

PE at Suffolks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Prepping for PE - exploring the outdoor space	Introduction to PE unit 1	Introduction to PE unit 2	Dance unit 1	Fundamentals unit 1	Ball skills unit 1
R	Introduction to PE unit 1	Introduction to PE unit 2	Dance unit 2	Fundamentals unit 2	Gymnastics unit 1	Ball skills unit 2
Year 1	Dance		Gymnastics		Athletics	
	Fundamentals	Target Games	Invasion	Net and Wall	Fitness	Ball Skills
Year 2	Dance		Gymnastics		Athletics	
	Fundamentals	Invasion	Net and Wall	Target Games	Sending and Receiving	Striking and Fielding
Year 3	Dance		Gymnastics		Athletics	
	Fundamentals	Handball	Fitness	Rounders	Tennis	Cricket
Year 4	Dance		Gymnastics		Athletics	
	Fundamentals	Fitness	Hockey	Tennis	Netball	OAA
Year 5	Dance		Gymnastics		Athletics	
	Fitness	Handball	Cricket	Tennis	Swimming	
Year 6	Dance		Gymnastics		Athletics	
	Fitness	Hockey	Tennis	Netball	OAA	Rounders

PE at Suffolks

Progression of knowledge						
Nursery	<p>I am exploring a range of the outdoor equipment</p> <p>I am beginning to take risks with my learning</p>	<p>I am beginning to demonstrate balance.</p> <p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns with others.</p> <p>I can explore movement skills.</p> <p>I can make guided choices.</p> <p>I follow instructions with support.</p>	<p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns with others.</p> <p>I can explore movement skills.</p> <p>I can make guided choices.</p> <p>I follow instructions with support.</p> <p>I understand the rules of the game.</p>	<p>I am beginning to negotiate space safely.</p> <p>I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I am building my confidence to try new challenges and perform in front of others.</p> <p>I can explore movement skills.</p> <p>I follow instructions with support.</p> <p>I show respect towards others.</p>	<p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns with others.</p> <p>I am building my confidence to try new challenges.</p> <p>I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games.</p> <p>I follow instructions with support.</p> <p>I play games honestly guided by rules with support</p>	<p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I persevere when trying new challenges.</p> <p>I play ball games with consideration of the rules.</p> <p>I play co-operatively and take turns with others.</p> <p>I use ball skills with developing competence and accuracy.</p>
Reception	<p>I can demonstrate balance.</p> <p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I use movement skills with developing balance and co-ordination.</p>	<p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I understand the rules and can explain why it is important to follow them.</p> <p>I use movement skills with developing balance and co-ordination.</p>	<p>I am confident to try new challenges and perform in front of others.</p> <p>I can combine movements, selecting actions in response to the task.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I show respect towards others when providing feedback.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p>I am confident to try new challenges, deciding on the skills I use to complete the task.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and congratulate others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p>I use movement skills with developing balance and co-ordination.</p>	<p>I am confident to try new challenges.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I work co-operatively with others and take turns.</p>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I persevere when trying new challenges.</p> <p>I play ball games with consideration of the rules.</p> <p>I play co-operatively and take turns with others.</p> <p>I use ball skills with developing competence and accuracy.</p>

