



PHYSICAL EDUCATION CURRICULUM

“In order for man to succeed in life, God provided him with two means, education and physical activity. Not separately, one for the soul and the other for the body, but for the two together. With these means, man can attain perfection.”

Plato

Page	Content
2 - 3	Intent, Implementation and Impact statements
4	National Curriculum Coverage
6 - 8	Long Term Plan
9 – 11	Key knowledge and vocabulary & progression of skills
12 - 13	SEND in Physical Education
18	Resources and Websites

1. INTENT, IMPLEMENTATION, IMPACT

Intent

In our school the teaching of physical education aims to inspire a life-long consideration of personal wellbeing and to promote a love of physical activity through a fun, challenging and engaging curriculum that encourages all children to adopt a healthy and active life style. Children are encouraged to challenge themselves and self-motivate, choosing the challenges that are appropriate for their current ability ensuring good progress. Our curriculum encourages teamwork (Community Minded), co-operation (Compassion) and resilience which builds on core and fundamental skills that will encourage children to be confident in all aspects of their immediate and future lives. Our high-quality curriculum, ensures that all pupils have the opportunity to participate, succeed and excel in a broad range of physical activities. Our school values (Community Minded, Creativity and Compassion) support the development of rounded citizens that are central to the role of a sports person. These are all developed through the teaching and practise of fundamental movement skills – agility, balance and co-ordination – and applying these skills to an increasingly wider range of physical activities.

Implementation

We teach the National Curriculum for Physical Education, supported by the REAL PE scheme for the teaching of physical fundamental skills linked to the six areas of the curriculum. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop their fundamental movement skills throughout their time at Sherrier and do not just learn how to play competitive sport/games. We believe that all children can create a positive relationship with physical activity and movement, and that their effort, work and progress will be recognised and celebrated by all. In our lessons the language and environment are inclusive and we make every child feel valued. There is a clear focus for learning which every child feels is achievable and relevant; every child can access all parts of the lesson and praise is predominantly based around positive behaviours and progress. Through the “Multi-Ability Cogs”: physical, social, personal, cognitive, creative and health and fitness, we ensure we are taking a holistic approach to physical education, not only focusing on their health and fitness but also their mindset within sport and the wider curriculum.

Alongside children feeling included and valued, for high quality PE lessons to take place at Sherrier, there are many opportunities for the children to be stretched and challenged. This means that while children may start an activity all doing the same thing, the children will continue to work at an appropriate level of challenge. Our REAL PE platform for Fundamental Skills, Dance and Gym (FS to KS2) enables us to provide progression within every unit, lesson and activity in relation to children’s physical development alongside PE lessons for games and athletics in KS2 that broader skills and abilities. Our PE long term plan has been chosen to ensure activities are age/stage appropriate and engaging, they can meet the needs of all children and are aligned to and will support our learning focus- creativity, cognitive, social, health and fitness, applying physical skills and personal skills- to help children develop the knowledge, skills and behaviours outlined in our intent. Sherrier also uses the Forest School approach and in these sessions children develop their outdoor and adventurous activities, such as orienteering. We also have a partnership with SLSSP which is incredibly beneficial to both children, parents and staff. Specialised P.E teachers come in to teach specific physical activities and intervention for a variety of vulnerable groups of children. KS2 children are also able to compete in local sports festivals and tournaments with other schools throughout the academic year. At Sherrier, we want children’s individual talents to flourish and understand that competition can be a huge part of that within the realms of physical education too.

Alongside all this, swimming also takes place in Year 4; however opportunities are available in Years 4-6 if children are still working towards swimming confidently and proficiently over a distance of at least 25 metres later in the academic year.

Children at Sherrier want and enjoy a sense of autonomy and control, though within agreed boundaries and parameters. We believe it is also essential for deeper learning to take place and to help build a stronger connection with the subject. This can be as simple as giving them choice (on equipment, pace, direction, how to move, when to move on, activity, challenge etc.); empowering them to work collaboratively to solve a problem that has been set; or even enabling them to coach and support others within their lessons.

To support the children's PE learning journey using simple tools, such as videos, learning points and success criteria help to provide scaffolding and support for the children and teachers which is an essential implementation tool in our lessons. The teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Impact

Progress is monitored by using baseline and end of term assessments in achieving a personal best in the progression and challenge of fundamental movement skills which in turn shows developmental areas by age and stage. Pupils develop detailed knowledge and skills across the PE curriculum and, as a result, achieve well in lessons and beyond. Staff confidence, pupil engagement, pupil progress and the broader impact of real PE across the school shows progression, next steps and we aim to support children to develop the physical literacy, emotional and thinking skills' which underpin not just activity and sport but are transferable life skills that support whole school development. The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and pupil interviews.

What does greater depth look like in Physical Education?

Characteristics of Greater Depth PE:

- Children who can persevere with a task and improve their performance through regular practice.
- Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.
- Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader.
 - Children who take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm.
- Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises.
 - Children who show the ability and confidence performing skills in a competitive format.
- Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Children who are able to work effectively as a team showing great sportsmanship and encouraging of others.
- Children who are able to effectively transfer skills in PE lessons from one sport to another sport.
- Children who are able to review, analyse and evaluate their own and others' strengths and weaknesses.
- Children who set personal challenges and are able to achieve these challenges.

2. NATIONAL CURRICULUM COVERAGE

When?	REAL PE LESSONS (JASMINE ONLINE)	REAL DANCE (JASMINE ONLINE)	REAL GYM (JASMINE ONLINE)	COMPETITIVE SPORTS VAL SABIN LESSON PLANS	ATHELTICS VAL SABIN LESSON PLANS	SWIMMING
EYFS	2 X A WEEK					
YEAR 1	1X A WEEK	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (2x 6 WEEK BLOCKS- SEE PLAN)			
YEAR 2	1X A WEEK	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (2x 6 WEEK BLOCKS- SEE PLAN)			
YEAR 3	1X A WEEK	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)		1x LESSON A WEEK (4-6 WEEK BLOCK- SEE PLAN)	
YEAR 4	1X A WEEK	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCKS- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	AUTUMN/SPRING AND SUMMER 1
YEAR 5	1X A WEEK	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCKS- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	SUMMER 2 IF NEEDED
YEAR 6	1X A WEEK	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCKS- SEE PLAN)	1x LESSON A WEEK (6 WEEK BLOCK- SEE PLAN)	SUMMER 2 IF NEEDED

