

#### PE 2022/2023

#### **Curriculum Intent Statement**

Taken from the Aims of the National Curriculum:

<u>KS1:</u> 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. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

<u>KS2</u>: Use running, jumping, throwing and catching in isolation and in combination and play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Also take part in outdoor and adventurous activity challenges both individually and within a team.

#### **ELGs related to Subject and Topics**

Make the links from EYFS into KS1 and KS2

<u>Nursery:</u> 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.

**EYFS**: Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing. Move energetically, such as, running, hopping, skipping, jumping, dancing and climbing.

		Topic	Year 1		Topic	Year 2	
	HT1	REAL PE	What children will	What children will be	COG:	What children will	What children will be
		COG:	learn:	able to do:	Personal	learn:	able to do:
		Personal					
Autumn		<u>FUNDAMENTAL</u>	COG: Personal	COG: Personal	<u>FUNDAMENTAL</u>	COG:	COG: Personal
Autumn		SKILLS:	I can work on simple	Exceeding:	SKILLS:	Personal	Exceeding:
		Balance: one leg	tasks by myself.	I try several times if at	Balance: one leg	I try several times if at	I have begun to
		balance.		first I don't succeed	balance.	first I don't succeed	challenge myself.

Co-ordination:	I can follow	and I ask for help	Co-ordination:	and ask for help when	I know where I am
Footwork.	instructions and	when appropriate.	Footwork:	appropriate.	with my learning.
	practise safely.				
		Expected:		<u>FUNDAMENTAL</u>	Expected:
	<b>FUNDAMENTAL</b>	I can work on simple		SKILLS:	I try several times if at
	SKILLS:	tasks by myself.		Balance: one leg	first I don't succeed
	<b>Balance: one leg</b>	I can follow		<u>balance:</u>	and ask for help when
	balance.	instructions and		Green Video -	appropriate.
	Yellow Video - Stand	practise safely.		Stand still for 30	
	still for 10 seconds on			seconds on both legs.	Emerging:
	both legs.	Emerging:			I can follow
	Green Video - Stand	I enjoy working on		Complete 5 squats	instructions, practice
	still for 30 seconds on	simple tasks with help.		using both legs	safely and work on
	both legs.			without wobble.	simple tasks by myself
	<b>Co-ordination:</b>	<u>FUNDAMENTAL</u>			
	Footwork.	SKILLS:		<b>Co-ordination:</b>	<b>FUNDAMENTAL</b>
	Yellow Video - Side-			Footwork:	SKILLS:
	step in both directions,	Balance: one leg		Green Video -	Balance: one leg
	Gallop, leading with	<u>balance</u> .		Combine side-steps	balance:
	either foot. Hop on			with 180° front pivots	
	either foot. Skip.	Balance with minimum		off either foot.	Balance with minimu
		wobble.			wobble and control.
	Green Video -	Balance with the		Combine side-steps	Stand still whilst
	Combine side-steps	standing foot still.		with 180° reverse	keeping the standing
	with 180° front pivots	Non-standing foot off		pivots off either foot.	foot still.
	off either foot.	the floor.			To take the non-
	Combine side-steps			Skip with knee and	standing foot off the
	with 180° reverse	Procedural		opposite elbow at 90°	floor.
	pivots off either foot.	Keep head up and still.		angle.	
		Keep tummy tight.			Procedural
		Keep back straight.		Hopscotch forwards	Keep head up and stil
				and backwards,	Keep tummy (core
		Co-ordination:		hopping on the same	muscles) tight and
		Footwork.		leg (right and left)	back straight.
					Use arms to help you
		Have good control.			balance

			Have good balance.			
			Have smooth			Co-ordination:
			movements.			Footwork:
						Balance and control
			<u>Procedural</u>			throughout.
			Keep head up.			To be fluent, smooth
			Bend knees to help			movements.
			you balance.			Movements
			Work off balls of feet.			performed in both
						directions/on both
						sides.
						Procedural
						Keep head up and
						back straight.
						Work off balls of feet
						looking straight ahead.
						Bend knees to push off
						and land.
HT2	REAL DANCE	What children will	What children will be	REAL DANCE	What children will	What children will be
	COG: Social	learn:	able to do:		learn:	able to do:
				COG: Social		
	<u>FUNDAMENTAL</u>	COG: Social	COG: Social		COG: Social	COG: Social
	SKILLS:					
	Balance: Shapes (one	I can work with others.	Exceeding	<u>FUNDAMENTAL</u>	I can work with others	Exceeding
	leg, seated,		I can help, praise and	SKILLS:	and help them.	I am happy to show
	floorwork).	<u>FUNDAMENTAL</u>	encourage others in			and tell others about
		SKILLS:	their learning.	Balance: Shapes (one	<u>FUNDAMENTAL</u>	my ideas.
	Co-ordination: Circles		Expected	leg, seated,	SKILLS:	<u>Expected</u>
	(Jumping and landing,	Balance: Shapes (one	I can work sensibly	floorwork).	Dalaman Character	I can help, praise and
	footwork).	leg, seated,	with others, taking	Co-ordination: Circles	Balance: Shapes (one	encourage others in
		floorwork):	turns and sharing.  Emerging	(Jumping and landing,	leg, seated, floorwork).	their learning.  Emerging

Create multiple	I can play with others	Create multiple	I can work sensibly
standing and floor	and take turns and	standing and floor	with others, taking
shapes - balanced on	share with help.	shapes - with torso	turns and sharing.
both feet with limbs		beginning to rotate	
in different planes		with 3 points of	<u>FUNDAMENTAL</u>
with 3 points of	FUNDAMENTAL	contact with the floor.	SKILLS:
contact facing down.	SKILLS:	- facing down and up	
Create standing and			Balance: Shapes (one
floor shapes in	Balance: Shapes (one	Incorporate jumping	leg, seated,
contrast to my	leg, seated,	when travelling	floorwork).
partner's - with our	floorwork):	between shapes - in	
body parts crossing		canon.	Balance and control
over.	Balance with minimum	Co ordination: Circles	throughout.
	wobble.	Co-ordination: Circles (Jumping and landing,	To be fluent, smooth
Co-ordination: Circles	Balance with the	footwork).	movements.
(Jumping and landing,	standing foot still.	iootworkj.	Movements
footwork):	Non-standing foot off	Create movement and	performed in both
<u></u>	the floor.	turn forwards and	directions/on both
Create movements led	the noon	backwards through	sides.
by large horizontal	Procedural	horizontal and vertical	
single arm circles and	Keep head up and still.	large arm circle and	<u>Procedural</u>
semi-circles leading	Keep tummy tight.	semi-circle - in unison.	Keep head up and
into - stepping	Keep back straight.	- finishing in partner	back straight.
turning.	Reep back straight.	shapes.	Work off balls of feet
Jump from a static	Co-ordination: Circles		looking straight ahead.
position, arms up and	(Jumping and landing,	Create jumps from	Bend knees to push off
down.		foot circles - jumping	and land.
down.	footwork):	in unison.	Engage core muscles
	Have good control		when rotating.
	Have good control.		
	Have good balance.		
	Have smooth		
	movements that link		Co-ordination: Circles
	from one to another.		(Jumping and landing,
			footwork).
	<u>Procedural</u>		

				Keep head up.			Balance and control
				Bend knees to help			throughout.
				you balance.			Be fluent between
				•			
				Work through the feet			movements so they
				when taking off.			link.
				Bend knees on			Agility to change
				landing.			direction quickly.
							Use partner to
							balance.
							Procedural
							Keep head up and
							back straight.
							Work off balls of feet
							looking straight ahead.
							Bend knees to push off
							and land.
							Engage core muscles
							when rotating.
	HT3	REAL GYM	What children will	What children will be	REAL GYM	What children will	What children will be
		COG: Creative	learn:	able to do:	COG: Creative	learn:	able to do:
		<u>FUNDAMENTAL</u>	COG: Creative	COG: Creative	<u>FUNDAMENTAL</u>	COG: Creative	COG: Creative
		SKILLS:			SKILLS:		
			I can describe different	Exceeding		I can compare my	Exceeding
		Co-ordination	movements.	I can select and link	Co-ordination	movements and skills	I can respond
C		(jumping and landing)		movements together	(jumping and landing)	with others.	differently to a variety
Spring			<u>FUNDAMENTAL</u>	to fit a theme.			of tasks. or music.
		Balance (seated, one	SKILLS:	Expected	Balance (seated, one	<u>FUNDAMENTAL</u>	
		leg)		I can explore and	leg)	SKILLS:	<u>Expected</u>
			Co-ordination	describe different			I can begin to compare
		Agility (moving in and	(jumping and landing)	movements.	Agility (moving in and	Co-ordination	my movements and
		around others).		Emerging	around others).	(jumping and landing)	skills with those of
			· Explore star, tuck and	I can observe and copy			others.
			straight shapes, dish	others.			
	-1		<u> </u>		1	•	

and arches shapes		Explore star, tuck,	Emerging
using low apparatus.		dish, straight and	I can explore and
· Create accurate	<u>FUNDAMENTAL</u>	arched shapes using	describe different
shapes with the body.	SKILLS:	low and high apparatus.	movements.
Balance (seated, one	Co-ordination (jumping and landing)	Create accurate and	<u>FUNDAMENTAL</u> SKILLS:
leg):	<u>Udiniping and landing)</u>	clear shapes with the	<u>JKILLJ.</u>
iegj.	Have good control.	body during flight.	<b>Co-ordination</b>
Balance on one and	Have good balance.	Balance (seated, one	(jumping and landing)
two legs to create	Have smooth	leg)	Have good control.
different shapes with	movements that link	<u>::-51</u>	Have good balance.
the body.	from one to another.	Balance on one and	Have smooth movements that link
Agility /maying in and	Procedural	two legs to create	from one to another.
Agility (moving in and around others).		different shapes with	monitoric to another.
around others).	Keep head up. Bend knees to help	the body.	<u>Procedural</u>
Move around the	you balance.	Delever for 20 consider	Keep head up.
space using shape and	Work through the feet	Balance for 30 seconds	Bend knees to help
connected	when taking off.	on one leg.	you balance.
movements.	Bend knees on	Perform seated	Work through the feet
	landing.	balance with hands off	when taking_
		of the floor.	
	Balance (seated, one		Balance (seated, one
	leg):	Agility (moving in and	<u>leg)</u> Have control over all
		around others).	body parts.
	Have good control.		Stable the body.
	Have smooth	Move around the	Stubic the body.
	movements that link	space and others using	
	from one to another.	shape.	<u>Procedural</u>
	Procedural		Keep head up.
	Keep head up.		Engage core muscles.
	Bend knees to help		Use body parts (arms
	you balance.		and core) to hold the
1	1		

