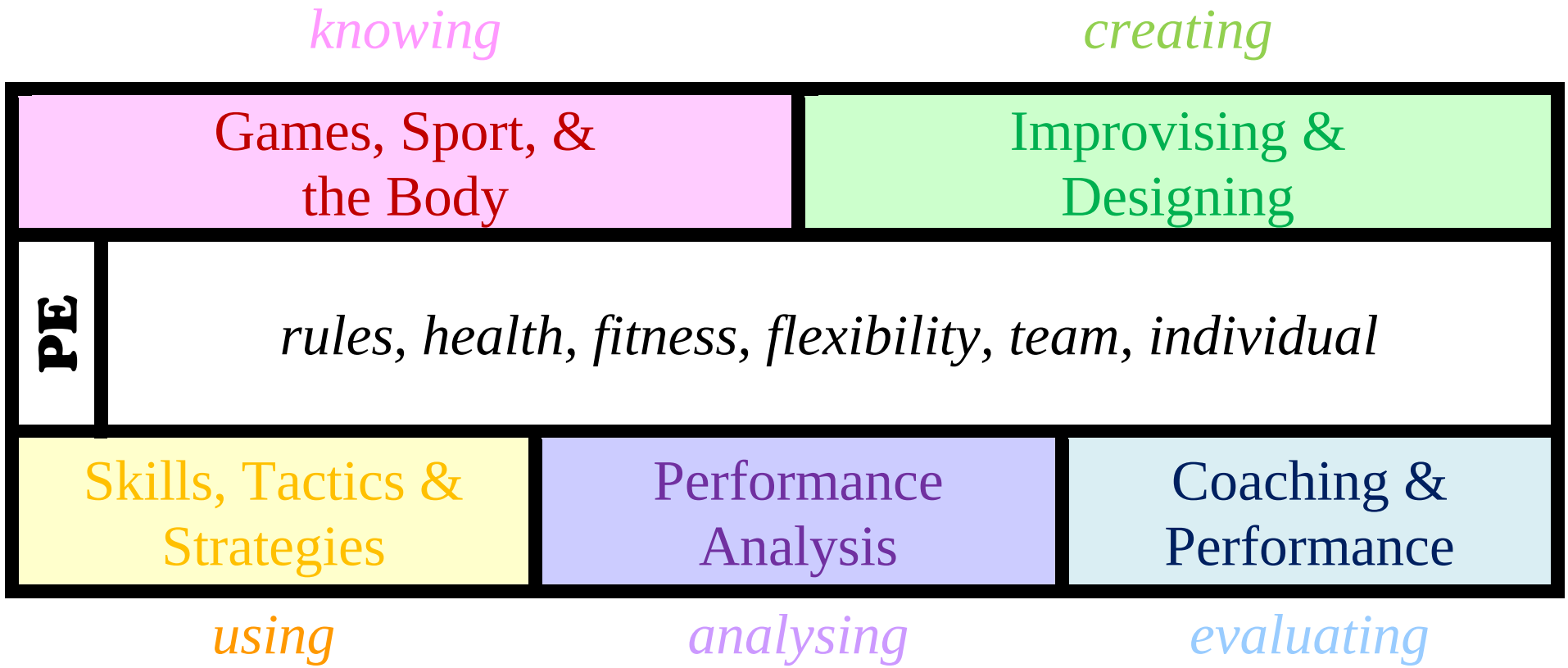

R•E•A•L Opportunities (How we will learn)

Gymnastics	Games & Athletics	Dance	Swimming
1 term should be broadly devoted to gymnastics with equal emphasis on building balance and flexibility, and the creative aspect of building smooth sequences of movement.	1 term should be spent on a balance of invasion games and athletic activities, ensuring the development of rules, tactics and physical abilities. Children should develop strength, speed and stamina. In Phase 3 this should extend to include opportunities for adventure sport (such as high ropes) and orienteering, long walks, cross country etc.	1 term should be devoted to the physical and health aspect of dance. The aesthetic and creative aspect is covered in detail in the dance REAL curriculum and should be taught alongside.	In Year 4, to 25km

Entitlements	
	During their time at Stanley Road children will visit a live sporting event. We will provide after-school clubs in a range of sports and disciplines to extend PE education and develop health and fitness. We will arrange visits from people from the world of competitive sport to inspire and inform the children.