PE at Suffolks

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> -I am beginning to use counts. -I can copy, remember and repeat actions. -I can move confidently and safely. -I can use different parts of the body in isolation and together. -I can work with others to share ideas and select actions. -I can choose appropriate movements for different dance ideas. -I can say what they enjoyed about another person's performance. -To show dynamic and expressive qualities in their dance. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using keywords. -I can copy, remember, repeat and create dance phrases. -I can describe how their body feels during exercise. -I can show a character and idea through the actions and dynamics they have chosen. -I can use counts to stay in time with the music. -I can work with a partner using mirroring and unison in their actions. -I can show confidence in their performances. 	<ul style="list-style-type: none"> -I am respectful of others when watching them perform. -I can provide feedback using key words. -I can repeat, remember and perform a dance phrase. -I can use counts to keep in time with a partner and group. -I can use dynamic and expressive qualities in relation to an idea. -I can work with a partner and in a small group, sharing ideas. -I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> -I can choose actions and dynamics to convey a character or idea. -I can copy and remember set choreography. -I can provide feedback using appropriate language relating to the lesson. -I can respond imaginatively to a range of stimuli relating to character and narrative. -I can use changes in timing and spacing to develop a dance. -I can use counts to keep in time with others and the music. -I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. -I show respect for others when working as a group and watching others perform. 	<ul style="list-style-type: none"> -I can accurately copy and repeat set choreography. -I can choreograph phrases individually and with others considering actions and dynamics. -I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. -I can lead a group through short warm-up routines. -I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. -I can suggest ways to improve my own and other people's work using key terminology. -I can use counts when choreographing to stay in time with others and the music. -I can use feedback provided to improve my work. 	<ul style="list-style-type: none"> -I can choreograph a dance and work safely using a prop. -I can lead a small group through a short warm-up routine. -I can perform dances confidently and fluently with accuracy and good timing. -I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. -I can use appropriate language to evaluate and refine my own and others' work. -I can use feedback provided to improve the quality of my work. -I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
Gymnastics	<ul style="list-style-type: none"> -I am confident to perform in front of others. -I can link simple actions together to create a sequence. -I can make my body tense, relaxed, stretched and curled. -I can recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I am proud of my work and confident to perform in front of others. -I can perform the basic gymnastic actions with some control and balance. -I can plan and repeat simple sequences of actions. 	<ul style="list-style-type: none"> -I can adapt sequences to suit different types of apparatus. -I can choose actions that flow well into one another. -I can choose and plan sequences of contrasting actions. 	<ul style="list-style-type: none"> -I can explain what happens to my body when I exercise and how this helps to make me healthy. -I can identify some muscle groups used in gymnastic activities. -I can plan and perform sequences with a partner 	<ul style="list-style-type: none"> -I can create and perform sequences using apparatus, individually and with a partner. -I can lead a partner through short warm-up routines. -I can use canon and synchronisation, and matching and mirroring when performing with a 	<ul style="list-style-type: none"> -I can combine and perform gymnastic actions, shapes and balances with control and fluency. -I can create and perform sequences using compositional devices to improve the quality.

PE at Suffolks

	<ul style="list-style-type: none"> -I can remember and repeat actions and shapes. -I can say what I liked about someone else's performance. -I can use apparatus safely and wait for my turn. 	<ul style="list-style-type: none"> -I can use directions and levels to make my work look interesting. -I can use shapes when performing other skills. -I can work safely with others and apparatus. 	<ul style="list-style-type: none"> -I can complete actions with increasing balance and control. -I can move in unison with a partner. -I can provide feedback using key words. -I use a greater number of my own ideas for movements in response to a task. -With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> that include a change of level and shape. -I can provide feedback using appropriate language relating to the lesson. -I can safely perform balances individually and with a partner. -I can watch, describe and suggest possible improvements to others' performances and my own. -I understand how body tension can improve the control and quality of my movements. 	<ul style="list-style-type: none"> partner and a group and say how it affects the performance. -I can use feedback provided to improve my work. -I can use set criteria to make simple judgments about performances and suggest ways they could be improved. -I can use strength and flexibility to improve the quality of a performance. -I can work safely when learning a new skill to keep myself and others safe. 	<ul style="list-style-type: none"> -I can lead a small group through a short warm-up routine. -I can use appropriate language to evaluate and refine my own and others' work. -I can work collaboratively with others to create a sequence. -I understand how to work safely when learning a new skill. -I understand what counter balance and counter tension is and can show examples with a partner.
Athletics	<ul style="list-style-type: none"> -I am able to throw towards a target. -I am beginning to show balance and coordination when changing direction. -I am developing overarm throwing. -I can recognise changes in my body when I do exercise. -I can run at different speeds. -I can work with others and make safe choices. -I try my best. -I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. 	<ul style="list-style-type: none"> -I can describe how my body feels during exercise. -I can identify good technique. -I can jump and land with control. -I can use an overarm throw to help me to throw for distance. -I can work with others, taking turns and sharing ideas. -I show balance and coordination when running at different speeds. -I try my best. 	<ul style="list-style-type: none"> -I am developing jumping for distance. -I can identify when I was successful. -I can take part in a relay activity, remembering when to run and what to do. -I can throw a variety of objects, changing my action for accuracy and distance. -I can use different take off and landings when jumping. -I can use key points to help me to improve my sprinting technique. -I can work with a partner and in a small group, sharing ideas. -I show determination to achieve my personal best. 	<ul style="list-style-type: none"> -I can demonstrate the difference in sprinting and jogging techniques. -I can explain what happens in my body when I warm up. -I can identify when I was successful and what I need to do to improve. -I can jump for distance with balance and control. -I can throw with some accuracy and power to a target area. -I show determination to improve my personal best. -I support and encourage others to work to their best. 	<ul style="list-style-type: none"> -I can choose the best pace for a running event. -I can identify good athletic performance and explain why it is good. -I can perform a range of jumps showing some technique. -I can show control at take-off and landing in jumping activities. -I can take on the role of coach, official and timer when working in a group. -I can use feedback to improve my sprinting technique. -I persevere to achieve my personal best. -I show accuracy and power when throwing for distance. 	<ul style="list-style-type: none"> -I can compete within the rules showing fair play and honesty. -I can help others to improve their technique using key teaching points. -I can identify my own and others' strengths and areas for development and can suggest ways to improve. -I can perform jumps for distance using good technique. -I can select and apply the best pace for a running event. -I can show accuracy and good technique when throwing for distance. -I understand that there are different areas of fitness and

