

Gawber Outcomes for PE

Gawber outcomes for Games

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
EYFS	We lay the foundations in EYFS so children explore fundamental movement skills so that they can begin to run, jump, hop, balance, throw and catch. Children know which is their preferred hand / leg so that they can use these to demonstrate the FMS. Children understand the concept of a target when throwing and kicking a ball.	Children know about playing fairly so that they can take turns. They learn to follow simple instructions to help develop their fundamental movement skills.	Children can begin to use their spatial awareness so that they can move safely. Children begin to develop the concept of aiming at a target so that they can throw and kick in a safe manner.
KS1	Children develop fundamental movement skills with increasing competency and confidence. Children master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of games-based activities.	Children are introduced to the rules of simple games so that they can start to learn about winning and losing whilst applying the Gawber Rules of Law (e.g. being respectful, tolerant and kind to everyone). Children take part in simple team games and begin to develop tactics for attacking and defending.	Children know that they need to do a warm up to get their bodies ready for exercise. Children know that physical activity such as games keeps the body healthy and help improve our mental wellbeing. Children follow rules to keep them safe and have the correct uniform for PE lessons (e.g. hair tied back, sportswear etc).
LKS2	Children know ways to protect the ball so that they can maintain possession for longer. Children can catch a ball with two hands and are developing catching with one hand. Children can begin to execute specific movement skills in basic competitive situations.	Children develop their skills of attacking and defending so that they can make quick decisions within a game situation of when to find a space and when to mark.	Children know that games strengthen bones and muscles and can help develop their social skills and confidence. Children know that physical activity such as games can help develop concentration and help us sleep more easily.
UKS2	Children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Children demonstrate control running, jumping, throwing and catching in isolation and in combination within a range of games.	Children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children play competitive games and apply basic principles suitable for attacking and defending.	Children know the difference between aerobic and anaerobic exercise in games. Children know the importance of regularly, lifelong physical activity and can explain the short term and long-term health benefits of playing games. Children know the importance of a warm up and how it prepares the body before physical activity in games.

Gawber Outcomes for PE

Gawber outcomes for OAA

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
EYFS	Children explore fundamental movement skills. Children can follow simple trails and pathways. They can solve simple problems.	Children can identify where they are on a simple map. They explore sharing their ideas with a partner in order to solve basic problems.	Children can begin to use their spatial awareness so that they can move safely. Children know that leaving a gap between them and others when following a pathway is safer. They explore selecting appropriate equipment for the task.
KS1	Children develop fundamental movement skills with increasing competency and confidence. Children master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of OAA activities both individually and within a small team.	Children can follow and give simple instructions and accept other peoples' ideas. They can use and begin to create simple maps and diagrams and follow a trail. Children realise that team work and sharing ideas enable them to see things they might not have thought of by themselves.	Children begin to develop an understanding that OAA can provide opportunities to play with their peers and make new friends when solving problems.
LKS2	Children take part in a range of OAA challenges both individually and within a team. They understand how to use a key and use the cardinal points on a map to orientate it.	Children can reflect on when and why they are successful at solving problems with increased accuracy. They understand the importance of working with integrity.	Children learn that physical activity such as OAA can provide lots of opportunities to develop their social skills, confidence and help improve their self-esteem. They learn that OAA can help to develop their leadership skills.
UKS2	Children take part in OAA challenges both individually and within a team with increased confidence and using their ability of problem solving. They can orientate a map efficiently to navigate around a course with multiple points. Children can inclusively communicate with others, share job roles and lead when necessary.	They understand why having good navigational skills are important. Children know with increasing accuracy, reflect on when and how they are successful at solving challenges and alter their methods in order to improve.	Children understand that being able to solve problems is an important life skill. They start to develop an understanding that OAA activities such as problem solving helps with concentration, improve memory and help with mental agility.