3. LONG TERM PLAN

EYFS AND YEAR 1

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Unit 1 Personal Wk1-3 The Birthday Surprise Wk 4-6 Pirate Pranks!	Unit 2 Social Wk 7-9 Journey to the Blue Planet Wk 10-12 Monkey Business!	Unit 3 Cognitive Wk 13-15 Tilly the Train's Big Day Wk 16-18 Thembi Walks the Tightrope	Unit 4 Creative Wk 19-21 Clowning Around! Wk 22-24 Wendy's Water Ski Challenge	Unit 5 Applying Physical Wk 25-27 John and Jasmine Learn to Juggle Wk 28-30 Ringo to the Rescue	Unit 6 Health and Fitness Wk 31-33 Sammy Squirrel and his Rolling Nuts Wk 34-36 Caspar the Very Clever Cat
PE Fundamental Movement Skills FUNS	FUNS Station 10 Co-ordination Footwork FUNS Station 1 Static Balance One Leg	FUNS Station 6 Dynamic Balance to Agility: Jumping and Landing FUNS Station 2 Static Balance Seated	FUNS Station 5 Dynamic Balance <u>On</u> a Line FUNS Station 4 Static Balance Stance	FUNS Station 9 Coordination Ball Skills FUNS Station 7 Counter Balance with a Partner	FUNS Station 8 Coordination Sending and Receiving FUNS Station 12 Agility: Reaction/Response	FUNS Station 11 Agility: Ball Chasing FUNS Station 3 Static Balance: Floor Work

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Real PE Lessons	Unit 1 Personal Wk1-3 The Birthday Surprise Wk 4-6 Pirate Pranks!	Unit 2 Social Wk 7-9 Journey to the Blue Planet Wk 10-12 Monkey Business!	Unit 3 Cognitive Wk 13-15 Tilly the Train's Big Day Wk 16-18 Thembi Walks the Tightrope	Unit 4 Creative Wk 19-21 Clowning Around! Wk 22-24 Wendy's Water Ski Challenge	Unit 5 Applying Physical Wk 25-27 John and Jasmine Learn to Juggle Wk 28-30 Ringo to the Rescue	Unit 6 Health and Fitness Wk 31-33 Sammy Squirrel and his Rolling Nuts Wk 34-36 Caspar the Very Clever Cat
Area of PE	ALL	ALL	DANCE/ GYM	GAMES	GAMES	GAMES
PE Fundamental Movement Skills FUNS	FUNS Station 10 Co-ordination Footwork FUNS Station 1 Static Balance One Leg	FUNS Station 6 Dynamic Balance to Agility: Jumping and Landing FUNS Station 2 Static Balance Seated	FUNS Station 5 Dynamic Balance <u>On</u> a Line FUNS Station 4 Static Balance Stance	FUNS Station 9 Coordination Ball Skills FUNS Station 7 Counter Balance with a Partner	FUNS Station 8 Coordination Sending and Receiving FUNS Station 12 Agility: Reaction/Response	FUNS Station 11 Agility: Ball Chasing FUNS Station 3 Static Balance: Floor Work
Real Dance and Real Gym Lessons			Real Dance Unit 1 Y1	Real Gym Unit 1 Y1	Real Gym Unit 2 Y1	
Games and Athletics	Year 1 Attacking and Defending Twinkl Unit	Year 1 Invasion Games Twinkl Unit				Year 1 Running and Jumping Twinkl Athletics Unit

YEAR 2

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Real PE Lessons	Unit 1 Personal Wk 1-6	Unit 2 Social Wk 7-12	Unit 3 Cognitive Wk 13-18	Unit 4 Creative Wk 19-24	Unit 5 Applying Physical Wk 25-30	Unit 6 Health and Fitness Wk 31-36
AREA OF PE	ALL	ALL	DANCE/GYM	GAMES/ATHLETICS	GAMES/ATHLETICS	GAMES
PE Fundamental Movement Skill Focus	FUNS Station 10 Co-ordination Footwork FUNS Station 1 Static Balance One Leg	FUNS Station 6 Dynamic Balance to Agility: Jumping and Landing FUNS Station 2 Static Balance Seated	FUNS Station 5 Dynamic Balance <u>On</u> a Line FUNS Station 4 Static Balance Stance	FUNS Station 9 Coordination Ball Skills FUNS Station 7 Counter Balance with a Partner	FUNS Station 8 Coordination Sending and Receiving FUNS Station 12 Agility: Reaction/Response	FUNS Station 11 Agility: Ball Chasing FUNS Station 3 Static Balance: Floor Work
Real Gym and Real Dance Lessons			Real Dance Unit 1 Y2	Real Gym Unit 1 Y2	Real Gym Unit 2 Y2	
Games/Athletics	Year 2 Attacking and Defending Twinkl Unit	Year 2 Invasion Games Twinkl Unit				Year 2 Throwing and Catching Twinkl Unit

YEAR 3

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Unit 1 Personal Wk 1-6	Unit 2 Social Wk 7-12	Unit 3 Cognitive Wk 13-18	Unit 4 Creative Wk 19-24	Unit 5 Applying Physical Wk 25-30	Unit 6 Health and Fitness Wk 31-36
AREA OF PE	ALL	DANCE/GYM/GAMES	DANCE/GYM	GAMES/ATHLETICS	ALL	GAMES
PE Fundamental Movement Skill Focus	FUNS Station 10 Skill Co-ordination Footwork FUNS Station 1 Cool Down Static Balance One Leg	FUNS Station 6 Dynamic Skill Balance to Agility: Jumping and Landing FUNS Station 2 Cool Down Static Balance Seated	FUNS Station 5 Skill Dynamic Balance <u>On</u> a Line FUNS Station 9 Cool Down Coordination Ball Skills	FUNS Station 8 Skill- Coordination: Sending and Receiving FUNS Station 7 Cool Down- Counter Balance: With a Partner	FUNS Station 12 Skill- Agility: Reaction/Response FUNS Station 3 Cool Down- Static Balance: Floor Work	FUNS Station 11 Skill- Agility: Ball Chasing FUNS Station 4 Cool Down- Static Balance: Stance
Real Gym and Real Dance		Real Dance Unit 1 Y3	Real Gym Unit 1 Y3	Real Gym Unit 2 Y3		
Games/ Athletics	Games- Striking and Fielding Twinkl Y3 Move Unit Cricket, Danish Longball and Rounders				Games- Invasion Games Fundamental skills Twinkl Move Y3	Athletics Y3 Move Twinkl P