			Agility (moving in and			balance by activating
			around others).			muscles.
						Focus on a point to
			Co-ordinate body			hold balance.
			parts accordingly			
			Connect movements			Agility (moving in and
			smoothly and with			around others).
			control.			
						Co-ordinate body
			Procedural			parts accordingly
			Smooth movements.			Connect movements
			Connecting body parts			smoothly and with
			to negotiate			control.
			movement around the			
			space.			<u>Procedural</u>
						Identify space and
						negotiate around the
						space.
						Keep heads up
						Smooth movements
						and control.
HT4	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
	COG: Cognitive	learn:	able to do:	COG: Cognitive	learn:	able to do:
	<u>FUNDAMENTAL</u>	COG: Cognitive	COG: Cognitive	<u>FUNDAMENTAL</u>	COG: Cognitive	COG: Cognitive
	SKILLS:		Exceeding	SKILLS:		Exceeding
		<u>FUNDAMENTAL</u>	I can explain what I am		Recognise and explain	I can explain what I am
	Dynamic balance: on a	SKILLS:	doing well and begun	Dynamic balance: on a	similarities in	doing well and begun
	line.		to identify areas for	line.	performance.	to identify areas for
		Dynamic balance: on a	improvement.			improvement.
	Static balance: Stance	line.		Static balance: Stance	FUNDAMENTAL	·
		Yellow Video -	Expected		SKILLS:	Expected
		Maintaining balance	With help, I can			With help, I can
		on a line: I can walk	recognise similarities		Dynamic balance: on a	recognise similarities
		1	_		line.	=

	forwards with fluidity	and differences in	Green Video - Walk	and differences in
	and minimum wobble.	performance.	fluidly, lifting knees to	performance.
	I can walk backwards	I can explain why	90°.	I can explain why
	with fluidity and	someone is working or		someone is working or
	minimum wobble.	performing well.	Walk fluidly, lifting	performing well.
			heels to bottom	
	Static balance: Stance	Emerging		Emerging
		I can name some		I can name some
	Maintaining balance	things I am good at.	Static balance: Stance	things I am good at.
	throughout I can stand	I can understand and		I can understand and
	on a line with a good	follow simple rules.	Green Video –	follow simple rules.
	stance for 10 seconds.		Stand on low beam	
		<u>FUNDAMENTAL</u>	with good stance for	
		SKILLS:	10 seconds.	<u>FUNDAMENTAL</u>
				SKILLS:
		Dynamic balance: on a		
		line.		Dynamic balance: on a
				line.
		Smooth, controlled		
		movements and		Smooth, controlled
		minimum wobble.		movements and
		Balance maintained on		minimum wobble.
		the line.		Balance maintained on
		Use opposite arm and		the line.
		leg moving forwards.		Use opposite arm and
				leg moving forwards.
		<u>Procedural</u>		
		Work off the balls of		<u>Procedural</u>
		feet.		Work off the balls of
		Keep head still and		feet.
		look forward.		Keep head still and
		Use arms to help you		look forward.
		move and balance as		Use arms to help you
		you walk (opposite		move and balance as
		arm and leg).		you walk (opposite
				arm and leg).

				Static balance: Stance			
				Feet being still, both			Static balance: Stance
				feet facing forwards			
				and minimum wobble.			Use both feet facing
				Balance maintained on			forwards.
				the line.			Feet are still. minimum
							wobble (control).
				Procedural			
				Keep back straight.			Procedural
				Keep head up and still.			Keep feet a shoulder
				Swing arms to help			width apart and knees
				move and balance.			bent.
				move and balance.			Keep weight on balls
							of feet.
							Keep back straight,
							head up and look
							forward.
	HT5	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
	'''	COG: Creative	learn:	able to do:	COG: Creative	learn:	able to do:
		<u>cod.</u> creative	icum.	ubic to do.	<u>cod.</u> crediive	icum.	ubic to do.
		FUNDAMENTAL	COG: Creative	COG: Creative	FUNDAMENTAL	COG: Creative	COG: Creative
		SKILLS:			SKILLS:		
		Co-ordination (ball	I can link ideas	<u>FUNDAMENTAL</u>	Co-ordination (ball	I can link ideas	Exceeding
		skills)	together to make a	SKILLS:	skills)	together to make a	I can make up my own
		,	theme and compare	Co-ordination (ball	,	theme and compare	rules and versions of
		Counter-balance (with	movements to others.	skills)	Counter-balance (with	movements to others.	activities.
Summer		a partner)			a partner)		I can respond
			FUNDAMENTAL	Ability to move the	, .	FUNDAMENTAL	differently to a variety
			SKILLS:	ball in both directions.		SKILLS:	of tasks or music.
			Co-ordination (ball	Control of the ball		Co-ordination (ball	
			skills)	maintained		skills)	<u>Expected</u>
			Yellow Video –	throughout.		Green Video –	I can select and link
			I can sit and roll a ball	Smooth movements		Sit and roll a ball up	movements together
			along the floor around	with the ball.		and down legs and	to fit a theme.
			my body using 2			round upper body	I can begin to compare
			hands.	Procedural		using 1 hand.	my movements and
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Use fingers to move skills with those of I can sit and roll a ball along the floor around the ball. Stand and roll a ball up others. my body using 1 hand Keep tummy tight and and down legs and (right and left). weight through your round upper body Emerging using 1 hand. I can explore and I can sit and roll a ball bottom. Focus on moving the describe different Counter-balance (with down to my toes and back up, then around ball smoothly rather a partner) movements. my upper body using 2 than on speed. Green Video hands. Hold on and, with a **FUNDAMENTAL** Counter-balance (with SKILLS: I can stand and roll a long base, lean back, a partner) hold balance and then **Co-ordination (ball** ball down to my toes move back together. skills) and back up, then round my upper body Balance maintained Ability to move the using 2 hands. Hold on with 1 hand throughout. Smooth, controlled ball in both directions. and, with a long base, Counter-balance (with movements. lean back, hold Control of the ball balance and then maintained a partner) Coordinated move back together. throughout. movements with Yellow Video -Smooth movements partner. Sit holding hands with with the ball. toes touching, lean in Procedural together then apart Procedural Move the ball with Keep tummy tight. Sit holding 1 hand with Keep back straight and fingertips. toes touching, lean in head up. together then apart. Hold on to your Focus on maintaining partner's forearms. good balance Sit holding hands with throughout. toes touching and rock forwards, backwards Perform movements smoothly and then and side-to-side. gradually increase speed. **Counter-balance (with** a partner)

<del></del>			Г	T		
						Balance maintained
						throughout.
						Smooth, controlled
						movements.
						Coordinated
						movements with
						partner.
						<u>Procedural</u>
						Keep tummy (core
						muscles) tight and
						body straight
						throughout.
						5
						Hold with straight
						arms when leaning
						back.
						Hold on to partner's
						forearms and maintain
						a long base.
HT6	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
	COG: Physical	learn:	able to do:	COG: Physical	learn:	able to do:
		COG: Physical	COG: Physical		COG: Physical	COG: Physical
	<u>FUNDAMENTAL</u>		Exceeding	<u>FUNDAMENTAL</u>		Exceeding
	SKILLS:	I can perform a range	I can select and apply	SKILLS:	I can perform a range	I can select and apply
		of skills and sequenced	a range of skills with		of skills and sequenced	a range of skills with
	Co-ordination (sending	movements.	good control and	Co-ordination (sending	movements.	good control and
	and receiving)		consistency.	and receiving)		consistency.
	<u>.</u>	<u>FUNDAMENTAL</u>	,		FUNDAMENTAL	,
	Agility (Reaction and	SKILLS:	<u>Expected</u>	Agility (Reaction and	SKILLS:	Expected
1	response)		I can perform a	response)		I can perform a
			·		Co-ordination	sequence of
		Co-ordination	i sequence oi			
		Co-ordination (sending and	sequence of movements with some		(sending and	movements with some