Gawber Outcomes for PE

Gawber outcomes for Athletics

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
EYFS	Children explore fundamental movement skills so that they can begin to run, jump, hop, balance, throw and catch. Children know which is their preferred hand / leg so that they can use these to demonstrate the FMS. Children understand the concept of a target when throwing a ball.	Children explore their fundamental movement skills. They know that they can use big steps to run faster.	Children can begin to use their spatial awareness so that they can move safely. Children begin to develop the concept of aiming at a target so that they can throw in a safe manner. Children explore using their fundamental movement skills safely.
KS1	Children develop fundamental movement skills with increasing competency and confidence. Children master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of athletic activities. They begin to develop an overarm throw to throw an object a longer distance.	Children know that running on the balls of their feet, taking big steps and having elbows bent will help them run faster. Children begin to learn that swinging arms forwards will help them jump further. They learn to throw straight by pointing their hands at their target as they let go of the object.	Children know how to perform the fundamental movement skills safely so that they can apply jumping, hopping and running to a range of athletics activities.
LKS2	Children develop an understanding of speed and pace in relation to distance. They develop power and speed in the sprinting technique.	Children explore power and technique when throwing a longer distance using a pull and heave technique. They know that transferring weight will help them to jump further. Children know that they need to pace themselves when running for a long period. They know that high knees, pumping arms, running on balls of the feet give power when running.	Children know that athletics strengthens bones and muscles. They know that endurance events such as long-distance running develops their stamina. Children learn some of the rules associated with the activities in athletics.
UKS2	Children develop flexibility, strength, technique, control and balance. They can develop power, control and technique when throwing the discus and shot put. Children can develop power, control and technique in the triple jump and across other activities within athletics.	Children know that a good run-up can help increase distance in the triple jump and long jump.	Children know that athletics helps to improve strength, agility, and muscular endurance. They learn the rules for each activity and can adhere to these when performing.

Gawber Outcomes for PE

Gawber outcomes for Dance

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
EYFS	Children begin to explore the fundamental movement skills. They explore how they can move their body in different ways to create interesting actions. Children can copy basic moves and rhythms.	Children explore using space for different moves. They learn how to copy simple moves and rhythms.	Children can begin to use their spatial awareness so that they can move safely. They begin to copy moves and rhythms safely.
KS1	Children develop fundamental movement skills with increasing competency and confidence. Children master basic movements as well as developing balance, agility and co-ordination, and begin to apply these to perform dances using simple movement patterns. They can use different directions, pathways, facial expressions and levels to show an idea.	Children learn the importance of recapping their dance movements in order to help them remember and to help it flow more easily.	Children know that dance is fun and can make them feel more positive. They learn that dance can make their muscles stronger and it helps to develop their fitness.
LKS2	Children can perform dances that communicate narrative and character well, performing clearly and fluently. Children can respond imaginatively to a range of stimuli related to a character and narrative. They can use a range of dynamics within a performance to express changes in character.	Children know that some actions are better suited to a certain character, mood or idea than others. Children can select from a range of dance techniques to translate their ideas. They develop their awareness of space to express a character, mood or idea.	Children know that dance helps to develop fitness and can help reduce anxieties and worries. Children know that dance develops muscle and bone strength.
UKS2	Children perform more complex dances using a range of movement patterns. They demonstrate a clear understanding of timing in relation to the music and other dancers throughout a performance. Children can use a variety of compositional principles when creating their own dances. They can explore, improvise and combine dynamics to express ideas fluently and effectively on their own, with a partner or in a small group.	Children develop an understanding of timing and space in order to portray their story / reason for their dance. Children can remain in character to express an atmosphere or mood that can be interpreted by the audience.	Children know that dance helps to develop muscle tone, balance, flexibility, strength, conditioning, posture, agility and stamina. Children learn how to exercise safely and how to look after their bodies.