YEAR 4

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Real PE Lessons 1x per week	Unit 1 Personal Wk 1-6	Unit 2 Social Wk 7-12	Unit 3 Cognitive Wk 13-18	Unit 4 Creative Wk 19-24	Unit 5 Applying Physical Wk 25-30	Unit 6 Health and Fitness Wk 31-36
AREA OF PE	DANCE/GYM/GAMES/ATHLETICS	ALL	DANCE/GYM	GAMES/ATHLETICS	ALL	GAMES
PE Fundamental Movement Skill Focus	FUNS Station 10 Skill- Coordination Footwork FUNS Station 1 Cool Down- Static Balance: One Leg	FUNS Station 6 Skill- Dynamic Balance to Agility: Jumping and Landing FUNS Station 2 Cool Down- Static Balance: Seated	FUNS Station 5 Skill- Dynamic Balance: On a line FUNS Station 9 Cool Down- Coordination: Ball Skills	FUNS Station 8 Skill- Coordination: Sending and Receiving FUNS Station 7 Cool Down- Counter Balance: With a Partner	FUNS Station 12 Skill- Agility: Reaction/Response FUNS Station 3 Cool Down- Static Balance	FUNS Station 11 Skill- Agility: Ball Chasing FUNS Station 4 Cool Down- Static Balance: Stance
Real Gym and Real Dance Lessons		Real Dance Unit 1 Y4	Real Gym Unit 1 Y4			
Games/Athletics	Hockey Y4 Move Twinkl Planning			Tag Rugby Y4 Twinkl Move Planning	Cricket Y4 Twinkl Planning	Athletics Year 4 Twinkl Planning
Swimming	By the end of the unit children will build their confidence in the water and move in the pool (for example, jump, walk, hop and spin, using swimming aids and/or support). They will be able to float and move with and without swimming aids. They will be able to propel themselves in water using different swimming aids, arms and leg actions and basic strokes.					Non-swimmers only across Y4, 5 and 6.

YEAR 5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Unit 1 Cognitive Wk 1-6	Unit 2 Creative Wk 7-12	Unit 3 Social Wk 13-18	Unit 4 Applying Physical Wk 19-24	Unit 5 Health and Fitness Wk 25-30	Unit 6 Personal Wk 31-36
AREA OF PE	GAMES	DANCE/GYM	DANCE/GYM/GAMES	DANCE/ GYM	DANCE/GYM/GAMES	GAMES
PE Fundamental Movement Skill Focus	FUNS Station 9 Coordination: Ball Skills FUNS Station 12 Agility: Reaction/Response	FUNS Station 2 Static Balance: Seated FUNS Station 3 Static Balance: Floor Work	FUNS Station 5 Dynamic Balance: On a line FUNS Station 7 Counter Balance: With a Partner	FUNS Station 1 Static Balance: One leg Funs Station 6 Dynamic Balance to Agility: Jumping and Landing	FUNS Station 4 Static Balance: Stance FUNS Station 10 Coordination: Footwork	FUNS Station 11 Agility: Ball Chasing FUNS Station 8 Coordination: Sending and Receiving
Real Gym and Real Dance Lessons		Real Dance Unit 1 Y5	Real Gym Unit 1 Y5			
Games/Athletics	Basketball Y5 Move Twinkl Planning			Tennis Y5 Twinkl Move Planning	Rounders Y5 Move Twinkl Planning	Athletics Y5 Move Twinkl Planning
Swimming						Y5 non- swimmers and those who cannot swim 25m

YEAR 6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Real PE Lessons	Unit 1 Cognitive Wks 1-6	Unit 2 Creative Wks 7-12	Unit 3 Social Wks 13-18	Unit 4 Applying Physical Wks 19-24	Unit 5 Health and Fitness Wks 25-30	Unit 6 Personal Wks 31-36
AREA OF PE	GAMES/ATHLETICS	DANCE/GYM	DANCE/GYM/ GAMES	DANCE/GYM	DANCE/GYM/GAMES	GAMES
PE Fundamental Movement Skill Focus	FUNS Station 9 Coordination: Ball Skills FUNS Station 12 Agility: Reaction/Response	FUNS Station 2 Static Balance: Seated FUNS Station 3 Static Balance: Floor Work	FUNS Station 5 Dynamic Balance: On a line FUNS Station 7 Counter Balance: With a Partner	FUNS Station 1 Static Balance: One leg Funs Station 6 Dynamic Balance to Agility: Jumping and Landing	FUNS Station 4 Static Balance: Stance FUNS Station 10 Coordination: Footwork	FUNS Station 11 Agility: Ball Chasing FUNS Station 8 Coordination: Sending and Receiving
Real Gym and Real Dance Lessons		Real Dance Y5/6 UNIT 2	Real Gym Y5/6 UNIT 2			
Games/ Athletics	Invasion Games Y6 Twinkl Planning			Netball Y6 Twinkl Planning	Striking and Fielding Y6 Twinkl Planning	Athletics Y6 Twinkl Planning
Swimming						Y6 <u>non swimmers</u> and those who cannot swim 25m.

4. KEY KNOWLEDGE AND VOCABULARY AND PROGRESSION OF SKILLS

PHYSICAL EDUCATION LEARNING JOURNEY	EYFS
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I AM UNIQUE! AUTUMN 1	AUTUMN MAGIC AUTUMN 2	WINTER WONDERLAND SPRING 1	AMAZING ANIMALS SPRING 2	FAIRY TALE EXPERTS SUMMER 1	WISH YOU WERE HERE SUMMER 2
<p style="text-align: center;">REAL PE:</p> <p>By the end of the unit children will show Personal Development through coordination skills and floor movement patterns</p>	<p style="text-align: center;">REAL PE:</p> <p>By the end of the unit children will show Social Development through dynamic balance, agility, games and dance</p>	<p style="text-align: center;">Real PE / Real Gym</p> <p>By the end of the unit children will show Cognitive Development through dynamic and static balances</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Creative Development through coordination, ball skills and counterbalance in pairs</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Physical Development through Coordination sending and receiving, agility and React/Respond games.</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Health and Fitness Development through agility, ball skills with static floor work</p>
<p>Real PE: Theme Birthday Bike Surprise Pirate Pranks</p>	<p>Real PE: Theme Journey to the blue planet Monkey Business</p>	<p>Real PE: Theme Tilly the Train's Big Day Thembel Walks the Tightrope</p>	<p>Real PE: Theme Clowning Around Wendy's Water Ski Challenge</p>	<p>Real PE: Theme John and Jasmine Learn to Juggle Ringo to the Rescue</p>	<p>Real PE: Theme Sammy Squirrel and his Rolling Nuts Casper the Very Clever Cat</p>