PE at Suffolks

						<p>how this helps me in different activities.</p> <ul style="list-style-type: none"> -I use different strategies to persevere to achieve my personal best.
Fundamentals	<ul style="list-style-type: none"> -I can change direction when moving at speed. -I can recognise changes in my body when I do exercise. -I can run at different speeds. -I can select my own actions in response to a task. -I can show hopping and jumping movements. -I can work cooperatively with others to complete tasks. -I show balance and coordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I am beginning to turn and jump in an individual skipping rope. -I can describe how my body feels during exercise. -I can show balance when changing direction. -I can show hopping, skipping and jumping movements with some balance and control. -I can work co-operatively with a partner and a small group. -I show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> -I am able to jump and turn a skipping rope. -I can change direction quickly. -I can identify when I was successful. -I can link hopping and jumping actions. -I demonstrate balance when performing other fundamental skills. -I understand how the body moves differently at different speeds. -I understand why it is important to warm up. 	<ul style="list-style-type: none"> -I am able to jump and turn a skipping rope. -I can change direction quickly. -I can identify when I was successful. -I can link hopping and jumping actions. -I demonstrate balance when performing other fundamental skills. -I understand how the body moves differently at different speeds. -I understand why it is important to warm up. 		
Tennis			<ul style="list-style-type: none"> -I am learning the rules of the game and I am beginning to use them to play fairly. -I can provide feedback using key words. -I can return a ball to a partner. -I can use basic racket skills. -I understand the aim of the game. -I understand the benefits of exercise. 	<ul style="list-style-type: none"> -I can communicate with my teammates to apply simple tactics. -I can explain what happens to my body when I exercise and how this helps to make me healthy. -I can provide feedback using key terminology and understand what I need to do to improve. -I can return to the ready position to defend my own court. 	<ul style="list-style-type: none"> -I am developing a wider range of skills and I am beginning to use these under some pressure. -I can identify how different activities can benefit my physical health. -I can identify when I was successful and what I need to do to improve. -I can use feedback provided to improve my work. -I can work cooperatively with others to manage our game. 	<ul style="list-style-type: none"> -I can select the appropriate action for the situation and make this decision quickly. -I can use a wider range of skills with increasing control under pressure. -I can use feedback provided to improve the quality of my work. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to crest tactics with my team

