

KNOWLEDGE



EYFS: Children show good control in large and small movements and move confidently in a range of ways safely.

KS1: To know how to do a variety of basic movements such as running, jumping, throwing and catching as well as developing balance, agility and co-ordination. To the rules of simple tactic games. To know simple movement patterns

KS2: To know how to link movements together safely and understand how to improve in different physical activities and sports through self-evaluation. To know the rules.

PE CURRICULUM INTENT



SKILLS



I can control large and small movements

I can run, jump, throw and catch

I can develop my flexibility, agility, co-ordination, strength, technique, control and balance.

I can participate in team games and create simple tactics

I can perform dances using a range of movements

I can take part in adventurous activities

I can compare and evaluate personal performances.

I can swim 25 metres confidently

I can use a range of strokes when swimming and perform a self-rescue

CULTURAL CAPITAL



By taking part in PE it helps us to be healthy and active individuals. It introduces us to a variety of different games and sports that each require a different type of skills. PE enables us to know more, remember more and understand more about the positives involved in healthy lifestyle. Physical education also teaches us how to work well in a team and be tolerant of others. It teaches us how to be fair and honest whilst being passionate with a drive to succeed. Our participation in PE gives us a lifelong skill that is beneficial to both our bodies and minds.

EXPERIENCES



Global & National Events:

The Olympics

50 Things to do:

Step it up

Wild Swim

Adventure (Complete an adventurous activity)

Conquer (Complete an endurance activity)

Play the whistle

Coach (to teach someone a skill)

Treasure hunt (Orienteering challenge)

Ride a bike (Learn how to ride a bike)

Trips:

Sports day at Tilsley park

Compete against other schools

Visitors:

A variety of athletes

CHARACTER



Roots that strengthen: The determination to learn social, physical, personal, creative, cognitive, health and fitness skills

Branches that reach: The resilience to keep trying and applying the skills when it becomes difficult

The flourishing fruit: The teamwork that comes from the discovery of new knowledge about the world.

IMPACT



We monitor and support the teaching through:

Developmental Drop ins

We measure the impact on learning by:

Real PE assessments

| PE | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------------|---|--|-----------------------------------|--------------------------------------|---|--|
| Year 1/2 Cycle A | Real PE – Personal & Tennis | Real PE – Social & Dance | Real PE – Cognitive & Gym | Real PE – Creative & Tag Rugby | Real PE – Physical & Cricket/Rounders | Real PE - Health & Fitness & Athletics |
| Year 1/2 Cycle B | Karate & Tennis | Karate & Gym | Karate & Dance | Karate & Netball | Karate & Cricket/Rounders | Karate & Athletics |
| Year 3/4 Cycle A | REAL PE – Personal & Tennis | REAL PE – Social & Dance | REAL PE – Cognitive & Gym | REAL PE – Creative & Hockey | REAL PE - Physical & Cricket/Rounders | Real PE – Health&Fitness & Athletics |
| Year 3/4 Cycle B | REAL PE – Personal & Tennis | REAL PE – Social & Gym | REAL PE – Cognitive & Dance | REAL PE – Creative & Tag rugby | REAL PE - Physical & Cricket/Rounders | Real PE – Health&Fitness & Athletics |
| Year 5/6 Cycle A | Real PE – Cognition & Swimming | Real PE – Creative & Swimming | Real PE – Social & Gym | Real PE Physical & Netball | Real PE – Health&Fitness & Cricket/Rounders | Real PE- Personal & Athletics |
| Year 5/6 Cycle B | Real PE – Cognition & Dance | Real PE – Creative & Gym | Real PE – Social & Dance | Real PE Physical & Hockey | Real PE – Health&Fitness & Cricket/Rounders | Real PE- Personal & Athletics |

Notes:

- PE Aim: Once per year: Net game; Striking game; Invasion game; Gymnastics; Dance; Athletics
- At the start of each year new KS2 children will be assessed for their swimming skills and may be included our yearly swimming programme to help them achieve the end of KS2 statutory requirements