Cross-Curricular Learning				
	ART & DESIGN: PE's access to motion, speed and physicality should translate into opportunities for capturing motion in art; using photography to capture blurring or speed, drawing bodies on the move, sculpting a still object so it seems in extreme motion.	**COMPUTING:** Computing should be placed at the heart of PE: film and analyses games, sequences and performances, use apps to analyse before and after training and record performance data (how long, how far, how quick) on spreadsheets, calculating means, graphs and trends.	**DANCE:** PE and dance go hand in hand but dance must address the aesthetics, the message, the communication – PE is concerned with exercise, the body, science, competition etc, dance is concerned with all these things but is Art. Dance lessons should take physicality to the level of an art form.	**HISTORY:** Children should consider the origins and development of sports and games, event conducting extended studies where relevant (what is the origin of the Olympics – how old is Football and how has it changed), contextualising sport, games and rules against time.
	GEOGRAPHY: Field trips and outdoor learning have a physical dimension, considering health and safety aspects of temperature, weather affecting the body and activity, etc. or about the condition of landscape; sport in different climates and the effect on performance. Do you run faster in summer or winter?	**LANGUAGES:** Look at the lives of successful German teams, athletes and sports. Pronunciation of these names will be good practice for developing an effective German accent.	**MATHEMATICS:** PE is an opportunity to gather real data and apply mathematical processes and problem solving. measuring distances, heart-rates, personal best. Comparing data, compiling charts and graphs. Doubling & halving the size of a ball to see if it goes twice/half as far. etc.	**MUSIC**: The effect of music on mood and performance is fascinating and should be explored (the *Chariots of Fire* effect?) Warm up and cool down is a good time to explore genres, bands, songs etc. which are being featured elsewhere in the curriculum or for children to share and celebrate their own personal and cultural preferences.
	PHILOSOPHY: Does health matter? Can I morally eat what I like? Why is winning important? Should you support your national team? Are games serious? What is cheating? Would you rather be bad at a game and enjoy it or good at a game and not enjoy it?	**RE:** Sport is a place of belief, tradition and superstition. Can you pray for a win? The spiritual dimension of winning, losing, teamwork and humility can be explored in depth, referring the lives of athletes and sportspeople who have faith in their life. E.g. Muslims Muhammad Ali & Mo Farrar, Christians Wayne Rooney & Daniel Sturridge.	**SCIENCE:** PE is a chance to measure, control and change scientific variables. To log, analyse and improve performance, to use our own bodies and others to test pulse, heart rate etc. and to see the human body in action. How far can we throw the ½ kg weight? What is the class best? What forces are acting on this? How can it be improved?	**P&S:** *to coach* and *to respect* are two of the five REAL objectives. There is no better place to foster a sense of humility, acceptance of defeat, winning gracefully, team spirit, respect for the opponent and understanding of one's own emotional responses. The ability to put one's self under pressure without putting onself under stress should also be explored.

R•E•A•L Objectives (What we will learn to do)

Children should learn:

to compete	to control	to coach		to respect	to design
using	using	analysing	evaluating	evaluating	creating
Children compete against each other, individually and in teams, learning the rules and skills of physical activities and co-operating to achieve their best.	Children learn to exercise growing control of their bodies, developing balance, flexibility, agility, accuracy and co-ordination.	Children encourage, evaluate and develop each other's physical skills, growing in the ability to advise on tactics, strategies and challenge.		Children learn the benefits and risks of exercise to health and well-being and develop responsible, safe and encouraging ways to compete.	Children develop their compositional ideas, improvising and devising rules, strategies, variations and tactics.

R•E•A•L Outcomes (What will learning look like?)

The Depth & Breadth Assessment Model: Points System

Phase 1						Phase 2						Phase 3					
Year 1			Year 1			Year 3			Year 4			Year 5			Year 6		
Surface Learning		Enhanced Learning		Deep Learning		Surface Learning		Enhanced Learning		Deep Learning		Surface Learning		Enhanced Learning		Deep Learning	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		3^+			6^+			9^+			12^+			15^+			18^+

We are assessing not just the amount that children learn, but the **depth** and **breadth** of their learning. We monitor how well a child understands a concept and how useful that learning becomes. Progress in the D&B model widen from shallow, surface-level learning, to an enhanced understanding then beyond, into deep, thoughtful ownership. Extremely deep and rich learning within a year group is recorded as *n*+ signifying mastery of the subject.