PE at Suffolks

			<ul style="list-style-type: none"> -I work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> -I can sometimes play a continuous game. -I can use a range of basic racket skills. -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules of the game and I can apply them honestly most of the time. -I understand there are different skills for different situations. and I am beginning to apply this. 	<ul style="list-style-type: none"> and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve. -I understand that there are different areas of fitness and how this helps me in different activities.
Fitness	<ul style="list-style-type: none"> -I can recognise changes in my body when I do exercise. -I can share my ideas with other people in the class. -I can talk about what exercise does to my body. -I recognise how exercise makes me feel. -I try my best in the challenges I am set. -I understand why it is important to warm up. 		<ul style="list-style-type: none"> -I can collect and record my scores, recognising my strengths. -I can complete exercises with control. -I can persevere when I find a challenge hard. -I can provide feedback using key words. -I can use key points to help me to improve my sprinting technique. -I can work safely with others. -I show balance when changing direction. -I understand that there are different areas of fitness. 	<ul style="list-style-type: none"> -I can collect and record my scores and identify areas I need to improve. -I can use key points to help me to improve my sprinting technique. -I share ideas and work with others to manage activities. -I show balance when changing direction at speed. -I show control when completing activities to improve balance. -I show determination to continue working over a period of time. -I understand there are different areas of fitness and that each area challenges my body differently. 	<ul style="list-style-type: none"> -I can analyse my fitness scores to identify areas for improvement. -I can choose the best pace for a running event and maintain speed. -I can encourage and motivate others to work to their personal best. -I can identify how different activities can benefit my physical health. -I can work with others to manage activities. -I understand the different components of fitness and how to test them. -I understand what my maximum effort looks and feels like and I am determined to achieve it. 	<ul style="list-style-type: none"> -I can change my running technique to adapt to different distances. -I can collect, record and analyse scores to identify areas where I have made the most improvement. -I can work with others to organise, manage and record information at a station. -I encourage and motivate others to work to their best. -I understand that there are different areas of fitness and how this helps me in different activities. -I understand the different components of fitness and ways to test and develop them. -I work to my maximum consistently when presented with challenges.
Cricket			<ul style="list-style-type: none"> -I am able to bowl a ball towards a target. 		<ul style="list-style-type: none"> -I am developing a wider range of fielding skills and I 	

PE at Suffolks

			<ul style="list-style-type: none"> -I am beginning to strike a bowled ball after a bounce. -I am developing an understanding of tactics and -I am beginning to use them in game situations. -I am learning the rules of the game and I am beginning to use them honestly. -I can persevere when learning a new skill. -I can provide feedback using key words. -I can use overarm and underarm throwing, and catching skills. -I work co-operatively with my group to self-manage games. 		<ul style="list-style-type: none"> am beginning to use these under some pressure. -I can identify when I was successful and what I need to do to improve. -I can strike a bowled ball with increasing consistency. -I can work co-operatively with others to manage our game. -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules of the game and I can apply them honestly most of the time. -I understand there are different skills for different situations and I am beginning to use this. 	
Hockey				<ul style="list-style-type: none"> -I can delay an opponent and help to prevent the other team from scoring. -I can dribble, pass, receive and shoot the ball with increasing control. -I can move to space to help my team to keep possession and score goals. -I can provide feedback using key terminology and understand what I need to do to improve. -I can use simple tactics to help my team score or gain possession. 		<ul style="list-style-type: none"> -I can create and use space to help my team. -I can dribble, pass, receive and shoot the ball with increasing control. under pressure. -I can select the appropriate action for the situation and make this decision quickly. -I can use marking, tackling and/or interception to improve my defence. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to create tactics with my team

PE at Suffolks

				<ul style="list-style-type: none"> -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly. 		<ul style="list-style-type: none"> and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve.
Handball			<ul style="list-style-type: none"> -I am learning the rules of the game and am beginning to use them honestly. -I can defend an opponent to slow them down. -I can find space away from others and near to my goal. -I can provide feedback using key words. -I can throw, catch, dribble and shoot the ball with some control. -I understand my role both as a defender and as an attacker. -I work co-operatively with my group to self-manage games. 		<ul style="list-style-type: none"> -I can lead others and contribute my ideas to group work. -I use feedback provided to improve my work. -I can apply defensive skills individually and as a team to gain possession, deny space and stop goals. -I can dribble, pass, receive and shoot the ball with some control under pressure. -I communicate with my team and move into space to help to maintain possession. -I understand the need for tactics and can identify when to use them in different situations. -I understand the rules and can apply them honestly most of the time including when refereeing. 	
Target Games	<ul style="list-style-type: none"> -I can recognise changes in my body when I do exercise. -I can use an overarm throw aiming towards a target. 	<ul style="list-style-type: none"> -I am able to select the appropriate skill for the situation. 				

