|                      | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2   |
|----------------------|---|--|--|--|---|--|
| RECEPTION            | Real PE<br>Unit 1 Personal  | Real PE<br>Unit 2 Social   | Real PE<br>Unit 3 Cognitive  | Real PE<br>Unit 4 Creative   | Real PE<br>Unit 5 Physical  | Real PE<br>Unit 6 Health and Fitness   |
|                      | Coordination: Footwork (FUNS 10) Static Balance: One leg (FUNS 1)  Cog Learning focus: I can follow instructions, practise safely and work on simple tasks by myself EXC  I enjoy working on simple tasks with help EXP | Dynamic Balance to Agility: Jumping and Landing (FUNS 6)  Static Balance: Seated: (FUNS 2)  Cog Learning focus: I can work sensibly with others, taking turns and sharing EXC  I can play with others and take turns and share with help EXP | Dynamic Balance: On a line (FUNS 5)  Static Balance: Stance (FUNS 4)  Cog Learning focus: I can understand and follow simple rules and can name some things I am good at EXC  I can follow simple instructions EXP | Coordination: Balls skills (FUNS 9)  Counter Balance: with a parner (FUNS 7)  Cog Learning focus: I can explore and describe different movements EXC  I can observe and copy othersEXP | Coordination: Sending and Receiving (FUNS 8)  Agility: Reaction/Response (FUNS 12)  Cog Learning focus: I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together EXC  I can move confidently in different ways EXP | Agility: Ball chasing (FUNS 11)  Static Balance: Floor work (FUNS 3)  Cog Learning focus: I am aware of why exercise is important for good health EXC  I am aware of the changes to the way I feel when I exercise EXP |
| TRADITIONAL<br>SPORT | Real Gym (Personal)   | Fundamental Skills<br>(running, crawling,<br>hopping etc)  | Real Dance<br>(Cognitive   | Balls skills<br>(throwing and<br>catching)   | Fundamental skills<br>(balance)   | Fundamental skills (agility)   |
| YEAR 1               | Real PE<br>Unit 1 Personal  | Real PE<br>Unit 2 Social   | Real PE<br>Unit 3 Cognitive  | Real PE<br>Unit 4 Creative   | Real PE<br>Unit 5 Physical  | Real PE<br>Unit 6 Health and Fitness   |
|                      | Coordination: Footwork (FUNS 10) Static Balance: One leg  | Dynamic Balance to<br>Agility: Jumping and<br>Landing<br>(FUNS 6)  | Dynamic Balance:<br>On a line<br>(FUNS 5)  | Coordination: Ball skills (FUNS 9)   | Coordination: Sending and Receiving (FUNS 8)  | Agility: Ball chasing (FUNS 11) Static Balance: Floor work   |

|                   | Cog Learning focus I try several times if at first I don't succeed and I ask for help when appropriate EXC I can follow instructions, practise safely and work on simple tasks by myself EXP I enjoy working on simple tasks with help WT | Static Balance: Seated (FUNS 2)  Cog Learning focus I can help praise and encourage others in their learning EXC  I can work sensibly with others, taking turns and sharingEXP  I can play with others and take turns and share with help WT | Static Balance: Stance (FUNS 4)  Cog Learning focus I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well EXC  I can understand and follow simple rules and can name some things I am good at EXP  I can follow simple instructions WT | Counter Balance: with a partner (FUNS 7)  Cog Learning focus I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme EXC I can explore and describe different movements EXP I can observe and copy others WT | Agility: Reaction/Response (FUNS 12)  Cog Learning focus I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed EXC  I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together EXP  I can move confidently in different ways WT | Cog Learning focus I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely EXC I am aware of why exercise is important for good health EXP I am aware of the changes to the way I feel when I exercise WT |
|-------------------|---|--|---|---|--|---|
| TRADITIONAL SPORT | Real Gym (Personal)   | Ball skills – Netball (catching/throwing)  | Real Dance<br>(Cognitive)   | Ball skills<br>(Football) –<br>footwork   | Ball skills/agility<br>(Kwik cricket)  | Athletics   |
| YEAR 2            | Real PE<br>Unit 1 Personal  | Real PE<br>Unit 2 Social   | Real PE<br>Unit 3 Cognitive   | Real PE<br>Unit 4 Creative  | Real PE<br>Unit 5 Physical   | Real PE<br>Unit 6 Health and Fitness  |
|                   | Coordination: Footwork (FUNS 10)  Static Balance: One leg (FUNS 1)  | Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Static Balance: Seated  | Dynamic Balance: On a line (FUNS 5)  Static Balance: Stance   | Coordination: Balls skills (FUNS 9)  Counter Balance: with a partner  | Coordination: Sending and Receiving (FUNS 8)   | Agility: Ball chasing (FUNS 11)  Static Balance: Floor work (FUNS 3)  |

