

Physical Education GD Extender statements				
<i>What Greater Depth looks like in PE at RAB</i> (All statements are subject to their age group)				
	EYFS	KS1	Lower KS2	Upper KS2
REAL PE – Jasmine	<ul style="list-style-type: none"> Children can hop confidently and skip in time to music. Children show confidence and control when coordinating their movements and actions and when using PE equipment. 	<ul style="list-style-type: none"> Create and perform a movement phrase with a beginning, middle and end Children are able to appropriately select a challenge to further their own skill development. Children are able to critically reflect on their performance and others (in the reflection part of the lesson). 	<ul style="list-style-type: none"> Children are able to appropriately select a challenge to further their own skill development. Children are able to critically reflect on their performance and others (in the reflection part of the lesson). Children perform all skills and movements confidently and to a high standard (showing good balance, coordination and stability). 	<ul style="list-style-type: none"> Children are able to appropriately select a challenge to further their own skill development. Children are able to critically reflect on their performance and others (in the reflection part of the lesson). Children perform all skills and movements confidently and to a high standard (showing good balance, coordination and stability).
Mr Smith	<ul style="list-style-type: none"> Show an understanding that others can win and celebrate that with them. Children show confidence and control when 	<ul style="list-style-type: none"> Children who show the ability and confidence and independence performing a variety of skills. Children who are able to review, analyse, and evaluate their 	<ul style="list-style-type: none"> Children who show the ability and confidence and independence performing a variety of skills. Children who are able to review, analyse, and evaluate their strengths and weaknesses. 	<ul style="list-style-type: none"> Children who are able to review, analyse, and evaluate their strengths and weaknesses. Children who are able to work effectively as a team, showing great sportsmanship and encouraging others.

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	<p>coordinating their movements and actions</p>	<p>strengths and weaknesses.</p> <ul style="list-style-type: none"> • Children who take part in after school clubs with outside agencies and achieve recognition for their performance. 	<ul style="list-style-type: none"> • Children who are able to work effectively as a team, showing great sportsmanship and encouraging others. • Children who take part in after school clubs with outside agencies and achieve recognition for their performance. • Children who have the confidence to lead a warm up/task or group showing sign of a good sports leader. • Children who set personal sport challenges and are able to achieve these at a high standard. 	<ul style="list-style-type: none"> • Children who take part in after school clubs with outside agencies and achieve recognition for their performance. • Children who show a real understanding of the health and fitness side of PE. Why we have to warm up/cool down? Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises. • Children who show great understanding of the rules and tactics in various games and can change a tactic where necessary. • Children who can effectively transfer skills in PE lessons from one sport to another sport. • Children who set personal sport challenges and are able to achieve these at a high standard.
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Swimming		<ul style="list-style-type: none">• Children show confidence in the water and can perform each stroke correctly.• Children shows fluency within the water.	<ul style="list-style-type: none">• Children can swim fluently and confidently for over 90 seconds.• Children use all 3 strokes with control.• Children can control their breathing so that the pattern of their swimming is not interrupted.	<ul style="list-style-type: none">• Children can swim further than 50 metres.• Children can swim fluently and confidently for over 90 seconds.• Children use all 3 strokes with control.• Children can control their breathing so that the pattern of their swimming is not interrupted.• Children can they perform a wide range of personal survival techniques confidently.• Children can describe a good swimming technique and can explain it to others.
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