Cycle A

| Reception | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------|--|--|---|--|--|--|
| Topic theme | Houses and Homes | Fabulous Festivals | Transport and Travel | Once Upon a Time | Marvellous Minibeasts | (Think Big) |
| | <p>Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs, or climb apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game of musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> | <p>Start to take part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which relate to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> | <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> | <p>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> | <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● - regular physical activity ● - healthy eating ● - toothbrushing ● - sensible amounts of 'screen time' ● - having a good sleep routine ● - being a safe pedestrian |
| PE Outcomes | <p>ELG (End of Reception):</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others ● Demonstrate strength, balance and coordination when playing ● Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenges | | | | | |

| Reception | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------------|--|--|---|--|--|--|
| Topic theme | Superheroes/Super Me/Super People | Time for Toys | Dinosaurs | Once upon a Time | 5,4,3,2,1 Blast Off! | On the Farm |
| | <p>Continue to develop their movement, balancing, riding and ball skills Go up steps and stairs, or climb apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game of musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> | <p>Start to take part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which relate to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> | <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> | <p>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> | <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ● - regular physical activity ● - healthy eating ● - toothbrushing ● - sensible amounts of 'screen time' ● - having a good sleep routine ● - being a safe pedestrian |
| PE Outcomes | <p>ELG (End of Reception):</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others ● Demonstrate strength, balance and coordination when playing ● Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenges | | | | | |

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|--|---|--|---|--|
| Topic theme | When I grow up | Explorers | Great Fire of London | The Little Gardener | Chocolate | Wild and wonderful creatures |
| Units | Real PE – Personal Tennis | Real PE – Social Dance | Real PE – Cognitive Gym | Real PE – Creative Games - Tag Rugby | Real PE – Physical Cricket/ Rounders | Real PE - Health & Fitness Athletics |
| National Curriculum Objectives | | Perform dances using simple movement patterns. | | Participate in team games, developing simple tactics for attacking and defending | Participate in team games, developing simple tactics for attacking and defending | |
| 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 activities | | | | | | |
| Progression of skills | Real PE: I enjoy working on simple tasks with help I can follow instructions, practise safely and work on simple tasks by myself I try several times if at first I don't succeed and I ask for help when appropriate | Real PE: I can help praise and encourage others in their learning I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas | Real PE: I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement | Real PE: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression | Real PE: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform and repeat longer sequences with clear shapes and controlled movement | Real PE: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health I can explain why we need to warm up and cool down |
| Progression of Skills | To hold a tennis racket correctly. To hit a tennis ball over a net. To use a tennis racket to move a tennis ball around the playground To hit the tennis ball with a racket correctly To be able to hit a tennis ball to a partner To aim a tennis shot towards a target To be able to perform a rally with a partner | To use a variety of moves that change speed and direction. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control | To explore movement actions with control, and to link them together with flow. To remember and repeat simple gymnastic actions with control. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. | | To practise basic striking, sending and receiving. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game. | To explore footwork patterns. To learn the best jumping techniques for distance. To throw different objects in a variety of ways. To hurdle an obstacle and maintain effective running style. |