| TRADITIONAL | I know where I am with my learning and I have begun to challenge myself EXC  I try several times if at first I don't succeed and I ask for help when appropriate EXP I can follow instructions, practise safely and work on simple tasks by myself WT  Balls skills | Cog Learning focus I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas EXC I can help praise and encourage others in their learning EXP I can work sensibly with others, taking turns and sharing WT | Cog Learning focus I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement EXC  I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well EXP  I can understand and follow simple rules and can name some things I am good at WT | Cog Learning focus I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression EXC  I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme EXP  I can explore and describe different movements WT | Agility: Reaction/Response (FUNS 12)  Cog Learning focus I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency EXC  I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed EXP  I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together WT | Cog Learning focus I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down EXC  I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely EXP  I am aware of why exercise is important for good health WT |
|-------------|---|---|---|--|---|--|
| SPORT       | (catching/throwing/passing)<br>Basketball   |   |   | (Health and Fitness)   | (Kwik Cricket)  |  |

| V545.3 | D 105  | D 105                   | D 105                 | 0 105                   | D 105                  | D 105                               |
|--------|--|-------------------------|-----------------------|-------------------------|------------------------|-------------------------------------|
| YEAR 3 | Real PE  | Real PE                 | Real PE               | Real PE                 | Real PE                | Real PE                             |
|        | Unit 1 Personal  | Unit 2 Social           | Unit 3 Cognitive      | Unit 4 Creative         | Unit 5 Physical        | Unit 6 Health and Fitness           |
|        | Coordination: Footwork   | Dynamic Balance to      | Dynamic Balance:      |                         | Agility:               | Agility: Ball chasing               |
|        | The state of the s | _                       | On a line             | Coordination: Sending   | Reaction/Response      | (FUNS 11)                           |
|        | (FUNS 10)  | Agility: Jumping and    |                       |                         |                        | (FONS II)                           |
|        | St. 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1   | Landing                 | (FUNS 5)              | and receiving           | (FUNS 12)              | C D. L                              |
|        | Static balance: One leg  | (FUNS 6)                | Coordination: Ball    | (FUNS 8)                | Static Balance: Floor  | Static Balance: Stance              |
|        | (FUNS 1)   | Chatia Balancas Castad  |                       | Country Delegation (the |                        | (FUNS 4)                            |
|        |  | Static Balance: Seated  | skills                | Counter Balance: with   | work                   |                                     |
|        | Cog Learning focus   | (FUNS 2)                | (FUNS 9)              | a partner               | (FUNS 3)               | Cog Learning focus                  |
|        | I cope well and react positively   |                         |                       | (FUNS 7)                |                        | I can describe the basic fitness    |
|        | when things become difficult.EXC   | Cog Learning focus      | Cog Learning focus    |                         | Cog Learning focus     | components and explain how often    |
|        |  | I cooperate well with   | I can understand      | Cog Learning focus      | I can perform a        | and how long I should exercise to   |
|        | I can persevere with a task and I  | others and give helpful | ways (criteria) to    | I can link actions and  | variety of movements   | be healthy. I can record and        |
|        | can improve my performance   | feedback. I help        | judge performance     | develop sequences of    | and skills with good   | monitor how hard I am working EXC   |
|        | through regular practice   | organise roles and      | and I can identify    | movements that          | body tension. I can    |                                     |
|        | I know where I am with my  | responsibilities and I  | specific parts to     | express my own          | link actions together  | I can describe how and why my       |
|        | learning and I have begun to   | can guide a small group | continue to work      | ideas. I can change     | so that they flow in   | body feels during and after         |
|        | challenge myself EXP   | through a task EXC      | upon. I can use my    | tactics, rules or tasks | running, jumping and   | exercise. I can explain why we need |
|        |  |                         | awareness of space    | to make activities      | throwing activities    | to warm up and cool down EXP        |
|        | I try several times if at first I don't  | I show patience and     | and others to make    | more fun or             | EXC                    |                                     |
|        | succeed and I ask for help when  | support others,         | good decisions EXP    | challenging EXC         |                        | I can say how my body feels before, |
|        | appropriate WT   | listening well to them  |                       |                         | I can perform and      | during and after exercise. I use    |
|        |  | about our work. I am    | I can understand      | I can make up my own    | repeat longer          | equipment appropriately and move    |
|        |  | happy to show and tell  | the simple tactics of | rules and versions of   | sequences with clear   | and land safely WT                  |
|        |  | them about my ideas     | attacking and         | activities. I can       | shapes and controlled  |                                     |
|        |  | <b>EXP</b>              | defending. I can      | respond differently to  | movement. I can        |                                     |
|        |  |                         | explain what I am     | a variety of tasks or   | select and apply a     |                                     |
|        |  | I can help praise and   | doing well and I      | music and I can         | range of skills with   |                                     |
|        |  | encourage others in     | have begun to         | recognise similarities  | good control and       |                                     |
|        |  | their learning WT       | identify areas for    | and differences in      | consistency EXP        |                                     |
|        |  |                         | improvement EXC       | movements and           |                        |                                     |
|        |  |                         |                       | expression EXP          | I can perform a range  |                                     |
|        |  |                         | I can begin to order  |                         | of skills with some    |                                     |
|        |  |                         | instructions,         | I can begin to          | control and            |                                     |
|        |  |                         | movements and         | compare my              | consistency. I can     |                                     |
|        |  |                         | skills. With help I   | movements and skills    | perform a sequence of  |                                     |
|        |  |                         | can recognise         | with those of others. I | movements with         |                                     |
|        |  |                         | similarities and      | can select and link     | some changes in level, |                                     |
|        |  |                         | differences in        | movements together      | direction or speed WT  |                                     |
|        |  |                         | performance and I     | to fit a theme WT       |                        |                                     |
|        |  |                         | periorinance and I    | to he a chemic voi      |                        |                                     |