We chart children's understanding on this continuum, giving them a numerical score, based on averages. This is their attainment. The difference in *attainment* from one assessment to the next is their *progress.* The combination of both in a broad picture is their *achievement.*

with support and modelling	with modelling	independently	mastery (*n*+)
Children attempt and complete learning after concepts and skills are clearly demonstrated. They make mistakes, are assisted and use consistent and continuing feedback to improve during the process.	Children attempt and complete learning after concepts and skills are clearly demonstrated. They work collaboratively or unaided, needing formative feedback, demonstrating maturing skills and concepts.	Children attempt and complete work confidently and independently, in collaboration or alone. They are largely unaided with minimum scaffolding and are demonstrating embedded skills and concepts.	Children's knowledge and understanding of the subject is so deep and thorough that they have required personalised extension and enrichment from the class teacher. Their work shows unusual insight, broad applications and great creativity.

PHASE 1 • PE

Depth of Learning		Stage of Teaching		Breadth of Learning				
				To compete	To control	To coach	To respect	To design
				using	using	analysing / evaluating	evaluating	creating
1	Surface Learning	Aut	Year 1	**To compete:** with support and modelling I can contribute to a small team. **To compete:** With modelling I follow simple organisational rules.	**To control:** With support and modelling I can become aware of balance in my travelling, jumping and stillness. **To control:** With support and modelling I can take part in throwing, catching and striking.	**To coach:** with support and modelling I can describe my own balance/travel/strike etc. using emerging PE vocabulary. [I caught the ball – I walked along the bench]	**To respect:** with support and modelling I can stay safe during travelling, jumping and stillness. *P&S Healthy Body, Healthy Mind* **To respect:** With support and modelling I take part in warm-up activities.	**To design:** with prompting and modelling I can innovate my own movements in very simple terms.
2	Surface Learning	Spr	Year 1	**To compete:** With modelling I can contribute in a small team, staying on task. **To compete:** with modelling I learn simple rules and begin to apply them.	**To control:** With modelling I can show balance in my running, jumping and stillness. **To control:** With modelling I demonstrate a successful catch, throw and strike.	**To coach:** With modelling I can describe my own balance/travel/strike etc. using emerging PE vocabulary. ["I caught the ball" – "I walked along the bench"]	**To respect:** With modelling I can stay safe during travelling, jumping and stillness, particularly landing safely. *P&S Healthy Body, Healthy Mind* **To respect:** With modelling I take part in warm-up activities, copying most movements most of the time.	**To design:** with modelling I can begin to innovate my own movements in very simple terms. **To design:** with support and modelling I can begin to sequence very simple movements.
3	Enhanced Learning	Sum	Year 1	**To compete:** I can stay independently focussed and motivated in a small team. **To compete:** I independently learn simple rules and apply them.	**To control:** I confidently hold a balance in travelling, jumping and stillness. **To control:** I can begin to throw, catch and strike in team games.	**To coach:** I can evaluate the movements of a partner/peer using simple, emerging vocabulary. ["He caught the ball low" – "She shuffled along the bench"]	**To respect:** I keep myself safe and begin to regard the safety of others as my responsibility. *P&S Healthy Body, Healthy Mind* **To respect:** I take part sensibly in warm-up activities, copying most movements, most of the time.	**To design:** I can occasionally, independently innovate my own movements in very simple terms. **To design:** I can begin to sequence simple movements.
4	Enhanced Learning	Aut	Year 2	**To compete:** With support and modelling I can begin to engage in simple invasion games, learning the rules. **To compete:** With support and modelling I can co-operate by passing and catching at a basic level with my team members.	**To control:** With support and modelling, some of the time, I can show basic accuracy and balance in simple travelling and aiming actions.	**To coach:** With support modelling I can begin to compare and contrast my movements with a partner's movements. [the child is led to notice similarities and differences in technique and approach] **To coach:** With support and modelling I can begin to evaluate my own and others movements as successful or otherwise.	**To respect:** With support my travelling and throwing is aware of others in the space. *P&S Myself & Others* **To respect:** I apply my awareness of PE vocabulary to myself, suggesting improvements to my simple travelling and striking attempts. *P&S Myself & Others*	**To design:** I can design a sequence of up to 3 simple movements from a starting point.
5	**Deep Learning**	Spr	Year 2	**To compete:** With modelling I can begin to engage in simple invasion games, showing awareness of the rules. **To compete:** With modelling I can co-operate by passing and catching at a basic level with my team members.	**To control:** With modelling I am aiming and balancing better on increasing occasions, thanks to evaluation and coaching, leading me to score/pass successfully.	**To coach:** With modelling I can begin to compare and contrast my movements with a partner's movements. [Teacher: "look closely which foot your partner lands with... Bailey?" Bailey: "He starts with that one – the left. Oh! I'm starting on my right!"] **To coach:** With modelling I can begin to evaluate my own and others movements as successful or otherwise. ["It's a good balance – he didn't wobble"]	**To respect:** I can discuss the effect of warm up/cool down on my body and mind. ["I feel relaxed and happy now"] *P&S Healthy Body, Healthy Mind, Myself & Others* **To respect:** My travelling and throwing etc. is aware of others in the space. I apologise and take time if I disturb another. *P&S Myself & Others*	**To design:** I can design a sequence of up to 3 simple elements moving from a starting point towards an end point. **To design:** There is emerging creativity in my ideas about movement.
6	**Deep Learning**	Sum	Year 2	**To compete:** I engage in simple invasion games, following simple rules methodically. **To compete:** I can co-operate by passing and catching at a basic level with my team members.	**To control:** My simple sequences are controlled and fluid, with minimal wobbles. At each travel or balance I establish basic control and there is stillness in my start and end positions.	**To coach:** I can to compare and contrast my movements with a partner's movements in simple terms. ["I notice you started you're travelling on your left foot and I started on my right."] **To coach:** My awareness of the rules helps me to suggest strategies to my team members ["Pass it to George, he's near the goal/bench/bin/basket etc."]	**To respect:** I warm up thoroughly and attentively, taking the process seriously. *P&S Healthy Body, Healthy Mind,* **To respect:** I move safely through the spaces, looking around me, showing respect for the persons and activities of my peers in my movements and my language. *P&S Myself & Others*	**To design:** I can develop sequences of 3 movements with a suitable and definite start and end point. **To design:** I can generate my own creative ideas about movement and my sequence is broadly original.