EYFS SKILLS

EXPECTED AGE RELATED STANDARDS

REAL PE	<ul style="list-style-type: none"> • Enjoy working on simple tasks with help • Can play with others and take turns and share with help • Can follow simple instructions • Observe and copy others • Move confidently in different ways • Aware of the changes to the way they feel when they exercise
Developmental matters 3-4yrs	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Developmental Matters Reception (FS2)	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Early Learning Goal (GLD) for the end of Reception	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

YEAR 1

PHYSICAL EDUCATION LEARNING JOURNEY

YEAR 1

AUTUMN HEROES/DINOSAUR ISLAND		SPRING GREAT FIRE OF LONDON		SUMMER LOCAL NATURE STUDY	
REAL PE: By the end of the unit children will show Personal Development through Coordination, footwork and Balance	REAL PE: By the end of the unit children will show Social Development through Dynamic balance to agility. Jumping and Landing	Real PE / Real Gym By the end of the unit children will show Cognitive Development through Dynamic balance on a line and static, seated balances	Real PE By the end of the unit children will show Creative Development through Coordination ball skills and counter balances with partners	Real PE By the end of the unit children will show Physical Development through Coordination ball skills with agility, react and respond	Real PE By the end of the unit children will show Health and Fitness Development through Agility ball skills with static floor work
Real PE: Theme Birthday Bike Surprise Pirate Pranks	Real PE: Theme Journey to the blue planet Monkey Business	Real PE: Theme Tilly the Train's Big Day Thembl Walks the Tightrope	Real PE: Theme Clowning Around Wendy's Water Ski Challenge	Real PE: Theme John and Jasmine Learn to Juggle Ringo to the Rescue	Real PE: Theme Sammy Squirrel and his Rolling Nuts Casper the Very Clever Cat
TWINKL GAMES		REAL DANCE By the end of the unit children will be able to create a dance with a clear beginning, middle and end. They will demonstrate moving with control and showing smooth linking movements and clear phrasing. They will be able to perform with others.	REAL GYM UNIT 1 Children will be able to link and repeat basic gymnastic actions. They will use this to make up and perform simple movement phrases. Children can watch and describe a short sequence of basic gymnastic actions, using appropriate language.	REAL GYM UNIT 2 Children will be able to perform a simple sequence with some changes in direction, level or speed. Perform a small range of skills and link two movements together. Children can move confidently in different ways.	

YEAR 1 SKILLS

EXPECTED STANDARD SKILLS

Gymnastics skills	<ul style="list-style-type: none">• Choose and link actions Remember & repeat actions accurately & consistently Use words such as rolling, travelling, balancing, climbing
Dance skills	<ul style="list-style-type: none">• Show some sense of dynamic, expressive and rhythmic qualities in their own dance• Choose appropriate movements for different dance ideas• Remember and repeat short dance phrases and simple dances• Describe basic body actions and simple expressive and dynamic qualities of movement
Games Skills	<ul style="list-style-type: none">• Use basic underarm, rolling & hitting skills, sometimes using overarm skills• Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency, sometimes catch a beanbag and a medium sized ball• Track balls and their equipment sent to them, moving in line with the ball to collect it• Throw, hit & kick a ball in a variety of ways, depending on the need of the game• Decide where to stand to make it difficult for their opponent
REAL PE	<ul style="list-style-type: none">• Follow instructions, practise safely and work on simple tasks on their own• Work sensibly with others, taking turns and sharing• Understand and follow simple rules and can name some things they are good at• Explore and describe different movements• Perform a single skill or movement with some control.• Perform a small range of skills and link two movements together• Aware of why exercise is important for good health

YEAR 2

PHYSICAL EDUCATION LEARNING JOURNEY	YEAR 2
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AUTUMN THE FARM		SPRING HISTORY OF FLIGHT		SUMMER ANIMAL CONSERVATION	
REAL PE:	REAL PE:	Real PE	Real PE	Real PE	Real PE
By the end of the unit children will show Personal Development through coordination, floor movement patterns and balance games	By the end of the unit children will show Social Development through dynamic balance, agility games and static seated balances	By the end of the unit children will show Cognitive Development through both dynamic balance and static balance	By the end of the unit children will show Creative Development through Coordination games involving ball skills and counter balances in pairs.	By the end of the unit children will show Physical Development through coordination, sending and receiving games, Agility with React/Response tasks.	By the end of the unit children will show Health and Fitness Development through cardio, agility, ball chasing games, static balance and floor work
		REAL DANCE	REAL GYM UNIT 1	REAL GYM UNIT 2	
		By the end of the unit children will explore how to choose and apply skills and actions in sequence and in combination. They will vary the way they perform skills by using simple movement phrases and use what they have learnt to improve the quality and control of their work.	By the end of the unit children will learn different points and patches balances. Explore point and patch balances using large apparatus. To learn more complex travel movements using low and large apparatus.	By the end of the unit children will learn different types of jumps and leaps, using a skipping rope and begin to develop a sequence. To learn how to complete different rolls and spins using low apparatus.	

YEAR 2 SKILLS

EXPECTED STANDARD SKILLS

Gymnastics skills	<ul style="list-style-type: none"> • Plan and repeat simple actions Show contrast in shape Perform the basic gymnastic actions with coordination, control & variety • Say why they think gymnastic actions are being performed well
Dance skills	<ul style="list-style-type: none"> • Perform body actions with control and coordination • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • Link actions • Remember and repeat dance phrases • Perform short dances, showing an understanding of expressive qualities • Describe the mood, feelings and expressive qualities of dance
Games Skills	<ul style="list-style-type: none"> • Show awareness of opponents and team mates when playing games • Perform basic skills of rolling, striking and kicking with more confidence • Make choices about appropriate
REAL PE	<ul style="list-style-type: none"> • Try several times if at first, they don't succeed and ask for help when appropriate • Can help praise and encourage others in their learning • Begin to compare movements and skills with those of others. • Select and link movements together to fit a theme • Begin to order instructions, movements and skills • With help can recognise similarities and differences in performance and can explain why someone is working or performing well • Perform a range of skills with some control and consistency. • Can perform a sequence of movements with some changes in level, direction or speed • Can say how their body feels before, during and after exercise • Use equipment appropriately and move and land safely

