



BEING A SPORTSPERSON

NATIONAL CURRICULUM FOR PHYSICAL EDUCATION

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
 - Are physically active for sustained periods of time
 - Engage in competitive sports and activities
 - Lead healthy, active lives.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- 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
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Within some key stages (KS1 & LKS2), RealPE units show the same skill progression, but the context and application of skills is different between the two year groups.

EVFS - P.E. - Physical Development

Development matters non-statutory guidance	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. 	Children to access a range of equipment indoors and outdoors though continuous provision to develop fine & gross motor skills, Autumn
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BEING A SPORTSPERSON

Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Dough disco- teaching children about patting, rolling, squashing, stretching etc. Manipulating materials Body Parts- ways of moving construction (lift, drag, push, pull)- inside and outside Planting seeds (digging) Exercise- how it helps our bodies to grow and develop Cutting fruits and veg to make meals
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. 	<p>Spring</p> <ul style="list-style-type: none"> Play games to develop spatial awareness. Thread different sized beads to make necklaces for dolls/teddies. Print patterns using wheeled toys Playground games and toys teaching specific skills and group games for playing outside - hop scotch, skipping, throwing and catching, follow my leader, bats and balls. Outside toys - slides, bicycles, stilts, climbing apparatus. Responding to music through dance. Moving like toys: robot, clown, Jack in the Box and puppet. Create obstacle courses in the outdoor area Throwing and catching using beanbags
	Expressive Arts and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<p>Summer</p> <ul style="list-style-type: none"> Moving like minibeasts- different ways of moving Under the Sea dances- Move like a sea creature Building sandcastles Parachute games to show wave motion. Outdoor water play Use a variety of small and large apparatus during P.E. sessions Use the outdoor balancing and climbing equipment. Develop ball skills. Make and taste healthy snacks Daily fine motor activities
Development matters non-	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Manage their own needs - personal hygiene Know and talk about the different factors that support overall health and wellbeing: regular physical activity 	Children to access a range of equipment indoors and outdoors though continuous provision to develop fine & gross motor skills, e.g. climbing frame, cargo net, chain bridge, stepping stones,

BEING A SPORTSPERSON



statutory guidance Reception	Physical Development		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. 	<p>balance boards, skipping ropes, bats and balls, sweeping brushes, paint rollers, crates, reels & planks</p> <p>Autumn term</p> <ul style="list-style-type: none"> Power of P.E: Superheroes Improve agility, balance, and co-ordination skills. Learn how to run, jump and stop. Healthy eating / living Power of P.E Improving skills: agility, balance, coordination, catching, throwing, running and stopping. Manipulation of dough and implements for baking: rolling with hands, rolling with fingers, kneading, stretching, patting Mixing ingredients together Making Superhero obstacle courses outdoors Pencil control, grip & letter formation Fine motor skills: threading & lacing, nuts and bolts, Mobilo, cutting with scissors <p>Spring Term</p> <ul style="list-style-type: none"> Real PE unit 1 Themes: The Birthday Bike Surprise & Pirate Pranks. Skill focus: Coordination - footwork & Static balance - one leg Real PE unit 2 Themes: Journey to the Blue Planet & Monkey Business Skill focus: Dynamic balance to agility - jumping and landing & Static balance - seated Space yoga Move like a dinosaur - large scale movements Pencil control, grip & letter formation <p>Summer Term</p> <ul style="list-style-type: none"> Real PE unit 3 Themes: Tilly the Train's Big Day & Thembi Walks the Tightrope
	Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	
Statutory Framework ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. 	
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. 	
	Physical Development	Fine motor skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing 	

BEING A SPORTSPERSON



		Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Skill focus: Dynamic balance - on a line & Static balance - stance Real PE unit 4 Themes: Clowning Around & Wendy's Water-ski Challenge Skill focus: Coordination - ball skills & Counter balance - with a partner Healthy food Pencil control, grip & letter formation
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	

Year 1

By the end of Y1, pupils should be able to:

- Throw and catch displaying a degree of competency, in isolation and in varied environments.
- Demonstrate changes of direction, level & speed.
- Show an awareness of how the body functions/changes during exercise.
- Repeat and perform sequences of movements.
- Display development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).
- Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team.
- With guidance, participate, displaying respect, fair play and working well with others.