Gawber Outcomes for PE

Gawber outcomes for Gymnastics

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
EYFS	Children explore the fundamental movement skills in EYFS. They can show basic shapes and contrasts with their bodies such as wide and narrow, straight and curved shapes. Children explore shapes in stillness using different parts of their bodies.	Children explore balance and know that they need to hold it for five seconds. They learn how to change the shape of their bodies to create new shapes.	Children can begin to use their spatial awareness so that they can move safely. They know that bending knees helps them to land safely.
KS1	Children develop fundamental movement skills with increasing competency and confidence. Children master basic movements including running, jumping, as well as developing balance and co-ordination. Children can explore using shapes, simple rolls, jumps and balances.	Children begin to make connections between shapes and simple movements and know that some link well together in order to help their sequence flow more easily. Children begin to develop strategies for performing simple rolls.	Children know how to perform the fundamental movement skills safely so that they can apply jumping, hopping and running into their sequences.
LKS2	Children can show some control whilst performing simple balances and movements. They can begin to use point and patch balances and transition smoothly into and out of them.	Children learn what 'interesting' performance looks like e.g. variety of balances, transitions and heights and know simple strategies to achieve this. They learn how to transition smoothly with control. Children develop strategies to perform rolls such as the barrel and forward roll.	Children know that gymnastics strengthens bones and muscles. They learn that increased flexibility can help to reduce the risk of muscle injuries when participating in other sports or physical activities.
UKS2	Children develop a good level of flexibility, strength, technique, control and balance whilst performing individual and group-based skills and routines. They develop control in progressions of a range of rolls, cartwheels, bridge, more challenging balances and shoulder stands. Children can create routines which combine a range of jumps, rolls and balances with good control and technique.	Children develop strategies to help them perform a variety of rolls, balances and movements in order to create a fluent sequence of more complex skills. Children can provide feedback for their peers in the form of strategies to help them further develop their balances and movements.	Children know that gymnastics helps to improve flexibility, strength, agility, and muscular endurance. They learn that gymnastics can improve coordination skills by improving accuracy, speed, and smoothness between different muscle groups. Children learn that this improved coordination is beneficial for everyday tasks. Children know that performing gymnastics regularly can help to increase balance, and reduce the risk of falls by improving stability during daily activities.

Gawber Outcomes for PE

Gawber outcomes for Yoga

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
EYFS	Children explore the fundamental movement skills in EYFS. They explore shapes in stillness using different parts of their bodies. Children start to explore their own feelings in response to an activity.	Children explore balance and know that it is easier to balance using more parts of their body. They learn how to change the shape of their bodies to create new shapes.	Children begin to explore using different shapes and actions to stretch their bodies.
KS1	Children develop fundamental movement skills with increasing competency and confidence. Children master basic movements, as well as developing balance and co-ordination. They can copy sequences of linked poses with some control.	Children begin to use strategies to perform movements and poses, such as squeezing muscles helps them to balance.	Children know how to perform the fundamental movement skills safely. They understand that yoga can make them feel calm.
LKS2	Children can show more control whilst performing simple poses. They can show increased extension in poses.	Children explore using their breath to maintain balance in a pose.	Children know that yoga helps to strengthen muscles and increase flexibility. They learn that increased flexibility can help to reduce the risk of muscle injuries when participating in other sports or physical activities.
UKS2	Children develop a good level of flexibility, strength, technique and balance in poses with increased control in transition. They can confidently transition from one pose to another showing extension connected to breath.	Children learn which muscles require more practice to increase their flexibility. They know where and when to apply force to maintain control and balance.	Children know that yoga helps to improve flexibility, strength and a person's mindfulness.

Gawber Outcomes for PE

Gawber outcomes for Swimming

	Movement Competence (technical movement)	Rules, strategies and tactics	Healthy participation
LKS2 – UKS2	All children leave Gawber, being able to competently, confidently and proficiently swim over a distance of at least 25 metres. Children develop their swimming technique so that they can use a range of strokes effectively. Children can perform safe self-rescue in different water-based situations.	Children develop an understanding of the strategies needed to use a range of strokes efficiently. Children know what strategies to implement when performing self-rescues in order to be more efficient.	Children know the importance of lifelong participation in physical activity. They understand that swimming is a low impact sport and therefore is a great way of exercising even if someone is injured or elderly. Children know the dangers of water and can apply safety precautions e.g. wearing suitable clothing, long hair tied back and know that they should make a starfish shape on their backs if they get into difficulty.