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------------------------------|---|---|---|---|--|---|
| Topic theme | Paddington | Scientists and Inventors | Tin Forest | Grow, grow, grow | Through the window/ Our Village in the Past | Under the sea |
| Units | Karate Tennis | Karate Gym | Karate Dance | Karate Netball | Karate Cricket/Rounders | Karate Fitness Athletics |
| National Curriculum objectives | 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 activities | | | | | |
| Progression of skills | <p>Real PE:</p> <p>I enjoy working on simple tasks with help</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p> | <p>Real PE:</p> <p>I can help praise and encourage others in their learning</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</p> | <p>Real PE:</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p> | <p>Real PE:</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> | <p>Real PE:</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement</p> | <p>Real PE:</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>I am aware of why exercise is important for good health</p> <p>I can explain why we need to warm up and cool down</p> |
| Progression of Skills | | <p>To explore movement actions with control, and to link them together with flow.</p> <p>To remember and repeat simple gymnastic actions with control.</p> <p>To develop a range of gymnastic moves, particularly balancing.</p> <p>To link together a number of gymnastic actions into a sequence.</p> | <p>To use a variety of moves that change speed and direction.</p> <p>To compose and perform simple dance phrases.</p> <p>To show contrasts in simple dances with good body shape and position.</p> <p>To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control</p> | <p>To master basic sending and receiving as well as developing balance agility and co-ordination.</p> <p>To make use of coordination, accuracy and weight transfer.</p> <p>To vary types of throw.</p> <p>To use ball skills in a mini festival.</p> | <p>To practise basic striking, sending and receiving.</p> <p>To practise accuracy of throwing and consistent catching.</p> <p>To strike with a racket or bat.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game.</p> | <p>To explore footwork patterns.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p> |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------------------|---|---|--|--|--|--|
| Topic theme | Around the world in 80 days | Anglo-Saxons | Frozen Planet | Romans | Baghdad | Rainforests |
| Units | Real PE – Personal Tennis | Real PE – Social Dance | Real PE – Cognitive Gym | Real PE – Creative Hockey | Real PE – Physical Cricket/Rounders | Real PE - Health & Fitness Athletics |
| National Curriculum objectives | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Perform dances using a range of movement patterns | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| | Use running, jumping, throwing and catching in isolation and in combination | | | | | |
| | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | | | |
| | Compare their performances with previous ones and demonstrate improvement to achieve their personal best | | | | | |
| Progression of skills | Real PE: I cope well and react positively when things become difficult I can persevere with a task and improve my performance through regular practice I try several times if at first I don't succeed and I ask for help when appropriate | Real PE : I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. | Real PE: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions I can understand the simple tactics of attacking and defending. I can explain what I am doing well and identify areas for improvement | Real PE: I can link actions and develop sequences of movements that express my own ideas. I can respond differently to a variety of tasks and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. | Real PE: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed | Real PE: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can explain why we need to warm up and cool down I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely |
| Progression of Skills | To become familiar with balls and short tennis rackets. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when | To identify and practise the patterns and actions of chosen dance style. To demonstrate an awareness of the music's | To explore jumping techniques and link them with other gymnastic actions. To improve the ability to choose appropriate actions when creating a sequence of | To keep possession of a ball. To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. | To consolidate and develop a range of skills in striking and fielding. To practise the correct technique for catching a ball and use it in a game. | To run in different directions and at different speeds, using a good technique. To improve throwing technique. |

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| | <p>different shots should be played.</p> | <p>rhythm and phrasing when improvising.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> | <p>gymnastic movements to music.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> | <p>To use accurate passing and dribbling in a game.</p> <p>To identify and apply ways to move the ball towards an opponent's goal.</p> <p>To learn concepts of attack and defence.</p> | <p>To practise the correct batting technique and use it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> | <p>To reinforce jumping techniques.</p> <p>To practise throwing with power and accuracy.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> |
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Cycle B

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------------------|---|---|--|--|--|--|
| Topic theme | Groovy Greeks | The Fiery Earth | Flintstones | Europe | Egyptians | Local Area Study |
| Units | Real PE – Personal Tennis | Real PE – Social Gym | Real PE – Cognitive Dance | Real PE – Creative Tag Rugby | Real PE – Physical Cricket/Rounders | Real PE - Health & Fitness Athletics |
| National Curriculum objectives | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Perform dances using a range of movement patterns | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| | Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| Progression of skills | Real PE: I cope well and react positively when things become difficult I can persevere with a task and improve my performance through regular practice I try several times if at first I don't succeed and I ask for help when appropriate | Real PE : I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. | Real PE: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions I can understand the simple tactics of attacking and defending. I can explain what I am doing well and identify areas for improvement | Real PE: I can link actions and develop sequences of movements that express my own ideas. I can respond differently to a variety of tasks and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. | Real PE: I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed | Real PE: I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can explain why we need to warm up and cool down I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely |

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| <p>Progression of Skills</p> | <p>To grip a tennis racket correctly.</p> <p>To hit a tennis ball accurately using a racket.</p> <p>To hit a tennis ball over a net and back to partner.</p> <p>To learn the basic rules of tennis.</p> <p>To perform a rally with a partner.</p> | <p>To explore jumping techniques and link them with other gymnastic actions.</p> <p>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> | <p>To identify and practise the patterns and actions of chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> | <p>To perform a range of actions, maintaining control of the ball.</p> <p>To perform a range of catching and gathering skills with control.</p> <p>To throw and hit a ball in different ways (e.g. high, low, fast or slow).</p> <p>To choose and use simple tactics to suit different situations</p> | <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p> <p>To practise the correct batting technique and use it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> | <p>To run in different directions and at different speeds, using a good technique.</p> <p>To improve throwing technique.</p> <p>To reinforce jumping techniques.</p> <p>To practise throwing with power and accuracy.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> |
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| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------------------|---|--|--|---|---|--|
| Topic theme | Crime and Punishment | Blood, Bones and Body | Saxons and Vikings | Shang Dynasty | Natural Resources | Think Global, Act Local |
| Units | Real PE – Cognitive Tennis | Real PE – Creative Dance | Real PE – Social Gym | Real PE – Physical Netball | Real PE – Health and Fitness Cricket/Rounders | Real PE – Personal Athletics |
| National Curriculum objectives | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | perform dances using a range of movement patterns | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| | Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| Progression of skills | Real PE: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions | Real PE: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others | Real PE: I can involve others and motivate those around me to perform better I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately | Real PE: I can effectively transfer skills and movements across a range of activities and sports. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations | Real PE: I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event. I can self-select and perform appropriate warm up and cool down activities. I can describe the basic fitness components | Real PE: I see all new challenges as opportunities to learn and develop I recognise my strengths and weaknesses and can set myself appropriate targets I can create my own learning plan and revise that plan when necessary I can accept critical feedback and make changes |

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| <p>Progression of Skills</p> | <p>To identify and apply techniques for hitting a tennis ball.</p> <p>To use the scoring system and court for singles tennis.</p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>To understand how to use different shots to outwit an opponent in a game.</p> | <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p> | <p>To identify and practise body shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To construct sequences using balancing and linking movements</p> | <p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use</p> <p>To understand how to make space by moving away and coming back and by dodging.</p> <p>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>To learn how to shoot.</p> | <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p> | <p>To use correct technique to run at speed.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p> |
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| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------------------|--|--|--|---|---|--|
| Topic theme | Adventures in Space | World War II | Is Britain still Great? | River low, mountain high! | Amazing Mayans | Lands' End to John O'Groats |
| Units | Real PE – Cognitive Tennis | Real PE – Creative Gym | Real PE – Social Dance | Real PE – Physical Hockey | Real PE – Health and Fitness Cricket/Rounders | Real PE – Personal Athletics |
| National Curriculum objectives | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | perform dances using a range of movement patterns | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| | use running, jumping, throwing and catching in isolation and in combination | | | | | |
| | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | | | |
| | compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | | | |
| Progression of skills | Real PE: I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions | Real PE: I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others | Real PE: I can involve others and motivate those around me to perform better I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately | Real PE: I can effectively transfer skills and movements across a range of activities and sports. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations | Real PE: I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event. I can self-select and perform appropriate warm up and cool down activities. I can describe the basic fitness components | Real PE: I see all new challenges as opportunities to learn and develop I recognise my strengths and weaknesses and can set myself appropriate targets I can create my own learning plan and revise that plan when necessary I can accept critical feedback and make changes |

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| <p>Progression of Skills</p> | <p>To identify and apply techniques for hitting a tennis ball.</p> <p>To use the scoring system and court for singles tennis.</p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>To understand how to use different shots to outwit an opponent in a game.</p> | <p>To identify and practise body shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To construct sequences using balancing and linking movements</p> | <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p> | <p>To know how to change direction of the ball using the correct part of the stick.</p> <p>To make a decision when to pass the ball and when to hold onto it.</p> <p>To understand ways to outwit your opponent.</p> <p>To shield the ball from your opponent and maintain possession</p> <p>To understand how to increase accuracy by keeping the ball in contact with the stick.</p> | <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p> | <p>To use correct technique to run at speed.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p> |
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