PHASE 2 • PE

Depth of Learning		Stage of Teaching		Breadth of Learning				
				To compete	To control	To coach	To respect	To design
				using	using	analysing / evaluating	evaluating	creating
7	Surface Learning	Aut	Year 3	**To compete:** I am able to compete in a games and activities, showing basic understanding of rules, strategies and tactics. **To compete:** With support and modelling I can apply basic skills in throwing, catching, to passing, scoring, etc.	**To control:** With support and modelling I apply running, jumping, catching, kicking and throwing in isolation during gymnastics, athletics and games. **To control:** With support and modelling I show developing balance and flexibility in activities such as yoga, gymnastics and athletics.	**To coach:** With support and modelling I can apply a tactic or strategy to my performance. **To coach:** With support and modelling I can identify an individual specific strength in my work using PE vocabulary.	**To respect:** With support and modelling I attempt more difficult movements with care and attention. *P&S Healthy Body, Healthy Mind* **To respect:** With support and modelling I establish data about my own performance and try to improve.	**To design:** With support and modelling I can lead a warm up using a structure. **To design:** With support and modelling I can adapt rules, tactics and movements creatively to change a game or exercise.
8	Surface Learning	Spr	Year 3	**To compete:** With modelling I am able to compete in a growing range of games and activities, showing basic understanding of rules, strategies and tactics. **To compete:** With modelling I can apply basic skills to passing, scoring, etc, co-ordinating these skills into deliberate strategy at a basic level and discussing different types.	**To control:** With modelling I apply running, jumping, catching, kicking and throwing in isolation during gymnastics, athletics and games. **To control:** With support and modelling I show improving balance and flexibility in activities such as yoga, gymnastics and athletics, sometimes achieving stillness or smoothness.	**To coach:** With modelling I can apply a tactic or strategy to my performance. **To coach:** With modelling I can identify an individual specific strength in my own and others' work using PE vocabulary.	**To respect:** With modelling I attempt more difficult movements with care and attention. *P&S Healthy Body, Healthy Mind* **To respect**: With modelling I establish data about my own performance and try to improve.	**To design:** With modelling I can lead a warm up using simple innovations to the model. **To design:** With modelling I can adapt rules, tactics and movements creatively to change a game or exercise.
9	Enhanced Learning	Sum	Year 3	**To compete:** I am able to compete in a range of games and activities, showing basic understanding of rules, strategies and tactics. **To compete:** I can apply basic skills to competitive skills such as passing, "shooting", receiving, etc, co-ordinating these skills into deliberate strategy at a basic level, exploring varieties of kick, throw, catch etc.	**To control:** I independently apply running, jumping, catching, kicking and throwing in isolation during gymnastics, athletics and games. **To control:** I show improving balance and flexibility in activities such as yoga, gymnastics and athletics, often achieving stillness or smoothness.	**To coach:** I independently apply a learned tactic or strategy to my performance. **To coach:** I can confidently identify a specific strength and weakness in my own and others' work using PE vocabulary.	**To respect:** With support and modelling I attempt more difficult movements with care and attention. *P&S Healthy Body, Healthy Mind* **To respect**: With support and modelling I establish data about my own performance and try to improve...	**To design:** I can lead a warm up using simple innovations to the model. **To design:** I can confidently adapt rules, tactics and movements creatively to change a game or exercise.