can explain why

| TRADITIONAL<br>SPORT | Netball  | Hockey  | someone is working or performing well WT  Real Gym (Cognitive)  | Football   | Real Dance<br>(Physical)  | Rounders/Athletics  |
|----------------------|--|---|---|--|---|---|
| YEAR 4               | Real PE<br>Unit 1 Personal   | Real PE<br>Unit 2 Social  | Real PE<br>Unit 3 Cognitive   | Real PE<br>Unit 4 Creative   | Real PE<br>Unit 5 Physical  | Real PE<br>Unit 6 Health and Fitness  |
|                      | Coordination: Footwork (FUNS 10)  Static Balance: One Leg (FUNS 1)  Cog Learning Focus I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice EXC  I know where I am with my learning and I have begun to challenge myself EXP  I try several times if at first I don't succeed and I ask for help when appropriate WT | Dynamic Balance to Agility; Jumping and Landing (FUNS 6)  Static Balance: Seated (FUNS 2)  Cog Learning focus I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task EXC  I can show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas EXP | Dynamic Balance: On a line (FUNS 5)  Coordination: Ball skills (FUNS 9)  Cog Learning focus I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions EXC  I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to | Coordination: Sending and Receiving (FUNS 8) Counter Balance: with a partner (FUNS 7) Cog Learning focus I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging EXC I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression EXP | Agility: Reaction and Response (FUNS 12)  Static Balance: Floor work (FUNS 3)  Cog Learning focus I I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities EXC  I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with | Agility: Ball chasing (FUNS 11)  Static Balance: Stance (FUNS 4)  Cog Learning focus I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working EXC  I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down EXP  I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely WT |

|                      |  | I can help praise and encourage others in their learning WT   | identify areas for improvement EXP  I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well WT | I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme WT  | good control and consistency EXP  I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed WT         |   |
|----------------------|--|---|---|--|--|---|
| TRADITIONAL<br>SPORT | Basketball   | Tag Rugby   | Hockey  | Real Gym<br>(Creative)   | Tennis   | Real Dance (Health and Fitness)  Swimming – Two week intensive Athletics  |
| YEAR 5               | Real PE Unit 1 Cognitive  Coordination: Ball Skills (FUNS 9)  Agility: Reaction/Response (FUNS 12)  Cog Learning focus: I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they | Real PE Unit 2 Creative  Static Balance: Seated (FUNS 2)  Static Balance: Floor work (FUNS 3)  Cog Learning focus: I can effectively disguise what I am about to do next. I can use variety and | Real PE Unit 3 Social  Dynamic Balance: On a line (FUNS 5)  Counter Balance: With a partner (FUNS 7)  Cog Learning focus: I can involve others and motivate those around me to  | Real PE Unit 4 Physical  Static Balance: One Leg (FUNS 1)  Dynamic Balance to Agility: Jumping and Landing FUNS 6)  Cog Learning focus: I can effectively transfer skills and movements across a | Real PE Unit 5 Health and Fitness  Static Balance: Stance (FUNS 4)  Coordination: Footwork (FUNS10)  Cog Learning focus: I can explain how individuals need different types and levels of fitness to | Real PE Unit 6 Personal  Agility: Ball chasing (FUNS 11)  Coordination: Sending and Receiving FUNS 8)  Cog Learning focus: I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes EXC |