Roll large ball and collect the rebound. Roll ismall ball and collect the rebound. Throw large ball and collect the rebound with 2 hands.  Agility [Reaction and response]  React and catch the reliability and responses ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Agod position when receiving.  Agod position when receiving.  Procedural Look at partner, Use backswing and follow through.				
collect the rebound. Roll small ball and collect the rebound of skills with some control and catch the rebound with 2 hands.  Agility (Reaction and response)  React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending, A good position when receiving, A good position when receiving, Procedural Look at partner, Use backswing and follow  addition of speed. I can perform a range of skills with some control and consistency. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 bounce. Skill or movement with some control.  FUNDAMENTAL SKILLS:  Co-ordination (sending and response)  A good position when receiving.  Procedural Look at partner, Use backswing and follow	Roll large ball and	changes in level.	Green Video –	changes in level.
Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands.  Agility (Reaction and response)  React and catch thensis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  React and catch tensis ball dropped from shoulder height after 1 bounce, balancing and receiving.  Co-ordination Isending and receiving.  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  A good position when receiving.  Roll small ball and collect free bound with same hand after 1 bounce.  Throw tennis ball, catch rebound with other hand after 1 bounce.  Strike large, soft ball along ground with thand 5 times in a rally.  Accuracy when sending. Appropriate power/weight when sending.  A good position when receiving.  Procedural Look at partner, Use backswing and follow		=		_
collect the rebound. Throw large ball and carch the rebound with 2 hands.  Agility (Reaction and response)  React and carch tennis ball dropped from shoulder height after 1 bounce.  1 leg.  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  A good position when receiving. A good position when receiving.  Coler bands with some control and bounce.  Same hand after 1 bounce. Throw tennis ball, carch rebound with same hand without a bounce.  Emerging I can perform a small range of skills and link two movements to bounce.  I can perform a single of the hand siter 1 bounce.  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  A good position when receiving and follow  Procedural  Procedural  Procedural  Look at partner. Use backswing and follow			•	
Throw large ball and catch the rebound with 2 hands.  Agility (Reaction and response) React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  FUNDAMENTAL SKILLS:  Co-ordination (Sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  Agood position when receiving.  Procedural Look at partner, Use backswing and follow  Throw tennis ball, catch rebound with same hand without a bounce. Throw tennis ball, catch rebound with other hand after 1 to an perform a single skill or movements with some control.  Throw tennis ball, catch rebound with other hand without a bounce.  Strike large, soft ball along ground with hand 5 times in a rally. Accuracy when sending. A good position when receiving.  Procedural Look at partner, Use backswing and follow		,	same hand after 1	
catch the rebound with 2 hands.    Consistency.   Emerging			bounce.	
with 2 hands.    Emerging   cach rebound with same hand without a bounce.	-			
Emerging   Catch rebound with same hand without a bounce.   Throw tennis ball, catch rebound with two movements together.   Can perform a single skill or movement with some control.   Throw tennis ball, catch rebound with other hand after 1 bounce, balancing on 1 leg.   Emerging   Can perform a single skill or movement with some control.   Throw tennis ball, catch rebound with other hand after 1 bounce, balancing on 1 leg.   Emerging   Can perform a small range of skills and link two movements together.   I can perform a single skill or movement with some control.   Throw tennis ball, catch rebound with other hand without a bounce.   Strike large, soft ball along ground with hand 5 times in a rally.   SKILLS:   Co-ordination (sending and receiving)   Co-ordination (sending and response)   Agrilty (Reaction and response)   Appropriate power/weight when sending.   Appropriate power/weight when sending.   Agood position when receiving.   Procedural Look at partner. Use backswing and follow   Procedural Exolore and experiment with the		,	1	
Agility (Reaction and response)  React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  I can perform a small range of skills and link two movements to bounce.  Throw tennis ball, catch rebound with other hand after 1 bounce.  I can perform a small range of skills and link two movements together. I can perform a single skill or movement with other hand after 1 bounce.  I can perform a small range of skills and link two movements together. I can perform a small range of skills and link two movements together. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to be skill or movements to bounce. I can perform a small range of skills and link two movements to be skill or movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a single skill or movements to bounce. I can perform a small range of skills and link two movements to bounce. I can perform a single skill or between the other hand without a bounce. I can perform a single skill or between the other hand withou		Emerging		Emerging
response) React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending.  Appropriate power/weight when sending.  A good position when receiving.  Procedural Look at partner. Use backswing and follow  Throw tennis ball, catch rebound with other hand after 1 bounce.  Skill or movements to together.  I can perform a single skill or movement with some control.  Throw tennis ball, catch rebound with other hand without a bounce.  Skill or movement with some control.  Throw tennis ball, catch rebound with other hand without a bounce.  Skill or movement with some control.  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending.  Appropriate power/weight when sending.  A good position when receiving.  Procedural Look at partner. Use backswing and follow	Agility (Reaction and			
React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  Agood position when receiving.  Procedural Look at partner. Use backswing and follow		•	bounce.	•
React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.  Lean perform a single skill or movement with some control.  Throw tennis ball, catch rebound with other hand after 1 bounce.  Throw tennis ball, catch rebound with other hand without a bounce.  SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  Lean perform a single skill or movement with other hand after 1 bounce.  Throw tennis ball, catch rebound with other hand after 1 bounce.  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending.  Appropriate power/weight when sending.  Appropriate		_	Thurst townis hall	_
ball dropped from shoulder height after 1 bounce, balancing on 1 leg.    Condination   Isending and receiving   Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.   A good position when receiving.   Procedural Look at partner. Use backswing and follow   Down and shoulder height after 1   Scill or movement with some control.   I can perform a single skill or movement with some control.   I can perform a single skill or movement with some control.   I can perform a single skill or movement with some control.     I can perform a skill or movement with control skill or movement with some control.     I can perform a skill of the skill or movement with som	React and catch tennis		•	
shoulder height after 1 bounce, balancing on 1 leg.    FUNDAMENTAL   SKILLS:   Strike large, soft ball along ground with nand 5 times in a rally.   Accuracy when sending.   Appropriate power/weight when sending.   A good position when receiving.   A good position when receiving.   Procedural Look at partner. Use backswing and follow   Procedural Look at partner. Use backswing and follow   Skill or movement with bounce.   Skill or movement with some control.   Throw tennis ball, catch rebound with other hand without a bounce.   Strike large, soft ball along ground with hand 5 times in a rally.   Accuracy when sending.   Aguilty (Reaction and response)   Aguilty (Reaction and response)   Appropriate power/weight when sending.   A good position when receiving.   A good position when receiving   A good position whe	ball dropped from	_		_
bounce, balancing on 1 leg.    FUNDAMENTAL   SKILLS:   SCILLS:   SUBJECT   S				
Throw tennis ball, catch rebound with other hand without a bounce.    Co-ordination (sending and receiving)			bounce.	
FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  A good position when receiving.  Procedural Look at partner. Use backswing and follow  EUNDAMENTAL SKILLS: Co-ordination (sending and receiving)  Attike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending.  Agility (Reaction and response)  Appropriate power/weight when sending.  Appropriate power/weight when shoulder height after 1 bounce.  Procedural Exolore and experiment with the	1 leg.		Throw tennis ball,	
FUNDAMENTAL SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  Accuracy Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending.  Agility (Reaction and response)  Apropriate power/weight when sending.  Appropriate power/weight when sending.  A good position when receiving.  Other hand without a bounce.  SKILLS: Co-ordination (sending and receiving)  Accuracy when sending.  Appropriate power/weight when sending.  Appropriate power/weight when sending.  A good position when receiving.  A good position when receiving.  Procedural Exolore and experiment with the			•	FUNDAMENTAL
SKILLS:  Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  A good position when receiving.  Procedural Look at partner. Use backswing and follow  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending and receiving.  Apropriate power/weight (seaction and response)  Appropriate power/weight when sending.  Appropriate power/weight when sending.  A good position when receiving.  Procedural Exolore and experiment with the		FUNDAMENTAL	other hand without a	
Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending.  Appropriate power/weight when sending.  A good position when receiving.  Procedural Exolore and experiment with the			bounce.	
Co-ordination (sending and receiving)  Accuracy when sending. Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  Strike large, soft ball along ground with hand 5 times in a rally.  Accuracy when sending. Appropriate power/weight (Reaction and response)  Green Video — React and catch tennis ball dropped from shoulder height after 1 bounce.  A good position when receiving.  Procedural Exolore and experiment with the				(sending and
Sending and receiving    Accuracy when sending.   Appropriate power/weight when sending.   A good position when receiving.   A good position when receiving.   Procedural Look at partner. Use backswing and follow   Accuracy when sending.   Accuracy when sending.   Appropriate power/weight when sending.   Appropriate power/weight when sending.   A good position when receiving.   A good position when receiving.   A good position when receiving.   Procedural Exolore and experiment with the		Co-ordination		_
Accuracy when sending.  Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  Agility (Reaction and response)  Appropriate power/weight when sending.  Appropriate power/weight when sending.  Appropriate power/weight when sending.  A good position when receiving.  A good position when receiving.  Procedural Exolore and experiment with the				
Accuracy when sending.  Appropriate power/weight when sending.  A good position when receiving.  A good position when receiving.  A good position when shoulder height after 1 bounce.  Procedural Look at partner. Use backswing and follow  Agility (Reaction and response)  Appropriate power/weight when sending.  A good position when receiving.  A good position when receiving.  Procedural Exolore and experiment with the		receiving)	hand 5 times in a rally.	Accuracy when
sending. Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  response)  Appropriate power/weight when sending. Agood position when shoulder height after 1 bounce.  Appropriate power/weight when sending. A good position when receiving.  A good position when receiving.  Procedural Exolore and experiment with the				sending.
Appropriate power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  Appropriate power/weight when sending.  React and catch tennis ball dropped from shoulder height after 1 bounce.  A good position when receiving.  Procedural Exolore and experiment with the		Accuracy when		
power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow    Dower/weight when sending.   Creen Video – React and catch tennis ball dropped from shoulder height after 1 bounce.   A good position when receiving.		sending.	<u>response)</u>	Appropriate
power/weight when sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  React and catch tennis ball dropped from shoulder height after 1 bounce.  Procedural Exolore and experiment with the		Appropriate	Graan Vidaa	power/weight when
sending. A good position when receiving.  Procedural Look at partner. Use backswing and follow  ball dropped from shoulder height after 1 bounce.  Procedural Exolore and experiment with the		power/weight when		sending.
A good position when receiving.  Procedural Look at partner. Use backswing and follow  A good position when receiving.  A good position when receiving.  Procedural Exolore and experiment with the		sending.		
receiving.    Procedural   Look at partner. Use   backswing and follow   bounce.   receiving.		A good position when		A good position when
Procedural Look at partner. Use backswing and follow  Procedural Exolore and experiment with the		receiving.	_	receiving.
Look at partner. Use Exolore and backswing and follow experiment with the				
backswing and follow experiment with the		<u>Procedural</u>		<u>Procedural</u>
		Look at partner. Use		Exolore and
through.		backswing and follow		experiment with the
		through.	 	

