

PE

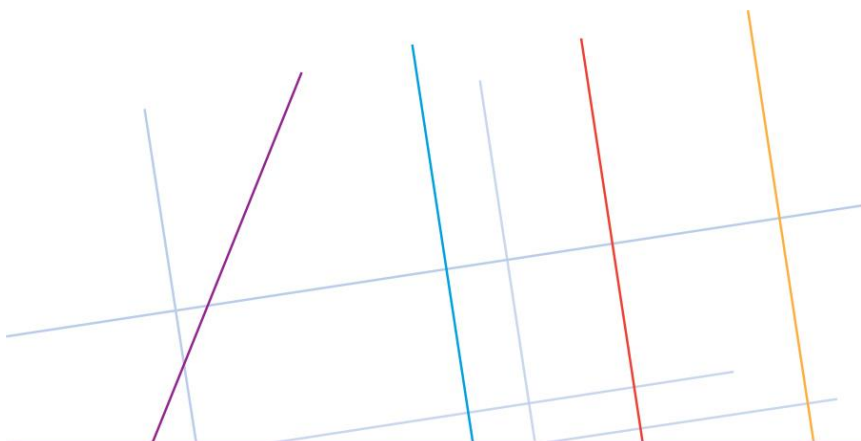
# Teacher Checkpoints





Pupil Name: \_\_\_\_\_

Date Started: \_\_\_\_\_



## Learning Outcomes Assessment Overview

PLU 6 PE					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1	6.2	6.3	6.4	6.5	6.6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	6.8	6.9	6.10	6.11	6.12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.13	6.14	6.15	6.16	6.17	6.18
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.19	6.20	6.21	6.22	6.23	6.24
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.25	6.26	6.27	6.28	6.29	6.30

Pathway Progression Key	
Experiencing = E	Attending = A
Responding = R	Initiating = I
Acquiring = AQ	Becoming fluent = BF
Generalising = G	Circled = Taught

Element	Learning outcomes Students can...	Location of Evidence
<b>Movement Skills (Athletics/ Gymnastics)</b>	<p>6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily</p> <p>6.2 Move whole or some body parts to explore immediate environment</p> <p>6.3 Move purposefully/with intent</p> <p>6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus</p> <p>6.5 Refine gross motor skills, supported by equipment where appropriate</p> <p>6.6 Refine fine motor skills, supported by equipment where appropriate</p> <p>6.7 Move whole body or individual limbs in a range of directions and at different speeds</p> <p>6.8 Become aware of sensory signals as prompts for movement</p> <p>6.9 Participate in activities which promote cardiovascular exercise and fitness</p>	

Element	Learning outcomes Students can...	Location of Evidence
<b>Co-operative activity (Games)</b>	<p>6.10 Participate in physical activities in parallel with/alongside others</p> <p>6.11 Engage in an activity requiring joint attention with one or more people</p> <p>6.12 Explore equipment and/or elements of traditional and invented games or sports in circuit activities</p> <p>6.13 Participate in games with one or more people</p> <p>6.14 Show awareness of, or interest in, being part of a team</p> <p>6.15 Support and/or play sports for enjoyment as a member of the community (Special Olympics, representing class/school team etc.)</p>	

Element	Learning outcomes	Location of Evidence
<b>Creative movement (Dance)</b>	Students can...  6.16 Observe the movements of another and attempt to copy or imitate with sight of self in a mirror <sup>15</sup>  6.17 Move whole or parts of body creatively in response to stimuli  6.18 Develop awareness of pathways and directions of movement <sup>16</sup>  6.19 Link two or more movements to create a sequence of movements  6.20 Interact with another/others to create co-ordinated movements  6.21 Move with control/poise showing awareness of others and the environment  6.22 Express emotional response to stimuli through movement	

Element	Learning outcomes	Location of Evidence
<p><b>Aquatics</b></p>	<p>Students can...</p> <p>6.23 Explore water in different situations and environments</p> <p>6.24 Enter and exit swimming pool safely</p> <p>6.25 Tolerate and adjust to water moving over body</p> <p>6.26 Explore the effects of water buoyancy on self/others and other objects/floatation devices</p> <p>6.27 Move through water in different directions - forwards, backwards, sideways, jumping, using swimming strokes etc.</p> <p>6.28 Practise breath control – blowing and holding breath</p> <p>6.29 Float on back and front in water</p> <p>6.30 Move on the flat of the back through water</p>	

## Progress Review

Date	Comment	Signature