YEAR 3

PHYSICAL EDUCATION LEARNING JOURNEY

YEAR 3

AUTUMN STONE AGE		SPRING ROMAN BRITAIN		SUMMER CLIMATE CHANGE	
<p>REAL PE:</p> <p>By the end of the unit children will show Personal Development through cardio, coordination games and floor movement patterns.</p>	<p>REAL PE:</p> <p>By the end of the unit children will show Social Development through cardio, dynamic balances, Agility Seated static balances.</p>	<p>Real PE</p> <p>By the end of the unit children will show Creative Development through coordination, Counter Balance in Pairs with equipment and apparatus.</p>	<p>Real PE</p> <p>By the end of the unit children will show Cognitive Development through cardio, dynamic balance, coordination with ball skills.</p>	<p>Real PE</p> <p>By the end of the unit children will show Physical Development through agility, React/Response games, static balance and floor work.</p>	<p>Real PE</p> <p>By the end of the unit children will show Health and Fitness Development through cardio, Agility, ball chasing games, static balances.</p>
<p>STRIKING AND FIELDING GAMES</p> <p>By the end of the unit children will learn how to catch and throw across different distances with accuracy. They will develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points. Children will develop tactical skills, understanding effective</p>	<p>REAL DANCE UNIT 1</p> <p>By the end of the unit children will explore how to choose and apply skills and actions in sequence and in combination. They will vary the way they perform skills by using simple movement phrases and use what they have learnt to improve the quality and control of their work.</p>	<p>REAL GYM UNIT 1</p> <p>By the end of the unit children will learn different points and patches balances. Explore point and patch balances using large apparatus. To learn more complex travel movements using low and large apparatus.</p>	<p>REAL GYM UNIT 2</p> <p>By the end of the unit children will learn different types of jumps and leaps, using a skipping rope and begin to develop a sequence. To learn how to complete different rolls and spins using low apparatus.</p>	<p>INVASION GAMES FUNDAMENTALS</p> <p>By the end of the unit children will learn how to pass, receive and travel with the ball using a variety of balls and techniques. They will develop their understanding of the principles of attacking and defending in invasion games and learn skills such as marking and dodging.</p>	<p>ATHLETICS</p> <p>By the end of the unit children will develop their existing running, jumping and throwing skills. They will be learn about an effective sprint technique including sprinting over obstacles. Children will use a variety of throwing techniques, including the underarm and overarm throw to throw for both distance and accuracy. They will</p>

ways to 'run the points'.					learn the technique for throwing the shot put (push throw) and how to do the standing long jump
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YEAR 3 SKILLS

EXPECTED STANDARD SKILLS

Gymnastics skills	<ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task • Choose and plan sequences to suit different types of apparatus and their partner's ability • Explain how strength and suppleness affect performance • Compare & contrast gymnastic sequences, commenting on similarities & differences • With help, recognise how performance could be improved
Dance skills	<ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus to a movement • Share and create dance phrases with a partner and in a small group • Use dynamic, rhythmic and expressive qualities clearly and with control • Recognise and talk about the movements used and expressive qualities of dance
Games Skills	<ul style="list-style-type: none"> • Use a range of skills, throwing, striking, intercepting and stopping a ball, with some control and accuracy • Choose & use a range of simple tactics to make it difficult for their opponent • Use the principles of attacking and defending • Use a range of throwing techniques • Know and use rules fairly to keep games going
REAL PE	<ul style="list-style-type: none"> • Know where they are with their learning and have begun to challenge themselves • Show patience and support others, listening well to them about work • Happy to share ideas Can make up own rules and versions of activities • Respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression • Can understand the simple tactics of attacking and defending • Can explain what they do well and have begun to identify areas for improvement Perform and repeat longer sequences with clear shapes and controlled movement • Can select and apply a range of skills with good control and consistency • Can describe how and why my body feels during and after exercise • Can explain why we need to warm up and cool down

YEAR 4

PHYSICAL EDUCATION LEARNING JOURNEY	YEAR 4
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AUTUMN ANGLO-SAXONS AND VIKINGS		SPRING NATURAL DISASTERS		SUMMER MOUNTAIN AND RIVERS	
<p style="text-align: center;">REAL PE:</p> <p>By the end of the unit children will show Personal Development through Cardio Coordination games, floor movement patterns and various balances.</p>	<p style="text-align: center;">REAL PE:</p> <p>By the end of the unit children will show Social Development through cardio drills, dynamic balances, static seated balances and agility games.</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Creative Development through coordination skills, counter balances in Pairs with equipment and apparatus.</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Cognitive Development through cardio games, dynamic balances and Coordination with ball skills.</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Physical Development through Agility, React/Response games, Static Balance and Floor Work.</p>	<p style="text-align: center;">Real PE</p> <p>By the end of the unit children will show Health and Fitness Development through cardio, agility skills, ball chasing games and static balances.</p>
<p style="text-align: center;">GAMES- HOCKEY</p> <p>By the end of the unit children will be able to demonstrate increased skill in sending and receiving a ball. They will be able to play competitive games in small groups and describe what is successful in their own and others' performance.</p>	<p style="text-align: center;">REAL DANCE UNIT 1</p> <p>By the end of the unit children will compose movement phrases working with a group. They will perform a range of actions when working with a others and communicate meaning through their dances and perform with fluency and control.</p>	<p style="text-align: center;">REAL GYM UNIT 1</p> <p>By the end of the unit children will be able to perform actions including different body shapes showing longer performance sequences that includes changes of speed and level.</p>	<p style="text-align: center;">GAMES-TAG RUGBY</p> <p>By the end of the unit children will be able to demonstrate a greater ability to play games using available space. They will demonstrate increased skills in sending, receiving and travelling. Children will be able to evaluate their performance and identify aspects of that they need to improve.</p>	<p style="text-align: center;">GAMES-CRICKET</p> <p>By the end of the unit children will be able to demonstrate good technique when striking a ball. They will be able to bowl accurately and suggest ways that games can be modified.</p>	<p style="text-align: center;">ATHLETICS</p> <p>By the end of the unit children will be refining their sprint technique and learning how to work as a relay team, by practising an effective baton changeover. They will learn the technique for throwing the javelin (pull throw) and how to do the standing triple jump. The unit</p>

					culminates in a class pentathlon that the children will compete in. They will be using and applying the running, throwing and jumping techniques they have learnt throughout the unit
Swimming and Water safety	By the end of the unit children will build their confidence in the water and move in the pool (for example, jump, walk, hop and spin, using swimming aids and/or support). They will be able to float and move with and without swimming aids. They will be able to propel themselves in water using different swimming aids, arms and leg actions and basic strokes.				