Adopt a good 'ready	speed you send the
position' (weight on	ball.
balls of feet, wide	
base).	Move feet to get in
Keep eyes focused on	line with the ball when
the ball.	receiving. Try to have
	'soft hands' when
Agility (Reaction and	catching.
response)	
	Keep eyes focused on
Quick reaction.	the ball.
Quick, controlled	
movement.	Agility (Reaction and
Contol when slowing	response)
down after catch.	
	Quick reaction.
<u>Procedural</u>	Quick, controlled
Push off hard with	movement.
feet.	Contol when slowing
Keep head steady and	down after catch.
watch the ball.	
Move feet to get to	<u>Procedural</u>
the ball, rather than	Start quickly and
stretching,	accelerate by pushing
and bend knees.	off hard with feet.
	Take up ready position
	with knees bent and
	feet apart (front to
	back).
	Bend knees to help
	you slow down.

		Topic	Year 3		Topic	Year 4	
	HT1	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
		COG: Personal	learn:	able to do:	COG: Personal	learn:	able to do:
		<u>FUNDAMENTAL</u>	COG: Personal	COG: Personal	<u>FUNDAMENTAL</u>	COG: Personal	COG: Personal
		SKILLS:		Exceeding	SKILLS:		
			<u>FUNDAMENTAL</u>	I can persevere with a		<u>FUNDAMENTAL</u>	<u>FUNDAMENTAL</u>
		Coordination	SKILLS:	task and improve my	Coordination	SKILLS:	SKILLS:
		(footwork)		performance through	(footwork)	<u>Coordination</u>	
			<u>Coordination</u>	regular practice.		(footwork)	<u>Coordination</u>
		Static Balance (one	(footwork)	I cope well and react	Static Balance (one		(footwork)
		leg)	Green Video –	positively when things	leg)	Red Video –	
			Skip with knee and	become difficult.		Hopscotch forwards	Balance and control
			opposite elbow at 90°	<u>Expected</u>		and backwards,	throughout.
			angle.	I have begun to		alternating hopping	Fluent and smooth
			Hopscotch forwards	challenge myself.		leg each time.	movements.
			and backwards,	I know where I am		Move in a 3-step	Movements
Autumn			hopping on the same	with my learning.		zigzag pattern	performed in
, tacanin			leg (right and left).	<u>Emerging</u>		forwards.	both directions/on
				I ask for help when		3. Move in a 3-step	both sides.
			Red Video –	appropriate.		zigzag pattern	
			Hopscotch forwards	I try several times if at		backwards.	<u>Procedural</u>
			and backwards,	first I don't succeed.			Keep head up and
			alternating hopping				back straight.
			leg each time.	<u>FUNDAMENTAL</u>			Work off balls of feet
				SKILLS:			and increase speed
			Static Balance (one				when ready.
			<u>leg)</u>	Coordination			Bend knees and use
				(footwork)			arms to help you
				Balance and control			balance
				throughout.			
				Fluent, smooth			
				movements.			
				Movements			
				performed in both			

			directions/on both			
			sides.			
			Static Balance (one			
			leg)			
			108/			
			Procedural			
			Keep head up and			
			back straight.			
			Work off balls of feet			
			looking straight ahead.			
			Bend knees to push off			
			and land.			
HT2	REAL DANCE	What children will	What children will be	REAL DANCE	What children will	What children will be
	COG: Physical	learn:	able to do:	COG: Physical	learn:	able to do:
	<u>FUNDAMENTAL</u>	COG: Physical	COG: Physical	<u>FUNDAMENTAL</u>	COG: Physical	COG: Physical
	SKILLS:			SKILLS:		Exceeding
		I can perform and link	Exceeding		I can perform a variety	I can perform a variety
	Artistry	actions together to	I can link actions	Artistry	of movements and	of movements and
		create a sequence	together to make		skills in a longer	skills with good body
	Partnering	with some changes in	dance that flows.	Partnering	sequence and repeat	tension and can link
		level, direction and	<u>Expected</u>		it.	actions together so
	Circles	speed.	I can perform and	Circles		they flow.
			repeat longer		<u>FUNDAMENTAL</u>	<u>Expected</u>
	Shapes	<u>FUNDAMENTAL</u>	sequences with clear	Shapes	SKILLS:	I can perform and
		SKILLS:	shapes and and			repeat longer
			controlled movement.		<u>Artistry</u>	sequences with clear
		<u>Artistry</u>	Emerging		Create multiple ways	shapes and controlled
		Create a sequence of a	I can perform a		of moving linked to	movement.
		minimum of 5 moves -	sequence of		the silk - where silk	Emerging
		similar and then in	movements with some		moves lead me into	I can perform a range
		contrast to my	changes in level,		stepping, jumping,	of skills with some
		partner's with	direction or speed.		floor moves and floor	control and
		various starting and			shapes.	consistency.
		finishing positions	<u>FUNDAMENTAL</u>		<u>Partnering</u>	
		<u>Partnering</u>	SKILLS:			

Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body action. - in unison. - in canon. - mirroring my partner.

Circles

Create exact and repeatable movement led by both single arm and leg circles and

Create exact and repeatable movement led by both single arm and leg circles and semi-circles leading into - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll

# jumps). **Shapes**

Create multiple standing and floor shapes:

- with torso rotated.
- with 3 points of contact with the floor.
- facing up and sideways.

Travel between shapes including stepping into jumping.
Rotate in jumps.

## **Shapes**

Holding your body, legs and supporting arms strong:

Make a floor shape facing the ceiling with both hands on the floor and one leg vertical.

Make a floor shape facing sideways, with one leg off the floor, in line with your body or extended to the front.

Make a floor shape facing the ceiling with one leg vertical and body flat out in a low back support.

# <u>Procedural</u>

Maintain control
Use your core strength
to remain still with
little wobble.

# Circles

Starting in any standing shape, create circles that will lead Create standing and floor shapes.

- at different levels.
- without contact.
- with 1 hand contact. Jump with backward rotation when moving between shapes.

#### Circles

Create sequences of movement led by combined arm, shoulder, leg and foot circles and/ or semicircles leading into - turning. - jumping with good height, speed and various body shapes in the air.

### **Shapes**

Create multiple
standing and floor
shapes - balanced on 1
foot. - with arms at
different planes. - with
torso rotated and
bent. - with 2 points of
contact with the floor.
- facing up and
sideways.
Travel between shapes
including rotation - on
the floor and in the air.
- in different

directions.

		1	T		Г	1	
				you to complete a full			
				turn.			
				Start your movement			
				by wrapping your arm			
				around your body.			
				Drop your head			
				forward as you turn.			
				Make a circle with			
				your foot. Keep your			
				foot outstretched and			
				arms down. Look up			
				while turning.			
				Willie talling.			
				Repeat the previous			
				turn but keep one arm			
				outstretched to the			
				side.			
	HT3	REAL GYM	What children will	What children will be	REAL GYM	What children will	What children will be
		COG: Creative	learn:	able to do:	COG: Creative	learn:	able to do:
		<u>FUNDAMENTAL</u>	COG: Creative	COG: Creative	<u>FUNDAMENTAL</u>	COG: Creative	COG: Creative
		SKILLS:			SKILLS:		
			I can recognise	Exceeding		FUNDAMENTAL	Exceeding
		Travel (Floor Work and	similarities and	I can change tactics,	Balance (with a	SKILLS:	I can change tactics,
		Hand Apparatus)	differences in	rules or tasks to make	partner)		rules or tasks to make
Spring			movements.	activities more fun or	,	Balance (with a	activities more fun or
		Rotation (Floor and		more challenging.	Rotation (Floor and	partner)	more challenging.
		partner work)	<u>FUNDAMENTAL</u>	Expected	hand apparatus)		Expected
		. ,	SKILLS:	I can recognise	, , ,	I am able to perform	I can recognise
			Travel (Floor Work	similarities and		different balances with	similarities and
			and Hand Apparatus)	differences in		my partner. E.g Bunk	differences in
			I can perform	movements and		beds, Counter balance	movements and
			movements with	expression.		etc.	expression.
			different parts of my	Emerging			Emerging
			amerene pares or my			1	88

body. E.g low bunny	I can select and link	<b>Rotation (Floor and</b>	I can select and link	
hop, crab walk etc.	movements together	hand apparatus)	movements together	
	to fit a theme.	I am able to perform	to fit a theme.	
<b>Rotation (Floor and</b>		multiple rotations in		
partner work)	<u>FUNDAMENTAL</u>	the form of rolls e.g	<u>FUNDAMENTAL</u>	
	SKILLS:	side roll, scrabble roll	SKILLS:	
I can rotate in	Travel (Floor Work		Balance (with a	
numerous ways	and Hand Apparatus)		partner)	
throughout multiple	Maintain good body		Control (minimum	
levels.	tension and extension.		wobble).	
	Concentrate on the		Both/all partners in a	
	coordination of body		static position.	
	parts.		Holding balance for at	
	Change speeds to		least 3 seconds.	
	develop fluency.			
			<u>Procedural</u>	
	<u>Procedural</u>			
	Good posture.		Focus eyes on a fixed	
	Smooth, fluent		point.	
	movement.		Keep whole body tight	
	Accurate movement		and extended.	
	pattern.		Ensure all partners	
			involved and	
	Rotation (Floor and		contributing to the	
	partner work)		balance.	
			When supporting on	
	Chaîné Turn/One		the back, ensure	
	Impulse - Step forward		stomach is engaged	
	on to tiptoes with feet		and back flat.	
	together,			
	simultaneously		Rotation (Floor and	
	swinging arms up to		hand apparatus)	
	enable rotation in one			
	motion.		Side Roll - Use straddle	
	Push Turn/Pivot -		shape, start and finish	

