

## Subject Review

Which units were not covered due to closure/ delivered via remote provision?

What is the key knowledge that was missed and needs to be tackled or tagged on later?

Colour code the knowledge you have identified as needs to be tackled before the next unit/ can be incorporated into later units/ needs to be taught as a stand - alone summary

PE Y1 – Y6						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PE	Dance	OAA	Athletics	OAA	OAA	Games
Specific knowledge missed	<p>Show basic control and co-ordination when travelling and when staying still use space safely, with an awareness of others</p> <p>Use different parts of the body, singly and in combination; showing some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>Describe how their lungs and heart work when dancing</p> <p>Describe what they do in their dance motif</p>	<p>Identify where they are on simple maps and diagrams of familiar environments</p> <p>Use simple maps, diagrams to help them follow a trail</p> <p>Begin to work and behave safely and work increasingly co-operatively with others</p> <p>Recognise that different tasks make their body work in different ways</p> <p>Discuss how to follow trails and solve problems</p> <p>Comment on how they went about tackling the task</p>	<p>Look up while running</p> <p>Demonstrate a good running technique</p> <p>Run at different speeds</p> <p>Change direction while running at speed</p> <p>Move around the cones quickly</p> <p>Choose to collect objects close by first</p> <p>Follow rules and keeping score accurately</p>	<p>planning their ideas together</p> <p>orientating their map marking the controls in the correct position on their map</p> <p>finding their way back to the starting point</p> <p>reviewing what went well</p>	<p>planning their ideas together</p> <p>changing their ideas if they are not working</p> <p>placing the equipment at appropriate distances</p> <p>recognising how to keep themselves and others safe</p> <p>following rules to keep themselves and others safe</p>	<p>responding to the way the ball is bowled</p> <p>hitting with control and accuracy</p> <p>directing the ball to avoid fielders</p> <p>bowling with accuracy and awareness of fielders' positions</p> <p>intercepting and returning the ball effectively</p> <p>tracking and catching the ball effectively</p> <p>evaluating strengths and weaknesses and changing tactics accordingly</p> <p>following rules and scoring accurately</p>
Actions to be taken. By whom? When?	<p>Pass on PE files to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on PE files to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on PE files to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on PE files to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Pass on PE files to next class teacher. Discussion with new teacher about gaps missed. Ensure objective is in Autumn 1 2020 planning. CPD courses to be offered to staff.</p>	<p>Class 4 teacher to pass on information to secondary school. Head teacher to visit secondary schools to ensure that data is passed to relevant professionals to help children progress in year 7.</p>

<p><b>How will impact be measured?</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>	<p><b>Staff meetings and professional dialogue to ensure gaps are met. Work scrunities and lesson observations. Discussions during staff meetings about pupil progress.</b></p>
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