YEAR 4 SKILLS

EXPECTED STANDARD SKILLS

Gymnastics skills	<ul style="list-style-type: none"> • Perform actions, balances, body shapes and agilities with control • Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement • Adapt their own movements to include a partner in a sequence • Understand that strength and suppleness can be improved
Dance skills	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative • Use simple movement patterns to structure dance phrases on their own, with a partner and in a group • Refine, repeat and remember dance phrases and dances • Show sensitivity to the dance idea and accompaniment • Describe, interpret and evaluate dance, using appropriate language
Games Skills	<ul style="list-style-type: none"> • Keep up a continuous game, using a range of skills, throwing, striking, intercepting and stopping a ball, with some control and accuracy • Use a variety of simple tactics for attacking well, keeping possession to make it difficult for their opponent • Understand that they need to defend as well as attack • Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better
REAL PE	<ul style="list-style-type: none"> • Know where they are with learning and have begun to challenge themselves • Show patience and support others, listening well to them about work • Happy to show and tell them ideas

	<ul style="list-style-type: none"> • Can make up own rules and versions of activities • Know how to respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression • Can understand the simple tactics of attacking and defending • Can explain what they are doing well and have begun to identify areas for improvement • Can perform and repeat longer sequences with clear shapes and controlled movement • Can select and apply a range of skills with good control and consistency • Can describe how and why their body feels during and after exercise • Can explain why warm ups and cool downs are important
Swimming	<p>By the end of KS2:</p> <ul style="list-style-type: none"> • Can swim competently, confidently and proficiently over a distance of at least 25 metres. • Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Can perform safe self-rescue in different water-based situations.

YEAR 5

PHYSICAL EDUCATION LEARNING JOURNEY

YEAR 5

AUTUMN EGYPTIANS AND SPACE		SPRING OCEANS		SUMMER KING RICHARD III	
<p>REAL PE:</p> <p>By the end of the unit children will show personal Development in PE through agility skills, ball chasing and coordination games</p>	<p>REAL PE:</p> <p>By the end of the unit children will show Social development through dynamic balance, counter balance in pairs and dance</p>	<p>Real PE/Gym</p> <p>By the end of the unit children will show Creative Development through static balance, seated static balance and floor work</p>	<p>Real PE</p> <p>By the end of the unit children will show Cognitive Development through Coordination games including, Ball Skills, Agility and React/Response tasks</p>	<p>Real PE</p> <p>By the end of the unit children will show Physical Development through Static Balance, Coordination skills and floor movement patterns</p>	<p>Real PE</p> <p>By the end of the unit children will show Health and Fitness Development through a range of dynamic balances and various agility games.</p>
<p>GAMES- BASKETBALL</p> <p>By the end of the unit children will learn how to dribble and pass the ball using a range of different techniques. Defensively, they will develop their skills of marking including man-to-man marking. Offensively, they will learn how to get free from a defender, how to shield the ball and the skill of pivoting. They will also learn</p>	<p>REAL DANCE UNIT 1</p> <p>By the end of the unit children will be able to perform and repeat movements with good control and accuracy. They will identify ways to develop their technique and composition and link dance phrases to make a longer composition.</p>	<p>REAL GYM UNIT 1</p> <p>By the end of the unit children will Explore different ways to perform gymnastics skills with a ball and begin to link these to create a sequence. Consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions. Children will develop sequences using different ways to</p>	<p>NET GAMES- TENNIS</p> <p>By the end of the unit children will further develop their striking and hitting skills by learning how to hit different groundstrokes. Children will be introduced to the overhead tennis serve, where they will use this in conjunction with developing a volley shot. They will gain experience in a match environment by</p>	<p>STRIKING AND FIELDING GAMES-ROUNDERS</p> <p>By the end unit children will learn correct techniques for different types of throws and catches, practise batting and bowling techniques and learn all about the roles and responsibilities of different fielding positions. In addition to this, they will learn how to think strategically and choose and apply a range of tactics to help</p>	<p>ATHLETICS</p> <p>By the end of the unit children will be running for speed and endurance as well as learning the technique for the standing vertical jump. They will also learn the technique for throwing the discus (the fling throw) and practise other types of throwing techniques, including the one-handed pull throw (javelin) and the one-</p>

some of the rules of the game and to play as part of a team in a mini-tournament, putting their newly developed skills into practise.		link movements, including different timing and directions, e.g. canon, synchronised, contrasting.	competing in a variety of tennis mini-games, applying the skills they have learnt while developing an understanding of the rules and scoring in tennis.	them perform their best.	handed push throw (shot-put)
Swimming and Water safety (Y5 non- swimmers only)	By the end of the unit children will build their confidence in the water and move in the pool (for example, jump, walk, hop and spin, using swimming aids and/or support). They will be able to float and move with and without swimming aids. They will be able to propel themselves in water using different swimming aids, arms and leg actions and basic strokes.				

YEAR 5 SKILLS

EXPECTED STANDARD SKILLS

Gymnastics skills	<ul style="list-style-type: none"> • Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed • Adapt their performance to the demands of a task, using their knowledge of composition • Understand the need for warming up and working on body strength, tone and flexibility • Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.
Dance skills	<ul style="list-style-type: none"> • Compose and plan dances creatively and collaboratively in groups • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use • Recognise and comment on dances, showing an understanding of style
Games Skills	<ul style="list-style-type: none"> • Pass, dribble & shoot with control in games • Strike a bowled ball • Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control & consistency • Mark opponents and help each other in defence • Identify and use tactics to help their team
REAL PE	<ul style="list-style-type: none"> • Cope well and react positively when things become difficult. • Can persevere with a task and can improve performance through regular practice • Know how to cooperate well with others and give helpful feedback • Help organize roles and responsibilities and can guide a small group through a task • Know how to link actions and develop sequences of movements that express own ideas • Can change tactics, rules or tasks to make activities more fun or challenging • Can understand ways (criteria) to judge performance and can identify specific parts to continue to work upon

	<ul style="list-style-type: none"> • Use their awareness of space and others to make good decisions can perform a variety of movements and skills with good body tension • Can link actions together so that they flow in running, jumping and throwing activities • Can describe the basic fitness components and explain how often and how long I should exercise to be healthy • Record and monitor how hard they are working
Swimming (Y5 non-swimmers only)	By the end of KS2: <ul style="list-style-type: none"> • Can swim competently, confidently and proficiently over a distance of at least 25 metres • Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Can perform safe self-rescue in different water-based situations.