Stand on one leg and

in wolf split, tuck

			push off with the			shoulder under to roll
			other to initiate			across back.
			rotation.			Scrabble Roll - Step
			Knee Turn - Start on			forwards, rotate on
			one knee, swing arms			the vertical axis, go
			up from the side, put			down on one knee, roll
			both knees down			onto one hip and then
			together to spin			the other (across
			(either 180° or 360°),			bottom) using hands
			then finish on the			for support. To exit,
			other knee.			cross legs, and stand
			Spin on Stomach -			up onto one leg.
			Lying, use hands to			
			start rotation and lift			<u>Procedural</u>
			legs and arms.			
						Accurate shape
			<u>Procedural</u>			throughout.
			Remaining balanced			Fluent and controlled
			throughout.			movement.
			Achieving rotation			Remaining balanced
			with control.			and controlled.
			Accuracy of shape			
			throughout.			
HT4	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
	COG: Cognitive	learn:	able to do:	COG: Cognitive	learn:	able to do:
	<u>FUNDAMENTAL</u>	COG: Cognitive	COG: Cognitive	FUNDAMENTAL	COG: Cognitive	COG: Cognitive
	SKILLS:			SKILLS:		
		I can explain what I am	Exceeding		<u>FUNDAMENTAL</u>	Exceeding
	Dynamic Balance (On a	doing well and begun	I can identify specific	Dynamic Balance (On a	SKILLS:	I can use awareness of
	line)	to identify how to	parts of performance	line)	I can explain what I am	-
		improve.	to work on.		doing well and how to	good decisions.
	Coordination (Ball		I can understand ways	Coordination (Ball	improve.	I can understand ways
	Skills)	FUNDAMENTAL	(criteria) to judge	Skills)		(criteria) to judge
		SKILLS:	performance.		Dynamic Balance (On	performance.
			Expected		<u>a line)</u>	<u>Expected</u>

#### I have begun to **Dynamic Balance (On** a line) identify areas for Green Video improvement. Walk fluidly, lifting I can explain what I am heels to bottom. doing well. Red Video -**Emerging** With help, I can March, lifting knees and elbows up to a 90° recognise similarities angle. and differences in Walk fluidly with heel performance. to toe landing. I can begin to order instructions. **Coordination (Ball** movements and skills. Skills) **FUNDAMENTAL** Green Video -SKILLS: Stand and roll a ball up **Dynamic Balance (On** and down legs and a line) round upper body using 1 hand. Smooth, controlled movements and Red Video minimum wobble. Stand with legs apart and move a ball the line. around 1 leg 16 times (right and left leg).

Move a ball round

waist 17 times.

# Balance maintained on Opposite arm and leg moving forwards smoothly. Procedural Keep tummy (core muscles) tight and back straight. Keep head still and look forward. Use arms to help you

move and balance as

Red Video -March, lifting knees and elbows up to a 90° angle. Walk fluidly with heel to toe landing. Walk fluidly, lifting knees and using heel to toe landing. **Coordination (Ball** Skills) Red Video -Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round waist 17 times. Stand with legs apart and move a ball around alternate legs

16 times.

doing well and I have begun to identify areas for improvement. I can explain what I'm doing well. **Emerging** I can explain why someone is working or performing well. I can begin to order instructions. movements and skills. **FUNDAMENTAL** SKILLS: a line)

I can explain what I am

# **Dynamic Balance (On**

Smooth, controlled movements and minimum wobble. Balance maintained on the line. Opposite arm and leg moving forwards smoothly.

Procedural Keep tummy (core muscles) tight and back straight. Keep head still and look forward.

				you walk, bringing			Use arms to help you
				them from 'hips to			move and balance as
				lips'.			you walk, bringing
							them from 'hips to
				<b>Coordination (Ball</b>			lips'.
				Skills)			
				Control of the ball			<b>Coordination (Ball</b>
				maintained			<u>Skills)</u>
				throughout.			Control of the ball
				Ability to complete			maintained
				challenges in both			throughout.
				directions consistently			Ability to complete
				and smoothly.			challenges in both
				Smooth movements			directions consistently
				with the ball.			and smoothly.
							Smooth movements
				<u>Procedural</u>			with the ball.
				Move the ball with			
				fingers, avoiding it			<u>Procedural</u>
				touching body.			Move the ball with
				Focus on maintaining			fingers, avoiding it
				good balance and			touching body.
				looking straight ahead			Focus on maintaining
				throughout.			good balance and
				Perform movements			looking straight ahead
				smoothly and then			throughout.
				gradually increase			Perform movements
				speed.			smoothly and then
							gradually increase
							speed.
	HT5	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
		COG: Creative	learn:	able to do:	COG: Creative	learn:	able to do:
Summer							
		<u>FUNDAMENTAL</u>	COG: Creative	COG: Creative	<b>FUNDAMENTAL</b>	COG: Creative	COG: Creative
		SKILLS:			SKILLS:		
	•		·	•	•	•	

Complete Com	1	E P	Complete Police of City	1	e
Counter Balance (with	I can respond	Exceeding	Counter Balance (with	I can respond	Exceeding
a partner)	differently to differing	I can link actions and	a partner)	differently to differing	I can link actions and
	task and make up rules	develop sequences of		task and make up rules	develop sequences of
Coordination (sending	and conditions for	movements that	Coordination (sending	and conditions for	movements that
and receiving)	activities.	express my own ideas.	and receiving)	activities.	express my own ideas.
		I can change tactics,			I can change tactics,
	<u>FUNDAMENTAL</u>	rules or tasks to make		<u>FUNDAMENTAL</u>	rules or tasks to make
	SKILLS:	activities more fun or		SKILLS:	activities more fun or
	Counter Balance (with	more challenging.		Counter Balance (with	more challenging.
	<u>a partner)</u>	<u>Expected</u>		<u>a partner)</u>	<u>Expected</u>
	Red Video -	I can respond		Red Video -	I can respond
	Hold on and, with a	differently to a variety		Hold on and, with a	differently to a variety
	short base, lean back,	of tasks.		short base, lean back,	of tasks.
	hold balance and then	I can make up my own		hold balance and then	I can make up my own
	move back together.	rules and versions of		move back together.	rules and versions of
	Hold on with 1 hand	activities.		Hold on with 1 hand	activities.
	and, with a short base,	Emerging		and, with a short base,	Emerging
	lean back, hold	I can select and link		lean back, hold	I can select and link
	balance, and then	movements together		balance, and then	movements together
	move back together.	to fit a theme.		move back together.	to fit a theme.
	Perform above	I can begin to compare		Perform above	I can begin to compare
	challenges with eyes	my movements and		challenges with eyes	my movements and
	closed.	skills with those of		closed.	skills with those of
		others.			others.
	<b>Coordination (sending</b>			<b>Coordination (sending</b>	
	and receiving)	<u>FUNDAMENTAL</u>		and receiving)	<u>FUNDAMENTAL</u>
	Red Video –	SKILLS:		Red Video –	SKILLS:
	Strike a ball with	Counter Balance (with		Strike a ball with	Counter Balance (with
	alternate hands in a	a partner)		alternate hands in a	a partner)
	rally.	Balance maintained		rally.	Balance maintained
	Kick a ball with the	throughout.		Kick a ball with the	throughout.
	same foot.	Smooth, controlled		same foot.	Smooth, controlled
	Kick a ball with	movements.		Kick a ball with	movements.
	alternate feet.	Coordinated and		alternate feet.	Coordinated and
		controlled movements			controlled movements
		with partner.			with partner.
I	1	1 . 1	l	1	1

Roll	2 balls alternately		Roll 2 balls alternately	
using	g both hands,	<u>Procedural</u>	using both hands,	<u>Procedural</u>
senc	ding 1 as the	Keep tummy (core	sending 1 as the	Keep tummy (core
othe	er is returning.	muscles) tight and	other is returning.	muscles) tight and
		body straight		body straight
		throughout.		throughout.
		Hold with straight		Hold with straight
		arms when leaning		arms when leaning
		back.		back.
		Hold on to partner's		Hold on to partner's
		forearms and keep a		forearms and keep a
		short base.		short base.
		311011 20301		Shore Suser
		Coordination (sending		Coordination (sending
		and receiving)		and receiving)
		Accuracy and weight		Accuracy and weight
		when sending.		when sending.
		A good position when		A good position when
		receiving.		receiving.
		Fluency/rhythm		Fluency/rhythm
		throughout.		throughout.
		tinoughout.		tinoughout.
		<u>Procedural</u>		<u>Procedural</u>
		Vary the speed you		Vary the speed you
		send the ball to find		send the ball to find
		which is most		which is most
		effective.		effective.
		Watch the ball and		Watch the ball and
		move feet to get in		move feet to get in
		line with the ball when		line with the ball when
		receiving.		receiving.
		Keep eyes focused on		Keep eyes focused on
		the ball.		the ball.
		Use backswing and		Use backswing and
		follow through when		follow through when
		striking/kicking.		striking/kicking.
		Gr - ····G·		<i>Gi</i>