10	Enhanced Learning	Aut	Year 4	**To compete:** With support and modelling I can I can begin to select from a family of basic skills, suited to purpose in order to successfully compete. [Over arm throw, underarm throw, chest pass etc.]. **To compete:** With support and modelling I can propel myself through the water.	**To control:** With support and modelling I apply running, jumping, catching, kicking and throwing in isolation and in combination, during gymnastics, athletics and games, with growing accuracy. **To control:** With support and modelling I show increasing poise, balance and flexibility in activities such as yoga, gymnastics and athletics, developing controlled stillness and increasingly smooth transitions.	**To coach:** With support and modelling I can give advice about a strategy or tactic which may improve performance. **To coach:** With support and modelling I can combine tactics, strategies and innovations to my physical learning.	**To respect:** With support and modelling I can occasionally find the right tone when I coach or give on-the-spot advice. *P&S Myself & Others* **To respect:** With support and modelling I accept advice and direction from my peers. **To respect:** With support and modelling I can gather data about my performance, keeping records of my personal best time and achievements.	**To design: With support and modelling I** can confidently lead a warm up using simple innovations to the model. ["Ok, star jumps, but this time, in 10's, not 5's."] **To design:** With support and modelling I can adapt a simple game or physical activity to make it different. ["How about we change goalie after every goal?"]
11	Deep Learning	Spr	Year 4	**To compete:** With modelling I can begin to select from a family of basic skills, suited to purpose in order to successfully compete. [Instep kick, lace kick, toe kick, etc.]. **To compete:** modelling I can swim *****	**To control:** With modelling I apply running, jumping, catching, kicking & throwing in combination, during gymnastics, athletics and games, with growing accuracy. **To control:** With modelling I show increasing poise, balance and flexibility in activities such as yoga, gymnastics and athletics, developing controlled stillness and increasing deliberately smooth transitions.	**To coach:** With modelling I can give advice about a strategy or tactic which may improve performance. **To coach:** With modelling I can combine tactics, strategies and innovations to my physical learning.	**To respect:** With modelling I often use a sensitive tone when I coach or give on-the-spot advice. *P&S Myself & Others, Healthy Body, Healthy Mind* **To respect:** With modelling I accept advice and direction from my peers. **To respect:** With modelling I gather data about my performance, keeping records of my personal best time and achievements.	**To design:** With coaching, collaboration and support I can use my knowledge of warm-up structure to put together a simple warm-up. **To design:** With modelling I can adapt a simple game or physical activity to make it different. ["How about we change goalie after every goal?"]
12	Deep Learning	Sum	Year 4	**To compete:** I can begin to select independently from a family of basic skills, suited to purpose in order to successfully compete. [Bounce pass, overhead pass, chest pass etc.]. **To compete:** I can swim a safe and unaided 25m.	**To control:** I independently apply running, jumping, catching, kicking & throwing in co-ordinated combination. **To control:** I show increased poise, balance and flexibility in activities such as yoga, gymnastics and athletics, developing controlled stillness and increasing deliberately smooth transitions.	**To coach:** After identifying strengths and weakness I can give advice about a strategy or tactic which may improve performance. **To coach:** I can independently combine tactics, strategies and innovations to my physical learning.	**To respect:** I can independently use an encouraging, sensitive tone when I coach or give on-the-spot advice. *P&S Myself & Others* **To respect:** I independently accept advice and direction from my peers, acting on it to improve myself. **To respect:** I independently gather and act upon evaluative data about my achievements.	**To design:** I can confidently use my knowledge of warm-up structure to put together and lead a simple warm-up. **To design:** I confidently make changes or adaptations to the rules showing innovation and creativity. ["When you drop the ball you are out for 30 secs...we need a timer – and an 'out spot!']"