AUTUMN CAN BUSINESS BE A FORCE FOR GOOD/MAYANS		SPRING WW2		SUMMER GREEKS	
<p>REAL PE:</p> <p>By the end of the unit children will show personal Development in PE through agility skills, ball chasing and coordination games</p>	<p>REAL PE:</p> <p>By the end of the unit children will show Social development through dynamic balance, counter balance in pairs and dance</p>	<p>Real PE/Gym</p> <p>By the end of the unit children will show Creative Development through static balance, seated static balance and floor work</p>	<p>Real PE</p> <p>By the end of the unit children will show Cognitive Development through Coordination games including, Ball Skills, Agility and React/Response tasks</p>	<p>Real PE</p> <p>By the end of the unit children will show Physical Development through Static Balance, Coordination skills and floor movement patterns</p>	<p>Real PE</p> <p>By the end of the unit children will show Health and Fitness Development through a range of dynamic balances and various agility games</p>
<p>GAMES- INVASION GAMES</p> <p>By the end of the unit children will recap on the fundamental skills needed to play a range of invasion games, such as dribbling with the ball, passing and keeping possession. Children will also recap on attacking skills, such as shooting and changing direction with the ball in football using the drag back and stop turn. Defending skills such as shadowing and tackling are also learnt.</p>	<p>REAL DANCE Y5/6 UNIT 1</p> <p>By the end of the unit children will be able to explore and compose dance and movement ideas imaginatively. They will perform with increased awareness of contrasting dynamics and communicate dance ideas on their own, with a partner and in a group.</p>	<p>REAL GYM Y5/6 UNIT 2</p> <p>By the end of the unit children will Explore different ways to perform gymnastics skills with a ball and begin to link these to create a sequence. Consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions. Children will develop sequences using different ways to link movements, including different timing and directions, e.g. canon,</p>	<p>GAMES- NETBALL (HIGH 5)</p> <p>By the end of the unit children will learn how to pass and catch the ball using a range of techniques. Defensively, they will develop their skills of marking, including one-on-one marking. Offensively, they will learn how to get free from a defender using skills such as the dodge and straight lead run and the skill of pivoting. They will also learn the technique for shooting and how to do a toss-up.</p>	<p>INVASION GAMES- (French cricket, Danish Longball)</p> <p>By the end unit children will learn children will learn how to pass and catch the ball using a range of techniques. Defensively, they will develop their skills of marking, including one-on-one marking. Offensively, they will learn how to get free from a defender using skills such as the dodge and straight lead run and the skill of pivoting. They will also learn the technique for shooting and how to do a toss-up.</p>	<p>ATHLETICS</p> <p>By the end of the unit children will have the opportunity to develop their existing running, jumping and throwing skills as well as learn new skills. They will be running for speed and endurance as well as recapping on relay running, including the baton exchange and running over hurdles. They will be trying to achieve their personal best in the standing long jump, triple jump and vertical jump and will be involved in setting up various jumping activities, including measuring the jumps. They will learn the</p>

		synchronised, contrasting.			technique for the overhead heave throw and will be evaluating their own and other's performances.
Swimming and Water safety (Y6 non- swimmers only)	By the end of the unit children will build their confidence in the water and move in the pool (for example, jump, walk, hop and spin, using swimming aids and/or support). They will be able to float and move with and without swimming aids. They will be able to propel themselves in water using different swimming aids, arms and leg actions and basic strokes.				

YEAR 6 SKILLS

EXPECTED STANDARD SKILLS

Gymnastics skills	<ul style="list-style-type: none"> • Make up longer, more complex sequences, including changes of direction, level and speed • Develop their own solutions to a task by choosing and applying a range of compositional principles • Combine and perform gymnastic actions, shapes and balances • Show clarity, fluency, accuracy and consistency in their movements
Dance skills	<ul style="list-style-type: none"> • Work creatively and imaginatively on their own, with a partner and in a group to compose and structure simple dance • Perform to an accompaniment expressively and sensitively • Perform dances fluently and with control • Talk about dance with understanding, using appropriate language and terminology
Games Skills	<ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling & shooting the ball in games • Apply basic principles of team play to keep possession of the ball • Use marking, tackling &/or interception to improve their defence • Know what position they are playing in & how to contribute • Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control & consistency
REAL PE	<ul style="list-style-type: none"> • Cope well and react positively when things become difficult • Can persevere with a task and can improve performance through regular practice • Know how to cooperate well with others and give helpful feedback • Help organize roles and responsibilities and can guide a small group through a task • Know how to link actions and develop sequences of movements that express own ideas • Can change tactics, rules or tasks to make activities more fun or challenging • Can understand ways (criteria) to judge performance and can identify specific parts to continue to work upon • Use their awareness of space and others to make good decisions can perform a variety of movements and skills with good body tension • Can link actions together so that they flow in running, jumping and throwing activities • Can describe the basic fitness components and explain how often and how long I should exercise to be healthy

	<ul style="list-style-type: none">• Record and monitor how hard they are working
Swimming (Y5 non-swimmers only)	By the end of KS2: <ul style="list-style-type: none">• Can swim competently, confidently and proficiently over a distance of at least 25 metres• Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• Can perform safe self-rescue in different water-based situations.