HT6	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
	COG: Physical	learn:	able to do:	COG: Physical	learn:	able to do:
	<u>FUNDAMENTAL</u>	COG: Physical	COG: Physical	<u>FUNDAMENTAL</u>	COG: Physical	COG: Physical
	SKILLS:	I can select, apply and	Exceeding	SKILLS:		Exceeding
		perform a range of	I can link actions		I can select, apply and	I can link actions
	Coordination (sending	skills into a sequence.	together so that they	Coordination (sending	perform a range of	together so that they
	and receiving)		flow.	and receiving)	skills into a sequence.	flow.
		<u>FUNDAMENTAL</u>	I can perform a variety			I can perform a variety
	Static balance (floor	SKILLS:	of movements and	Static balance (floor	<u>FUNDAMENTAL</u>	of movements and
	work)		skills with good body	work)	SKILLS:	skills with good body
		Coordination (sending	tension.			tension.
		and receiving)	<u>Expected</u>		Coordination (sending	<u>Expected</u>
		Red Video –	I can select and apply		and receiving)	I can select and apply
		Strike a ball with	a range of skills with		Red Video –	a range of skills with
		alternate hands in a	good control and		Strike a ball with	good control and
		rally.	consistency.		alternate hands in a	consistency.
		Kick a ball with the	I can perform and		rally.	I can perform and
		same foot.	repeat longer		Kick a ball with the	repeat longer
		Kick a ball with	sequences with clear		same foot.	sequences with clear
		alternate feet.	shapes and controlled		Kick a ball with	shapes and controlled
		Roll 2 balls alternately	movement.		alternate feet.	movement.
		using both hands,	<u>Emerging</u>		Roll 2 balls alternately	Emerging
		sending 1 as the	I can perform a		using both hands,	I can perform a
		other is returning.	sequence of		sending 1 as the	sequence of
		Static balance (floor	movements with some		other is returning.	movements with some
		work)	changes in level,		Static balance (floor	changes in level,
		Hold full front support	direction or speed.		work)	direction or speed.
		position.	I can perform a range		Hold full front support	I can perform a range
		Lift 1 arm and point to	of skills with some		position.	of skills with some
		the ceiling with either	control and		Lift 1 arm and point to	control and
		hand in front support.	consistency.		the ceiling with either	consistency.
		Transfer cone on and			hand in front support.	
		off back in front	<u>FUNDAMENTAL</u>			<u>FUNDAMENTAL</u>
		support.	SKILLS:			SKILLS:

		Transfer cone on and	
	Coordination (sending	off back in front	Coordination (sending
	and receiving)	support.	and receiving)
	Accuracy and weight		Accuracy and weight
	when sending.		when sending.
	A good position when		A good position when
	receiving.		receiving.
	Fluency/rhythm		Fluency/rhythm
	throughout.		throughout.
	<u>Procedural</u>		<u>Procedural</u>
	Vary the speed you		Vary the speed you
	send the ball to find		send the ball to find
	which is most		which is most
	effective.		effective.
	Watch the ball and		Watch the ball and
	move feet to get in		move feet to get in
	line with the ball when		line with the ball when
	receiving.		receiving.
	Keep eyes focused on		Keep eyes focused on
	the ball.		the ball.
	Use backswing and		Use backswing and
	follow through when		follow through when
	striking/kicking.		striking/kicking.
	Static balance (floor		Static balance (floor
	work)		work)
	Balance maintained		Balance maintained
	throughout.		throughout.
	Correct position held		Correct position held
	by keeping back		by keeping back
	straight.		straight.
	Control when		Control when
	changing		changing
	balance/position		balance/position

	<u>Procedural</u>	<u>Procedural</u>
	Keep back straight and	Keep back straight and
	flat.	flat.
	Keep legs straight and	Keep legs straight and
	stretched out.	stretched out.
	Keep hands in line	Keep hands in line
	with shoulders and	with shoulders and
	complete slowly.	complete slowly.

		Topic	Year 5		Topic	Year 6	
	HT1	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
		COG: Personal	learn:	able to do:	COG: Personal	learn:	able to do:
		<u>FUNDAMENTAL</u>	COG: Personal	COG: Personal	<u>FUNDAMENTAL</u>	COG: Personal	COG: Personal
		SKILLS:			SKILLS:		
			I can preserve and	Exceeding		I can react positively	Exceeding
		Co-ordination (ball	react positively when	<u>I</u> recognise my	Co-ordination (ball	and preserve when	<u>I</u> recognise my
		skills)	things become	strengths and	skills)	things become difficult	strengths and
			challenging to improve	weaknesses and can		and improve my	weaknesses and can
		Agility (reaction and	my practice.	set myself appropriate	Agility (reaction and	practice from this.	set myself appropriate
		response)		targets.	response)		targets.
			<u>FUNDAMENTAL</u>	I see all new		<u>FUNDAMENTAL</u>	I see all new
Autumn			SKILLS:	challenges as		SKILLS:	challenges as
				opportunities to learn			opportunities to learn
			Co-ordination (ball	and develop.		Co-ordination (ball	and develop.
			<u>skills)</u>			skills)	
				<u>Expected</u>			<u>Expected</u>
			Blue Video –	I can cope well and		Blue Video –	I can cope well and
			Stand with legs apart	react positively when		Stand with legs apart	react positively when
			and move ball in figure	things become		and perform 24 criss-	things become
			of 8 around both legs	difficult.		crosses, with and then	difficult.
			12 times.	I can persevere with a		without a bounce.	I can persevere with a
				task and improve my			task and improve my
			Move ball around	performance through		Pink Video –	performance through
			waist into figure of 8	regular practice.		Stand with legs apart	regular practice.

around both legs 10		and complete 20 front	
times.	Emerging	to back catches with a	Emerging
	I know where I am	bounce in between.	I know where I am
Move ball around	with my learning and I		with my learning and I
waist and then around	have begun to	Perform above 30	have begun to
	challenge myself	times without ball	challenge myself.
<b>Agility (reaction and</b>		bouncing in between.	
response)	<u>FUNDAMENTAL</u>		<u>FUNDAMENTAL</u>
	SKILLS:		SKILLS:
Blue Video –		<b>Agility (reaction and</b>	
React and step across	Co-ordination (ball	<u>response)</u>	Co-ordination (ball
body, bring hand	skills)	Blue Video –	<u>skills)</u>
across body and catch		React and step across	Smooth movements
tennis ball after 1	Smooth movements	body, bring hand	with the ball.
bounce.	with the ball.	across body and catch	Ability to complete
	Ability to complete	tennis ball after 1	challenges in both
	challenges in both	bounce	directions consistently
	directions consistently		and smoothly.
	and smoothly.	Pink Video –	Fluidity when changing
	Fluidity when changing	React to call from	hands
	hands.	partner when they	
		drop a ball, turn and	<u>Procedural</u>
	<u>Procedural</u>	catch it after 1	Concentrate on
	Keep ball moving and	bounce.	performing
	away from body.		movements smoothly
	Keep head up, looking	Perform above	and with control.
	forward.	challenge but react to	Keep back straight
	Concentrate on	sound of the bounce	throughout.
	performing the	rather than call.	Focus on using 'soft
	movements smoothly		hands' throughout.
	to begin with and then		Agility (reaction and
	gradually increase		response)
	their speed.		Quick reaction and
			good acceleration.
	Agility (reaction and		Quick, controlled
	<u>response)</u>		movement.

	T			1		
						Balance and contol
			Quick reaction and			after catch.
			good acceleration			
			Quick, controlled			<u>Procedural</u>
			movement.			Reverse pivot, bend
			Balance and contol			knees and push off to
			after catch.			turn and move quickly.
						Move feet quickly to
			<u>Procedural</u>			get into the catching
			In the ready position,			position.
			start quickly and			Extend front leg across
			accelerate by pushing			body and bend knees
			off hard with feet.			to enable you to stop
						quickly and get into
			React and move early			balanced position
			to give you time to get			when catching
			balanced.			
			Extend front leg across			
			body and bend knees			
			to enable you to stop			
			quickly and get into			
			balanced position.			
HT2	REAL DANCE	What children will	What children will be	REAL DANCE	What children will	What children will be
1112	COG: Social	learn:	able to do:	COG: Social	learn:	able to do:
	<u>cod.</u> 30cidi	COG: Social	COG: Social	<u>cod.</u> 30cidi	COG: Social	COG: Social
	<u>FUNDAMENTAL</u>	I can negotiate and	<u>cod.</u> 30ciai	<u>FUNDAMENTAL</u>	I can negotiate and	Exceeding
	SKILLS:	collaborate creating	Exceeding	SKILLS:	collaborate creating	I can work with others
	<u>SKILLS.</u>	and performing my	I can work with others	<u>SKILLS.</u>	and performing my	and motivate those
	Balance (shapes,	dance.	and motivate those	Balance (shapes,	dance.	around me to make
	partnering shapes)	dance.	around me to make	partnering shapes)	dance.	dance and perform
	partifering snapes)	FUNDAMENTAL	dance and perform	partifering snapes)		better.
	Co-ordination (circles,	SKILLS:	better.	Co-ordination (circles,	<u>FUNDAMENTAL</u>	Detter.
	Artistry).	JILLU.	Detter.	Artistry).	SKILLS:	Expected
	/ it closely j.	Balance (shapes,	Expected	/ \(\text{Cl3Cl y}\).	JILLU.	LAPCCICA
		pararice (strapes,	LAPECIEU			

Agility (Artistry)	partnering shapes)	Lcan negotiate and	Agility (Artistry)	Balance (shapes,	<u>I</u> can negotiate and
	Balance on 1 foot with	collaborate		partnering shapes)	collaborate
	other foot higher than	appropriately in		Create multiple	appropriately in
	45 degree angle.	creating and		standing and floor	creating and
		performing my dance.		shapes balancing on a	performing my dance.
	Balance with 2 points			ball each foot higher	
	of contact using	Emerging		than 45 degrees.	Emerging
	hands, arms and	I help organise roles			I help organise roles
	shoulders for support.	and responsibilities.		Create standing and floor shapes with	and responsibilities.
	Co-ordination (circles,	FUNDAMENTAL		contact and balance	FUNDAMENTAL
	Artistry). Jumps with 1 foot	SKILLS:		on a ball with 1 foot.	SKILLS:
	take-off and landing	Balance (shapes,		Balance with 2 points	Balance (shapes,
	other leg extended.	partnering shapes)		of contact using	partnering shapes)
				hands, arms and	Balance and control
	Jump with 180 degree	Balance and control		shoulders for support.	throughout.
	rotation and change	throughout.			To be fluent, smooth
	direction in the air.	To be fluent, smooth			movements.
		movements.		Co-ordination (circles,	Movements
	Use apparatus to join	Movements		Artistry).	performed in both
	together moves both	performed in both		Jumping with 360	directions/on both
	on the floor and	directions/on both		degree rotation, and	sides.
	standing.	sides.		jumping, taking off	
				and landing with one	<u>Procedural</u>
	Agility (Artistry)	<u>Procedural</u>		foot.	Keep head up and
	Travel with a partner	Keep head up and			back straight.
	incorporating spirals,	back straight.		Jumping with a change	Work off balls of feet
	rotation, jumping and	Work off balls of feet		of leg position in the	looking straight ahead.
	holding positions.	looking straight ahead.		air.	Bend knees to push off
		Bend knees to push off			and land.
	Create a sequence of	and land.		Use spirals, rotation	Engage core muscles
	movements led by	Engage core muscles		on the floor and in the	when rotating.
	combinations of circles	when rotating.		air.	
	made with different				Co-ordination (circles,
	body parts.			Agility (Artistry)	Artistry).