PHASE 3 • PE

Depth of Learning		Stage of Teaching		#Breadth of Learning					
				To compete	To control	To coach		To respect	To design
				using	using	analysing	evaluating	evaluating	creating
13	Surface Learning	Aut	Year 5	**To compete:** With support and modelling I can understand the family of skills needed for a particular game, selecting an appropriate approach for strategic collaboration, attack or defence. ["It's basketball and I'm blocked so, tip-toe, overhead pass"]	**To control:** With support and modelling I am beginning to show control over bats, balls and athletic equipment, adopting correct grips, attacks and holds. **To control:** With support and modelling I show balance and co-ordination in motion and in stillness [run in straight lines, hit a ball and run, catch on the run, run around posts, avoid wickets with bat etc.]	**To coach:** With support and modelling I gather and analyse data about my partner and my group, contextualising my own different times and achievements across an accurate data spread, finding the mean. **To coach:** With support and modelling I become aware of score differences. **To coach:** With support and modelling my study of peers, professionals and the rules of the game / sport lead to my trialling new ideas.		*P&S Myself & Other, Healthy Body Healthy MInds* **To respect:** With support and modelling I give constructive feedback on up to three criteria showing sensitivity **To respect:** With support and modelling I use data and recording to plan improvements to myself and my group. **To respect:** With support and modelling I can set myself ambitious physical goals, discussing and taking account of risks. **To respect:** With support and modelling I win and lose with a good grace.	**To design:** With support and modelling I can collaboratively design simple invasion games, dances, warm-ups etc, inventing rules, scoring etc. **To design:** With support and modelling I can creatively adapt or develop rules and strategies to change games, sequences, warm-ups etc.
14		Spr		**To compete:** With modelling I can understand the family skills needed for a particular game, selecting an appropriate approach for strategic collaboration, attack or defence. ["Goal kick – that means a drop ball on the laces and a long kick"]	**To control:** With modelling I am beginning to show control over bats, balls and athletic equipment, adopting correct grips, attacks and holds. **To control:** With modelling I show balance and co-ordination in motion and in stillness [run in straight lines, hit a ball and run, catch on the run, run around posts, avoid wickets with bat etc.]	**To coach:** With modelling I gather and analyse data about my partner and my group, contextualising my own different times and achievements across an accurate data spread, finding the mean. **To coach:** With modelling I tally score differences, changing tactics to win. **To coach:** With modelling my study of peers, professionals and the rules of the game / sport leads to my trialling a range of new ideas.		**To respect:** With modelling I can give constructive feedback on 3 criteria showing respect, sensitivity but challenge. [Balance, posture, attitude etc.] **To respect:** With modelling I use data and recording to plan improvements to myself and my group, finding the mean. **To respect:** With modelling I can set myself ambitious physical goals, discussing & taking account of the risks. **To respect:** With modelling I win and lose with a good grace.	**To design:** With modelling I can collaboratively design simple invasion games, dances, warm-ups etc, inventing rules, scoring etc. **To design:** With modelling I can creatively adapt or develop rules and strategies to change games, sequences, warm-ups etc.