5. END POINTS- STICKY KNOWLEDGE

FS, YEAR 1 AND YEAR 2

BY THE END OF THE YEAR YOU WILL KNOW...	FS	YEAR 1	YEAR 2
control and movement	-how to explore space and how to use space safely. -how to choose their own actions in response to a stimulus and can copy, repeat and remember actions.	-how to use simple fundamental movement skills, which they copy, explore, repeat with basic control.	-how to use fundamental movement skills with increasing control and confidence.
sequence and repetition			
Playing games	-fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball.	-how to bounce a ball on the spot. -how to use one hand to slide, throw or roll a ball towards a partner.	-how to hold a bat with one or two hands and balance a ball on the flat side of the bat. -how to work with a partner to link 3 movements together at 3 different levels to create a sequence.
Social skills	- negotiate space and obstacles safely, with consideration for themselves and others.	-how to aware of their own and others feelings when working together. -How to follow basic instructions in physical tasks.	-how to engage in simple competitive activities against themselves and co-operative physical activities with others.
Evaluating and improving	- how to explain the reasons for rules, know right from wrong.	-how to describe and comment on their own and others actions.	-how to talk about the differences between their own and others actions. -How to begin to suggest simple improvements.
Health and Fitness	- how to regulate their behaviour according to themselves and others in physical activities.	-how to talk about exercise safely and describe how their bodies feel when they are moving and when at rest.	-how to give a simple explanation of how to exercise safely. -how to describe how their bodies feel during different activities.

YEAR 3, YEAR 4, YEAR 5 AND YEAR 6

BY THE END OF THE YEAR YOU WILL KNOW...	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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CONTROL AND MOVEMENT	-how to apply a range of skills with good control and consistency.	-how to perform and repeat longer sequences with clear shapes and controlled movement.	-how to respond imaginatively to different situations, adapting and adjusting your skills, movements or tactics so they are different from others.	-how to perform a variety of skills consistently and effectively in challenging or competitive situations.
SEQUENCE AND REPETITION	-how to respond differently to tasks or music.			
PLAYING GAMES	-simple tactics of attacking and defending.	-how to make up my own rules and versions of activities.	-how to develop methods to outwit opponents. -how to use combinations of skills confidently during games.	-how to effectively disguise what you are about to do next.
SOCIAL SKILLS	-how to show patience and support others.	-how to show and tell others about your ideas.	-how to negotiate and collaborate appropriately.	-how to give and receive feedback to help improve yourself and others.
EVALUATING AND IMPROVING	-where you are with your learning and challenge yourself. -how to recognise similarities and differences in movement and expression.	-how to persevere with a task and improve your performance through regular practice. What you are doing well and will have begun to identify areas for improvement.	-how to see all new challenges as opportunities to learn and develop.	-how to review, analyse and evaluate your own and others' strengths and weaknesses. How to set appropriate targets to help improve yourself.
HEALTH AND FITNESS	-how your body feels during and after exercise and why it feels like this.	-how your body feels during and after exercise and why it feels like this.	-how to independently choose and perform appropriate warm up and cool down activities.	-how to plan and follow your own basic fitness programme.

6. SEND IN PHYSICAL EDUCATION

We teach PE to all children as part of our broad, balanced and inclusive curriculum for all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE that takes into account the targets set for individual children in their Provision Plans. Children with SEND will be able to take control of their own learning where they have responsibility and have ownership to challenge themselves and in turn will be supported to build resilience and self-esteem. To help children to develop skills they need to become life-long learning through an inclusive and progressive PE curriculum led by adults who have both an understanding and have a positive relationship with physical activity.

Strategies to scaffold Learning

How can I support learners who struggle to access lessons because of physical problems?

- Include a range of resources that will be available to the children to ensure they can access the learning (i.e. a range of different sized and weighted balls to develop catching skills).
- Use strategies such as modelling, demonstrating, and imitating to support learners in understanding the step-by-step processes.
- Use a child-centered approach where children are guided to work at their level and pace,

How we support learners who struggle to cooperate with others during PE?

- Give opportunities to work in a collaborative way.
- Working in partners or small groups allows the children to voice their own ideas and opinions,
- This will build their confidence, boost self-esteem and develop their social skills.
- This also enables children to feedback to each other and think critically about their work and performance, setting new targets and aspirations.

How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.
- Giving time for learners to look back at demonstrations, to make connections to what they already know, which in turn can help nurture motivation.
- All learners should routinely tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.

7. VOCABULARY FOR PE

FS	1	2	3	4	5	6
	Beat Gesture Perform Rap	Beat Flow Independent Medieval Methods Movements Performance Travel	Canon Clock Confidence Direction Formation Performance Pivot Tempo Timing Unison	Agility Balance Charleston step Chassé Co-ordination Dynamics Emotion Endurance Expression Improvise Line dancing Muscular strength Phrasing Rhythm Sequence Flexibility Space Stamina Strut Timing	Agility Backstep Posture Point Balance Beats Bollywood dancing Break-it- down Canon Co-ordination Collaboration Control Dynamics Emotion Endurance Expression Flexibility Fluency Improvise Lotus Motif Muscular strength Phrasing Prayer Rhythm Sections Sequence Space Stamina Timing Unison Variation	Beat Canon Choreograph Fluency Match Mirror Pose Routine Streetdance Timing Unison

FS	1	2	3	4	5	6
	Along Direction Level Link Onto and off Over Pike Posture Rolling:egg, log, forward, teddy bear rolls. Sequence Straddle Straight Tension Travel Tuck	Apparatus Balance Patches Points Shapes Travelling Shoulderstan d Tension	Analyse Balance Co-operation Empathy Jumps Landing Shapes Roll Teamwork Travel	Asymmetry Balance Body Canon Counterbalan ce Moves Pike Posture Sequence Straddle Symmetry Techniques Tension Tuck Unison	Arch Asymmetrical Balance Bridging Canon Counterbalan ce Direction Dish Dynamic Evaluate Extend Level Points of balance Pull Push Rolling Rotation Sequence Shape Star Symmetrical Techniques Tension Unison	Asymmetrical Balance Canon Direction Dynamic Frontand back support Level Movement Rollingand bridging Rotation Sequence Shape Symmetrical Unison

FS	1	2	3	4	5	6
Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively	Accuracy Agility Aim Balance Base Co-ordination Control Fluency Guide Movement Push Rotate Target Technique Timing Transitions Travel	Accuracy Agility Aim Balance Base Co-ordination Crab Guide Movement Pattern Rock and roll Rotate Skittles Target Timing Tuck Twist and turn	Agility Balance Bounce Control Dribble Observation Safety Send Speed Travel	Hockey Attack Defend Dribble Passing Play Receiving Support	Basketball Beats Bounce pass Break-it- down Canon Chest pass Collaboration Defend Dodging Footwork Goal High 5 Netball Intercepting Land Marking Motif Names of positions Non-contact Overhead pass Pivot Point Positions Push Receive Sections Shoulderpass Signal Step	Tag Rugby Competition Dodging Forfeit Handover Hop Rules Skip Tag Tournament Try