Co-ordination (circles,	Create a combination	Balance and control
Artistry).	of shapes, circles in	throughout.
Balance and control	response to a melody	Be fluent between
throughout.	and beat of a piece of	movements so they
Be fluent between	music.	link.
movements so they		Agility to change
link.	Create a sequence	direction quickly.
Agility to change	with a variety of	Use partner to
direction quickly.	moves with a partner	balance.
Use partner to	and independently.	
balance.		<u>Procedural</u>
	Create higher lifts	Keep head up and
<u>Procedural</u>	supported jump with a	back straight.
Keep head up and	partner.	Work off balls of feet
back straight.		looking straight ahead.
Work off balls of feet		Bend knees to push off
looking straight ahead.		and land.
Bend knees to push off		Engage core muscles.
and land.		Agility (Artistry)
Engage core muscles.		Fluid so movements
		link together.
Agility (Artistry)		Use arms and body to
		create flowing shapes.
Fluid so movements		Use partner to
link together.		balance.
Use arms and body to		
create flowing shapes.		<u>Procedural</u>
Use partner to		Use core and body
balance.		parts to balance
		Change direction with
<u>Procedural</u>		care and ease.
Use core and body		Combine movements
parts to balance		together to link a
Change direction with		sequence.
care and ease.		
1		

				Combine movements together to link a			
				sequence.			
	HT3	REAL GYM	What children will	What children will be	REAL GYM	What children will	What children will be
		COG: Creative	learn:	able to do:	COG: Creative	learn:	able to do:
			COG: Creative	COG: Creative			
		<u>FUNDAMENTAL</u>			<u>FUNDAMENTAL</u>	COG: Creative	COG: Creative
		SKILLS:	I can respond	Exceeding	SKILLS:		
			imaginatively to	I can use variety and		I can respond	Exceeding
		Balance(one leg,	different situations	creativity to engage an	Balance(one leg,	imaginatively to	I can use variety and
		seated, floor work,	and make activities	audience.	seated, floor work,	different situations	creativity to engage a
		shape).	more challenging.		shape).	and make activities	audience.
				<u>Expected</u>		more challenging.	
		Co-ordination	<u>FUNDAMENTAL</u>	I can respond	Co-ordination		<u>Expected</u>
		(apparatus, rotation).	SKILLS:	imaginatively to	(apparatus, rotation).	<u>FUNDAMENTAL</u>	I can respond
				different situations.		SKILLS:	imaginatively to
		Agility (flight, rotation,	Balance(one leg,		Agility (flight, rotation,		different situations.
		partner work,	seated, floor work,	Emerging	partner work,	Balance(one leg,	
		apparatus).	shape).	I can change tactics,	apparatus).	seated, floor work,	<b>Emerging</b>
Spring			Creating shapes in	rules or tasks to make		shape).	I can change tactics,
			pike, tuck, star,	activities more fun or		Creating shapes in	rules or tasks to make
			straight, dish, straddle	more challenging.		pike, tuck, star,	activities more fun or
			and arch using hand			straight, dish, straddle	more challenging.
			apparatus.	<u>FUNDAMENTAL</u>		and arch using hand	
				SKILLS:		apparatus.	<u>FUNDAMENTAL</u>
			Use ball and other				SKILLS:
			hand apparatus to	Balance(one leg,		Use ball, silks and	
			manipulate hold a	seated, floor work,		other hand apparatus	Balance(one leg,
			balance.	shape).		to manipulate and	seated, floor work,
						hold a balance for	shape).
			Work with a partner to	Have good control.		more than 30 seconds.	
			create different	Have good balance.			Have good control.
			shapes with the body	Have smooth		Work with a partner to	Have good balance.
			and hold balances	movements that link		create different	Have smooth
			using 1 foot.	from one to another.		shapes with the body	movements that link
						and hold balances	from one to another.

	<u>Procedural</u>	us	sing 1 foot and using	
Co-ordination	Keep head up.	lo	w apparatus.	<u>Procedural</u>
(apparatus, rotation).	Bend knees to help			Keep head up.
Create rhythmic	you balance.	Co	o-ordination	Bend knees to help
sequences	Work through the feet	<u>(a</u>	pparatus, rotation).	you balance.
independently and	when taking off.	Cr	reate rhythmic	Work through the fee
with a partner.	Bend knees on	se	equences	when taking off.
	landing.	in	dependently and	Bend knees on
Use low and high	Use arms and core to	W	ith a partner.	landing.
apparatus	control			Use arms and core to
independently moving	balance/movement.	Us	se low and high	control
with rhythm.		ap	pparatus	balance/movement.
,	Co-ordination	·	dependently moving	,
Agility (flight,	(apparatus, rotation).		rith rhythm.	Co-ordination
rotation, partner			•	(apparatus, rotation)
work, apparatus).	Co-ordinate body	As	gility (flight,	Co-ordinate body
Change direction	parts accordingly		otation, partner	parts accordingly
during flight.	Connect movements		ork, apparatus).	Connect movements
	smoothly and with		hange direction	smoothly and with
Manipulate hand	control.		uring flight.	control.
apparatus around the			0 0	
body and using	Procedural	M	1anipulate hand	Procedural
position standing and	Identify space and		pparatus around the	Identify space and
on the floor.	negotiate around the	·	ody and using	negotiate around the
	space.		osition standing and	space.
	Keep heads up	'	n the floor.	Keep heads up
	Smooth movements			Smooth movements
	and control.			and control.
	Agility (flight,			Agility (flight,
	rotation, partner			rotation, partner
	work, apparatus).			work, apparatus).
	Fluid so movements			Fluid so movements
	link together.			link together.
	Use arms and body to			Use arms and body to
				ose arms and body to

create flowing shapes.

create flowing shapes.

				<u></u>	<del>_</del>	<u></u>	
				Use partner to			Use partner to
				balance.			balance.
				<u>Procedural</u>			<u>Procedural</u>
				Use core and body			Use core and body
				parts to balance			parts to balance
				Change direction with			Change direction with
				care and ease.			care and ease.
				Combine movements			Combine movements
				together to link a			together to link a
				sequence.			sequence.
Н	T4 <b>REAL PE</b>		What children will	What children will be	REAL PE	What children will	What children will be
	COG: Cogn	ative	learn:	able to do:	COG: Cognative	learn:	able to do:
	FUNDAME	NTAL	COG: Cognative	COG: Cognative	<u>FUNDAMENTAL</u>	COG: Cognative	COG: Cognative
	SKILLS:			<u>Exceeding</u>	SKILLS:		Exceeding
			I can judge	I can develop methods		I can judge	I can develop methods
	Balance (st	tance)	performance and use	to outwit opponents.	Balance (stance)	performance and use	to outwit opponents.
			awareness of	I can and suggest		awareness of	I can and suggest
	Co-ordinat	ion	space/others to make	patterns of play which	Co-ordination	space/others to make	patterns of play which
	(footwork)		good decisions.	will increase chances	(footwork)	good decisions.	will increase chances
				of success.			of success.
			<u>FUNDAMENTAL</u>			<u>FUNDAMENTAL</u>	
			SKILLS:	<u>Expected</u>		SKILLS:	<u>Expected</u>
				I can use awareness of			I can use awareness of
			Balance (stance)	space/others to make		Balance (stance)	space/others to make
			Blue Video –	good decisions.		Blue Video –	good decisions.
			Raise alternate knees	I can understand ways		Catch large ball	I can understand ways
			to opposite elbow 5	(criteria) to judge		thrown away from	(criteria) to judge
			times.	performance.		body.	performance.
			Catch large ball	Emerging		Catch small ball	Emerging
			thrown at knee height	I can understand the		thrown close to and	I can understand the
			and above head.	simple tactics of		away from body.	simple tactics of
				attacking and		Pink Video –	attacking and
			Catch large ball	defending.		Throw and catch 2	defending.

	thrown away from	I can explain what I am	small balls alternately,	I can explain what I am
	body.	doing well and I have	using both hands, both	doing well and I have
		begun to identify areas	close to and away	begun to identify areas
	Catch small ball	for improvement.	from body.	for improvement.
	thrown close to and	<u>FUNDAMENTAL</u>		<u>FUNDAMENTAL</u>
	away from body.	SKILLS:	Strike small ball back	SKILLS:
			to a partner with a	
	Co-ordination	Balance (stance)	racket.	Balance (stance)
	(footwork)	Balance maintained		
	Blue Video –	throughout.	Strike a small ball back	Balance maintained
	Combine 3-step zigzag	Minimum wobble	to a partner from	throughout.
	patterns with cross-	(control).	across body with a	Minimum wobble
	over (swerve) when	Good posture (head	racket.	(maintaining control of
	changing lead leg.	up/back straight)		body).
			Co-ordination	Good posture (head
	Move in 3-step zigzag	<u>Procedural</u>	(footwork)	up/back straight).
	pattern, with knee	Keep feet a shoulder	Blue Video –	
	raise across body just	width apart and bend	Combine 3-step zigzag	<u>Procedural</u>
	before changing lead	knees.	patterns with cross-	Keep feet a shoulder
	leg and direction.	Keep head up looking	over (swerve) when	width apart and bend
		forward.	changing lead leg.	knees.
	Move in 3-step zigzag	Use smooth,		Keep head up looking
	pattern, lifting foot up	controlled movements	Pink Video –	forward.
	behind just before	by twisting body to	Move in 3-step zigzag	Bend knees and
	changing lead leg and	catch the ball.	pattern while	maintain a 'ready'
	direction		alternating knee raise	position.
		<b>Co-ordination</b>	and foot behind.	
		(footwork)		Co-ordination
		Smooth, controlled	Move backwards in-3	(footwork)
		movements.	step zigzag pattern	
		Fluency and rhythm.	with cross-over	Smooth, controlled
		Movements	(swerve).	movements.
		performed in both		Fluency and rhythm.
		directions/on both	Move backwards in 3-	Movements
		side	step zigzag pattern	performed in both
			with knee raise across	
<u> </u>				