15	Enhanced Learning	Sum		**To compete:** I can understand the family of skills needed for a particular game, selecting an appropriate approach for strategic collaboration, attack or defence. ["It's cricket so I'm going to try overarm bowling, although I'm better at underanm pitching in rounders."]	**To control:** I show control over bats, balls and athletic equipment, adopting correct grips, attacks and holds. **To control:** I show balance and co-ordination in motion and in stillness.	**To coach:** I independently gather and analyse data about my partner and my group, contextualising my own different times and achievements across an accurate data spread, finding the mean. **To coach:** I tally score differences, strategising changes of tactics to win, discussing time and opportunity. **To coach:** My study of peers, professionals and the rules leads to my independently adopting new strategies.		**To respect:** I can give constructive feedback on 3 criteria showing respect, sensitivity & challenge. **To respect:** I independently use data and recording to plan improvements to myself and my group, finding the mean. **To respect:** I can set myself ambitious physical goals, discussing & taking account of the risks. **To respect:** I win with a handshake and lose with a smile.	**To design:** I independently or collaboratively design simple invasion games, dances, warm-ups etc, inventing rules, scoring etc. **To design:** I can creatively adapt or develop rules and strategies to change games, sequences, warm-ups etc.
16		Aut	Year 6	**To compete:** With support and modelling I combine a wide range of practical skills, including tactics, leadership, teamwork and strategy when it counts, to collaborate towards success for myself or my team.	**To control:** With support and modelling I show reliable, accurate control over sports equipment (e.g I connect with and return moving objects & catch balls most of the time.) **To control:** With support and modelling I show mature co-ordination, avoiding collisions, tackling safely and staying on my feet most of the time.	**To coach:** With support and modelling I can gather a range of data over time, looking at patterns and trend and, comparing mean values. **To coach:** With support and modelling **I** can persist with advice, offering repeated analysis and assistance to develop a partner's performance.		**To respect:** With support I accept sustained advice and direction from my peers, asking for clarification and demonstrating improvements. **To respect:** With support and modelling I push myself to achieve physically, against my own and others standards, constantly aware of safety and risk.	**To design:** With support and modelling I can collaboratively design or innovate more complex invasion games, sequences, warm-ups etc, inventing rules, scoring etc.
17	**Deep Learning**	Spr		**To compete:** With modelling I combine a wide range of practical skills, including tactics, leadership, teamwork and strategy when it counts, to collaborate towards a win for myself or my team.	**To control:** With modelling I show reliable, accurate control over sports equipment. (See above). **To control:** With modelling I show mature co-ordination avoiding collisions, tackling safely and staying on my feet most of the time.	**To coach:** With modelling I can gather a range of data over time, looking at patterns and trend and, comparing mean values. **To coach:** With modelling I can persist with advice, offering repeated analysis and assistance to develop a partner's performance.		**To respect:** With modelling I accept sustained advice and direction from my peers, asking for clarification and demonstrating improvements. **To respect:** With modelling I push myself to achieve physically against my own & others standards, aware of safety & risk.	**To design:** With modelling I can collaboratively design or innovate simple invasion games, dances, warm-ups etc, inventing rules, scoring etc.
18		Sum		**To compete:** I independently combine a wide range of practical skills, including tactics, leadership, teamwork and strategy, when it counts, to collaborate towards a win for myself or my team.	**To control:** I show reliable, accurate control over sports equipment. (See above). **To control:** I show mature co-ordination avoiding collisions, tackling safely and staying on my feet most of the time.	**To coach:** I accurately gather a range of data independently over time, examining patterns and trends and comparing mean values. **To coach:** I persist with advice, offering repeated useful analysis and assistance to develop a performance.		**To respect:** I accept sustained advice and direction from my peers gracefully, asking for clarification and demonstrating improvements. **To respect:** I push myself to achieve physically, against my own and others standards, constantly aware of safety & risk.	**To design:** I can collaboratively or independently design or innovate simple invasion games, dances, warm-ups etc, inventing rules, scoring etc.