PE at Suffolks

	<ul style="list-style-type: none"> -I can roll a ball towards a target. -I can use an underarm throw aiming towards a target. -I can work co-operatively with a partner. -I understand what good technique looks like. 	<ul style="list-style-type: none"> -I can throw, roll or strike a ball to a target with some success. -I can work co-operatively with a partner and a small group. -I understand the principles of a target game and can use different scoring systems when playing games. -I understand what good technique looks like and can use key words in the feedback I provide. 				
Invasion	<ul style="list-style-type: none"> -I am beginning to dribble a ball with my hands and feet. -I can change direction to move away from a defender. -I can recognise space when playing games. -I can send and receive a ball with hands and feet. -I can use simple rules to play fairly. -I move to stay with another player when defending. -I recognise changes in my body when I do exercise. -I understand when I am a defender and when I am an attacker. 	<ul style="list-style-type: none"> -I can describe how my body feels during exercise. -I can dodge and find space away from the other team. -I can move with a ball towards goal. -I can sometimes dribble a ball with my hands and feet. -I can stay with another player to try and win the ball. -I know how to score points and can remember the score. -I know who is on my team and I can attempt to send the ball to them. 				
Net and Wall	<ul style="list-style-type: none"> -I can hit a ball using a racket. -I can throw a ball to land over the net and into the court area. -I can track balls and other equipment sent to me. 	<ul style="list-style-type: none"> -I can defend space on my court using the ready position. -I can describe how my body feels during exercise. -I can hit a ball over the net and into the court area. 				

PE at Suffolks

	<ul style="list-style-type: none"> -I can use a ready position to move to the ball. -I know how to score points. -I recognise changes in my body when I do exercise. -I show honesty and fair play when playing against an opponent. 	<ul style="list-style-type: none"> -I can throw accurately to a partner. -I can use simple tactics to make it difficult for an opponent. -I know how to score points and can remember the score. -I show good sportsmanship when playing against an opponent. 				
Ball Skills	<ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner. 					
Sending and Receiving		<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I am beginning to trap and cushion a ball that is coming towards me. -I can accurately throw and kick a ball to a partner. -I can catch a ball passed to me, with and without a bounce. -I can roll a ball to hit a target. 				

PE at Suffolks

Striking and Fielding		<ul style="list-style-type: none"> -I can track a ball and stop it using my hands and feet. -I can work co-operatively with a partner and a small group. -I can work safely to send a ball towards a partner using a piece of equipment. -I am beginning to provide feedback using key words. -I am developing underarm and overarm throwing skills. -I can hit a ball using equipment with some consistency. -I can track a ball and collect it. -I can use simple tactics. -I know how to score points and can remember the score. -I understand the rules of the game and can use these to play fairly in a small group. 				
Rounders			<ul style="list-style-type: none"> -I am able to bowl a ball towards a target. -I am beginning to strike a bowled ball. -I am developing an understanding of tactics and -I am beginning to use them in game situations. -I am learning the rules of the game and I am beginning to use them. 			<ul style="list-style-type: none"> -I can strike a bowled ball with increasing consistency. -I can use a wider range of skills with increasing control under pressure. -I can use the rules of the game consistently to play fairly. -I can work collaboratively with others to get batters out.

PE at Suffolks

			<ul style="list-style-type: none"> -I can provide feedback using key words. -I can use overarm and underarm throwing and catching skills. -I work co-operatively with my group to self-manage games. 			<ul style="list-style-type: none"> -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve. -I understand and can apply some tactics in the game as a batter, bowler and fielder.
Netball				<ul style="list-style-type: none"> -I can defend one on one and know when to win the ball. -I can explain what happens to my body when I exercise and how this helps to make me healthy. -I can move to space to help my team to keep possession and score goals. -I can pass, receive and shoot the ball with increasing control. -I can provide feedback using key terminology and understand what I need to do to improve. -I can use simple tactics to help my team score or gain possession. -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly. 		<ul style="list-style-type: none"> -I can create and use space to help my team. -I can pass, receive and shoot the ball with increasing control under pressure. -I can select the appropriate action for the situation and make this decision quickly. -I can use marking, and/or interception to improve my defence. -I can use the rules of the game consistently to play honestly and fairly. -I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. -I can work in collaboration with others so that games run smoothly. -I recognise my own and others strengths and areas for development and can suggest ways to improve.

PE at Suffolks

OAA				<ul style="list-style-type: none">-I can accurately follow and give instructions.-I can confidently communicate ideas and listen to others.-I can identify key symbols on a map and use a key to help navigate around a grid.-I can plan and apply strategies to solve problems.-I can reflect on when and why I was successful at solving challenges.-I can work collaboratively and effectively with a partner and a small group.		<ul style="list-style-type: none">-I am inclusive of others, can share job roles and lead when necessary.-I can orientate a map efficiently to navigate around a course.-I can pool ideas within a group, selecting and applying the best method to solve a problem.-I can use critical thinking skills to form ideas and strategies to solve challenges.-I can work effectively with a partner and a group to solve challenges.-With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.
-----	--	--	--	--	--	--