3 Weeks: Rotation Theme: Rotation sequences  I can identify specific parts of performance to work on. (Exceeding)  I can explain what I am doing well and I have begun to identify areas for improvement. (Expected)  I can explain why someone is	Week 1: Shapes solo Week 2: Partnering shapes Week 3: Circles solo Week 4: Partnering circles Week 5: Artistry abstraction Week 6: Artistry (making)  I can change tactics, rules or tasks to make activities more fun or challenging. (Exceeding) I can recognise similarities and differences in	Skill – Agility: Reaction/ Response (FUNS 2) Cool down - Static Balance: Floor work (FUNS 3)  • I 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.  (Exceeding) • I can perform and repeat longer sequences with	Skill – Agility: Ball chasing (FUNS 11) Cool Down – Static Balance: Stance (FUNS 4)  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 u. (Exceeding)  I can describe how and why my body feels

	16		1.		I	
	myself.	about our work.	working or	movements and	clear shapes and	during and after
	(Expected)	I am happy to	performing well.	expression	controlled	exercise. I can
	<ul> <li>I try several</li> </ul>	show and tell	(Working	(Expected)	movement. I can	explain why we
	times if at first I	them about my	Towards)	<ul> <li>I can select and</li> </ul>	select and apply a	need to warm
	don't succeed	ideas.		link movement	range of skills with	up and cool
	and I ask for	(Expected).		together to fit a	good control and	down.
	help when	<ul> <li>I can help praise</li> </ul>		theme. (Working	consistency.	(Expected)
	appropriate.	and encourage		towards)	(Expected)	<ul> <li>I can say how</li> </ul>
	(Working	others in their			<ul> <li>I can perform a</li> </ul>	my body feels
	Towards)	learning.			range of skills with	before, during
		(Working			some control and	and after
		towards)			consistency. I can	exercise. I use
					perform a sequence	equipment
					of movements with	appropriately
					some changes in	and move and
					level, direction or	land safely.
					speed. (Working	(Working
					Towards)	Towards)
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real PE - Unit 1	Real PE - Unit 2	Real Gym – Unit 1	Real dance – Unit 1	Real PE - Unit 5	Real PE - Unit 6
	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for
	assessment- personal	assessment - Social	assessment –	assessment – creative	assessment – Applying	assessment - Health
	,		Cognitive		physical	and fitness
Year 4	Skill – Coordination:	Skill - Dynamic balance	3 Weeks: Balance	Week 1: Shapes solo	Skill – Agility: Reaction/	Skill – Agility: Ball
	Footwork (FUNS 10)	to agility: Jumping and	Theme: Acrobatic	Week 2: Circles solo	Response (FUNS 12).	Chasing (FUNS 11)
	Cool down - Static	Landing (FUNS 6)	sequences	Week 3: Partnering	Cool down – Static	Cool down – Static
	Balance: One Leg	Cool down – Static	3 Weeks: Rotation	shapes	Balance: Floor Work	Balance: Stance (FUNS
	(FUNS 1)	Balance: Seated (FUNS	Theme: Rotation	Week 4: Partnering lifts	(FUNS 3).	4)
	I cope well and	2)	sequences	Week 5: Partnering		
	react positively		• I can	circles	I can perform a	• I can describe
	when things	• I cooperate well	understand	Week 6: Artistry	variety of	the basic fitness
	become difficult.	with others and	ways to judge	(making)	movements and	components and
	I can persevere	give helpful	ways to jaage	· · · · · · · · · · · · · · · · · · ·	skills with good	explain how
1	I cuit persevere	give neipjat			skills with good	cxptair 1000

with a task and I can improve my performance through regular practice. (Exceeding)  I know where I am with my learning and I have begun to challenge myself. (Expected)  I try several times if at first I don't succeed and I ask for help when appropriate. (Working Towards)	feedback. I help organise roles and responsibilities and I can guide a small group through a task. (Exceeding)  I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (Expected)  I can help praise and encourage others in their learning. (Working Towards)	performance (Exceeding)  I can explain what I am doing well and I have begun to identify areas for improvement. (Expected).  I can begin to order instructions, movements and skills (Working Towards)	I can change tactics, rules or tasks to make activities more fun or challenging. (Exceeding)  I can recognise similarities and differences in movements and expression (Expected)  I can select and link movement together to fit a theme. (Working towards)	body tension. I can link actions together so that they flow in running, jumping and throwing activities. (Exceeding)  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. (Expected)  I can perform a range of skills with some control and consistency. 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. (Working Towards)	often and how long I should exercise to be healthy. I can record and monitor how hard I am working. (Exceeding)  I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. (Expected)  I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (Working Towards)
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real Gym – Unit 1	Real dance – Unit 1	Real PE - Unit 3	Real PE - Unit 4	Real PE - Unit 5	Real PE- Unit 6