| TRADITIONAL | I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents EXP  I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions WT | creativity to engage an audience EXC  I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others EXP  I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging WT | I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately EXP  I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task WT | range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations EXC  I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations EXP  I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities WT | be more effective in their activity/role/event. I can plan and follow my own basic fitness programme EXC  I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity EXP  I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working WT | I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets EXP  I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice WT  Real Dance (Personal) |
|-------------|--|--|---|--|--|--|
| SPORT       | Hockey   | FOOTBAII   | Real Gym<br>(Physical)  | Orienteering   | (BIKEABILITY)  | keai Dance (Personal)  |
| YEAR 6      | Real PE  | Real PE  | Real PE   | Real PE  | Real PE  | Real PE  |

Unit 1 Cognitive Unit 2 Creative **Unit 3 Social** Unit 4 Physical Unit 5 Health and Unit 6 Personal **Fitness Coordination: Ball Skills Static Balance: Seated** Static Balance: One **Static Balance: Stance Agility: Ball chasing Dynamic Balance:** (FUNS 9) (FUNS 2) On a line (FUNS 4) (FUNS 11) Leg (FUNS 5) (FUNS 1) **Agility: Reaction/Response** Static Balance: Floor Coordination: **Coordination: Sending and** work **Counter Balance: Dynamic Balance to Footwork** (FUNS 12) Receiving (FUNS 3) (FUNS10) FUNS 8) With a partner Agility: Jumping and Cog Learning focus: (FUNS 7) Landing Cog Learning focus: I can review, analyse and Cog Learning focus: FUNS 6) Cog Learning focus: Cog Learning focus: I can create my own learning evaluate my own and others' I can effectively I can explain how strengths and disguise what I am I can involve individuals need plan and revise that plan when weaknesses and I can read and others and necessary. I can accept critical about to do next. different types and react to different game situations motivate those feedback and make changes EXC can use variety and levels of fitness to as they Cog Learning focus: around me to creativity to engage be more effective in develop EXC can effectively their I see all new challenges as an audience EXC perform better transfer skills and **EXC** activity/role/event. opportunities to learn and have a clear idea of how to movements across a I can plan and develop. I recognise my can respond develop my own and others' range of activities I can give and follow my own basic imaginatively to strengths and weaknesses and work. I can and sports. I can receive sensitive recognise and suggest patterns of different situations. can set myself appropriate fitness programme perform a variety of adapting and feedback to **EXC** play which will increase chances targets EXP skills consistently adjusting my skills, improve myself and effectively in success and I can develop and others. I can I cope well and react positively movements or tactics can self select and challenging or methods to outwit opponents negotiate and so they are different when things become difficult. perform competitive **EXP** collaborate from or in contrast to appropriate warm can persevere with a task and I situations EXC others EXP appropriately EXP can improve my performance up and cool down can understand ways (criteria) activities. I can through regular practice WT to judge performance and I can I can use I cooperate well can link actions and identify possible identify combinations of with others and develop sequences of dangers when specific parts to continue to work skills confidently in give helpful planning an activity movements that upon. I can use my awareness of sport specific feedback, I help space **EXP** express my own contexts. I can and others to make good organise roles and ideas. I can change perform a range of decisions WT responsibilities tactics, rules or tasks I can describe the skills fluently and and I can guide a basic fitness to make activities accurately in small group more fun or components and practice situations through a task WT challenging WT explain how often **EXP** and how long I should exercise to

be healthy. I can

|                   |           |            |                        | I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities WT | record and monitor<br>how hard I am<br>working WT |           |
|-------------------|-----------|------------|------------------------|--|---|-----------|
| TRADITIONAL SPORT | Tag Rugby | Basketball | Real Dance<br>(Social) | Tennis   | Real Gym (Health and Fitness)                     | Athletics |

# **KEY**

Fundamental Movement Skill Focus highlighted yellow

Cog Learning Focus highlighted green

For progression of Traditional Sports, please see separate document