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				<u>Procedural</u>		body.	directions/on both
				Keep head up and			sides.
				back straight			
				throughout.			<u>Procedural</u>
				Keep feet close to the			Keep head up and
				ground as you move.			back straight
				Bend knees and use			throughout.
				arms to help you			Try to develop a good
				balance			rhythm and perform
							the movements
							smoothly and with
							control.
							Bend knees and use
							arms to help you
							balance
	HT5	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
		COG: Physical	learn:	able to do:	COG: Physical	learn:	able to do:
			COG: Physical	COG: Physical		COG: Physical	COG: Physical
		<u>FUNDAMENTAL</u>			<u>FUNDAMENTAL</u>		
		SKILLS:	I can perform a variety	Exceeding	SKILLS:	I can perform a variety	Exceeding
		Agility (jumping and	of movements and link	I can perform a range	Agility (jumping and	of movements and link	I can perform a range
		landing)	these together.	of skills fluently and	landing)	these together.	of skills fluently and
				accurately.			accurately.
		Static balance (one	<u>FUNDAMENTAL</u>	I can use combinations	Static balance (one	<u>FUNDAMENTAL</u>	I can use combinations
		leg)	SKILLS:	of skills confidently in	leg)	SKILLS:	of skills confidently in
Summer			Agility (jumping and	specific contexts.		<b>Agility (jumping and</b>	specific contexts.
			landing)			landing)	
			Blue Video –	Expected		Pink Video -	<u>Expected</u>
			Jump 2 feet to 2 feet	I can link actions		Jump 2 feet to 2 feet	I can link actions
			forwards, backwards	together so that they		with a 180° turn in the	together so that they
			and side-to-side.	flow.		middle (both	flow.
				I can perform a variety		directions).	I can perform a variety
			Hop forward and	of movements and			of movements and
			backwards, freezing on	skills with good body		Jump from 2 feet to 2	skills with good body
			landing.	tension.		feet with a tuck and a	tension.
1	1	1	1	ı		l	

Jump 1 foot to ot	her <b>Emerging</b>	180° turn (both	Emerging
forwards and	I can select and apply	directions).	I can select and apply
backwards, freez	ing on a range of skills with		a range of skills with
landing.	good control and	Stand with legs	good control and
	consistency.	together (vertical	consistency.
Hop sideways, ra	ising I can perform and	stance), jump into a	I can perform and
knee and freezing	g on repeat sequences with	lunge position, then	repeat sequences with
landing.	clear shapes and	jump back to a vertical	clear shapes and
	controlled movement.	stance (both sides).	controlled movement.
Jump 1 foot to ot	her		
sideways, raising	knee <u>FUNDAMENTAL</u>	Static balance (one	<u>FUNDAMENTAL</u>
and freeze on lan	nding. <u>SKILLS:</u>	<u>leg)</u>	SKILLS:
	Agility (jumping and	Blue Video –	Agility (jumping and
Static balance (o	ne landing)	Complete 10 squats	landing)
leg)	Good take off and	into ankle extensions.	Good take off and
Stand still on une	even height.		height.
surface for 30 sec	conds. Balance and control on		Balance and control on
	landing.	Pink Video –	landing.
Stand still on une		Complete 5 ankle	Soft and controlled
surface for 30 sec	conds landings.	extensions with eyes	landings.
with eyes closed.		closed.	
	<u>Procedural</u>		<u>Procedural</u>
Complete 10 squ		Complete 10 squats	Swing arms to help
into ankle extens	3	into ankle extensions	gain height and use
	them to help balance	with eyes closed.	them to help balance
Complete 5 square	_		on landing.
with eyes closed.		Complete above 2	Bend knees on take-
	off and landing.	challenges on uneven	off and landing and
	Land softly on balls of	surface with eyes	use arms to help you
	feet without noise,	open.	balance.
	facing forward.		Keep centre of gravity
	Static balance (one	Complete first 2	over base of support
	<u>leg)</u>	challenges on uneven	on landing
	Stability.	surface with eyes	Static balance (one
	Smooth, controlled	closed.	<u>leg)</u>
	movements.		Stability.

		<u> </u>	Consitors			Connects controlled
			Consitent			Smooth, controlled
			performance.			movements.
						Consitent
			<u>Procedural</u>			performance.
			Keep your tummy			
			(core muscles) tight.			<u>Procedural</u>
			Use your arms to help			Keep your centre of
			you balance.			gravity over your base
			Use smooth,			of support.
			controlled			Keep your core
			movements.			muscles tight.
						Use smooth,
						controlled
						movements.
HT6	REAL PE	What children will	What children will be	REAL PE	What children will	What children will be
	COG: Health and	learn:	able to do:	COG: Health and	learn:	able to do:
	Fitness			Fitness		
		COG: Health and	COG: Health and		COG: Health and	COG: Health and
	<u>FUNDAMENTAL</u>	Fitness	Fitness	<u>FUNDAMENTAL</u>	Fitness	Fitness
	SKILLS:			SKILLS:		
		I can explain how	Exceeding		I can explain how	Exceeding
	Co-ordination (sending	often I should exercise	I can self select and	Co-ordination (sending	often I should exercise	I can self select and
	and receiving)	and record and	perform appropriate	and receiving)	and record and	perform appropriate
		monitor my progress.	warm-up and cool		monitor my progress.	warm-up and cool
	Agility (ball chasing)		down activities.	Agility (ball chasing)		down activities.
		<u>FUNDAMENTAL</u>	I can identify possible		<u>FUNDAMENTAL</u>	I can identify possible
		SKILLS:	dangers when		SKILLS:	dangers when
			planning an activity.			planning an activity.
		Co-ordination			Co-ordination	
		(sending and	<b>Expected</b>		(sending and	<u>Expected</u>
		receiving)	I can record and		receiving)	I can record and
		Blue Video –	monitor how hard I am		Blue Video -	monitor how hard I am
		Alternately throw and	working.		Throw 2 tennis balls	working.
		catch 2 tennis balls	I can explain how		against a wall and	I can explain how
		against a wall.	often and how long I		catch them with	often and how long I
		_			opposite hand (cross-	

		1	
Throw 2 tennis balls	should exercise to be	over).	should exercise to be
against a wall and	healthy.		healthy.
catch them with	I can describe the	Throw 2 tennis balls	I can describe the
opposite hand (cross-	basic fitness	against a wall in a	basic fitness
over).	components.	circuit, in both	components.
		directions	
Throw 2 tennis balls	Emerging		<u>Emerging</u>
against a wall in a	I can explain why we	Pink Video -	I can explain why we
circuit, in both	need to warm-up and	With a partner,	need to warm-up and
directions.	cool down.	simultaneously pass	cool down.
Agility (ball chasing)	I can describe how and	large ball along the	I can describe how and
Blue Video –	why my body changes	floor with feet and	why my body changes
Roll and chase large	during and after	throw tennis ball for	during and after
ball, stopping it with	exercise.	10 continuous passes.	exercise.
knee sideways onto			
ball (long barrier	<u>FUNDAMENTAL</u>	With a partner, keep 3	<u>FUNDAMENTAL</u>
position) facing	SKILLS:	tennis balls going in a	SKILLS:
opposite direction.		throwing circuit for 30	
	Co-ordination	seconds.	Co-ordination
Perform above	(sending and		(sending and
challenge with tennis	receiving)	Agility (ball chasing)	receiving)
ball.	Accuracy and weight	Blue Video -	
	of throws.	Roll and chase large	Movement and timing
Roll and chase large	Fluency/rhythm	ball, stopping it with	to get in a good
ball, stopping it with	throughout.	knee sideways onto	position.
head in front support	Good position when	ball (long barrier	Accuracy and weight
position facing	receiving.	position) facing	of throws.
opposite direction.		opposite direction.	Fluency/rhythm
	<u>Procedural</u>		throughout.
	Explore the strength of	Roll and	
	your throw to work	chase large ball,	<u>Procedural</u>
	out how much force is	stopping it with head	Adopt a 'ready
	needed.	in front support	position' and
	Take up a balanced	position facing	communicate with
	position, making sure	opposite direction	partner so you know
	hands are in a good	' '	when they are ready.

ready position.	Pink Video -	Focus on accuracy and
Try repeating several	Stand facing partner,	speed of
times. movements.	who feeds ball over	passes/throws.
Agility (ball chasing)	head, then turn and	Keep this going in a
<del></del>	catch it after 1	circuit for 30 seconds.
Ability to turn over	bounce.	
either shoulder.		Agility (ball chasing)
Timing to get in the	Stand facing away	<u> </u>
right position.	from partner, who	Ability to turn over
Balance/control when	feeds ball over head,	either shoulder and to
collecting the ball	react and catch it after	catch the ball.
	1 bounce.	Timing to get in the
Procedural		right position.
Start quickly by		Balance/control when
pushing off hard with		collecting the ball.
feet and by driving		
arms ('hips to lips').		Procedural
Slow down to get into		When facing partner,
position.		turn with a reverse
Run well past the ball		pivot, bend knees and
to give you more time.		push off.
Get into a stable		When facing away
position as early as		from partner, use
you can. Move feet		peripheral vision to
quickly to get into the		spot the ball and react
collecting position.		quickly.
		Move feet quickly to
		get into the collecting
		position