	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog Focus for
	assessment –	assessment – creative	assessment - Social	assessment –	assessment - Health	assessment -
	Cognitive			Applying physical	and fitness	Personal
Year 5	Cognitive  3 Weeks: Hand Apparatus 3 Weeks: Low Apparatus  I review, analyse and evaluate my own and others' strengths and weaknesses. (Exceeding)  I have a clear idea of how to develop my own and others' work (Expected)  I can understand ways (criteria) to judge performance. (Working Towards)	Week 1: Shapes Solo Week 2: Circles solo Week 3: Artistry Abstraction Week 4: Artistry Musicality Week 5: Partnering lifts Week 6: Artistry (Making)  I can use variety and creativity in the making and performance of my dance. (Exceeding)  I can respond in varied and imaginative ways to different situations and tasks. (Expected)  I can change tactics, creative choices and movements to make activities more fun or challenging, and	Dynamic Balance: On a line (FUNS 5) Counter Balance With a partner (FUNS 7)  I can involve others and motivate those around me to perform better. (Exceeding)  I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (Expected)  I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group	Static Balance: One Leg (FUNS 1) Dynamic Balance to Agility: Jumping and landing (FUNS 6)  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. (Exceeding) I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice	static Balance: Stance (FUNS 4) Coordination: Footwork (FUNS 10)  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. (Exceeding)  I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. (Expected)  I can describe the basic fitness components and	Agility: Ball Chasing (FUNS 11) Coordination (Sending And Receiving (FUNS 8)  I I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. (Exceeding)  I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. (Expected)  I cope well and react positively

		what I am doing	(Working	situations.	and how long I	become difficult.
		isn't right for	Towards)	(Expected)	should exercise to	I can persevere
		me. (Working		• I can perform a	be healthy. I can	with a task and
		Towards)		variety of	record and monitor	I can improve
				movements and	how hard I am	my performance
				skills with good	working. (Working	through regular
				body tension. I	Towards)	practice.
				can link actions		(working
				together so that		Towards)
				they flow in		
				running,		
				jumping and		
				throwing		
				activities.		
				(Working		
				Towards)		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real Gym - Unit 2	Real dance - Unit 1	Real PE - Unit 3	Real PE - Unit 4	Real PE - Unit 5	Real PE- Unit 6
	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog Focus for
	assessment –	assessment – creative	assessment - Social	assessment –	assessment - Health	assessment -
	Cognitive			Applying physical	and fitness	Personal
Year 6	3 Weeks: Partner Work	Week 1: Shapes Solo	Dynamic Balance: On a	Static Balance: One Leg	Static Balance: Stance	Agility: Ball Chasing
	3 Weeks: Large	Week 2: Circles solo	line (FUNS 5)	(FUNS 1)	(FUNS 4)	(FUNS 11)
	Apparatus	Week 3: Artistry	Counter Balance With a	Dynamic Balance to	Coordination: Footwork	Coordination (Sending
	• I can read and	Abstraction	partner (FUNS 7)	Agility: Jumping and	(FUNS 10)	And Receiving (FUNS 8)
	react to	Week 4: Artistry		landing (FUNS 6)		
	difference	Musicality	• I can involve		<ul> <li>I can explain how</li> </ul>	• l I can create
	gymnastics	Week 5: Partnering lifts	others and	<ul> <li>I can effectively</li> </ul>	individuals need	my own
	situations as	Week 6: Artistry	motivate those	transfer skills	different types and	learning plan
	they develop.	(Making)	around me to	and movements	levels of fitness to	and revise that
	(Exceeding)	<ul> <li>I can use variety</li> </ul>	perform better.	across a range	be more effective	plan when
		and creativity in	(Exceeding)	of activities and	in their	necessary. I can
		the making and		sports. I can	activity/role/event.	accept critical

- I can recognise and suggest patterns of play which will increase chances of success. (Expected)
- I can identify specific parts of performance to work on. (Working towards)

- performance of my dance. (Exceeding)
- I can respond in varied and imaginative ways to different situations and tasks. (Expected)
  - I can change tactics, creative choices and movements to make activities more fun or challenging, and when I feel that what I am doing isn't right for me. (Working Towards)
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (Expected)
- 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. (Working Towards)
- perform a variety of skills consistently and effectively in challenging or competitive situations. (Exceeding)
- I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. (Expected)
- 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.
  (Working Towards)

- I can plan and follow my own basic fitness programme.
  (Exceeding)
- I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. (Expected)
- 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. (Working
  Towards)

I can describe the

- feedback and make changes. (Exceeding)
- I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. (Expected)
- I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. (working Towards)