Knowledge & Skills		Vocabulary
<p><u>MULTISKILLS/IMPROVING SKILLS</u></p> <ul style="list-style-type: none"> To develop agility, balance and coordination through changing direction and keeping balance; stopping and catching. Throw and catch, displaying a degree of competency, in isolation and in varied environments. Show an awareness of how the body functions/changes during exercise. Display development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination). Use their knowledge of the teaching points to help their peers improve. 	<p><u>REAL PE - UNIT 5</u></p> <p><i>Skill focus: Coordination - sending and receiving (FUNS 8)</i></p> <ul style="list-style-type: none"> With right and left hand against a wall or with a partner (3 and 5 metre distance): I can roll a large ball and collect the rebound; I can roll a small ball and collect the rebound; I can throw a large ball and catch the rebound with 2 hands. With right and left hand, against a wall or with a partner (3 - 5 metre distance): I can throw a tennis ball and catch it with the same hand after 1 bounce; I can throw a tennis ball and catch it with the same hand without a bounce; I can throw a tennis ball and catch it with the other hand after 1 bounce; I can throw a tennis ball and catch it with the other hand without a bounce; I can strike a large, soft ball along the ground with my hand 5 times in a rally. <p><i>Skill focus: Agility - reaction and response (FUNS 12)</i></p> <ul style="list-style-type: none"> From a distance of 1, 2 and 3 metres: I can react and catch a large ball dropped from shoulder height after 2 bounces; I can react and catch a large ball dropped from shoulder height after 1 bounce. 	<p>Agility, balance, coordination, running, stopping, changing direction, keeping balance, obstacle, catching, throwing, stretch, sending and receiving, reaction and response, level, direction, speed, control, movement, control, bounce, strike, sequence, ball chasing, mini-back support, physical, health and fitness,</p>

Progression Model

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> From a distance of 1, 2 and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce. <p>Wider skill focus: Physical skills</p> <ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1) 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 (Level 2) 	
<p>GYMNASTICS</p> <ul style="list-style-type: none"> To develop knowledge of gymnastics balances. To develop ability to hold a balance. To hold themselves in a balance showing control (3-4 seconds). To hold a balance showing balance and extension (5-6 seconds). Create routines containing balances with control and extension AND fluency from one balance to the other. Use changes of direction, speed & level during performance. Understand how the body changes during exercise. Plan, perform and repeat sequences of movements. 	<p>REAL PE - UNIT 6</p> <p>Skill focus: Agility - ball chasing (FUNS 11)</p> <ul style="list-style-type: none"> Over a distance of up to 10 metres and turning both ways: I can roll a ball, chase and collect it in a balanced position facing the opposite direction; I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. Over a distance of up to 10 metres and turning both ways: starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction; starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. <p>Skill focus: Static balance - floor work (FUNS 3)</p> <ul style="list-style-type: none"> Maintaining balance throughout: I can hold a mini-front support position; I can reach round and point to the ceiling with either hand in a mini-front support. Maintaining balance throughout: I can place a cone on my back and take it off with the other hand in a mini-front support; I can hold a mini-back support position; I can place a cone on my tummy and take it off with the other hand in a mini-back support. <p>Wider skill focus: Health & Fitness skills</p> <ul style="list-style-type: none"> I am aware of why exercise is important for good health (Level 1) 	<p>Speed, performance, sprinting, the start, hurdles, standing jump, the landing, technique, throwing, distance, power, side on, throwing line, safety line, balance, agility, coordination, footwork, static, personal, gallop/hop/skip, pivot distance, position, seated/lying position, static, floor work, mini-front support, sequence, 1/2/3/4 point balances, patch balance, position, strength, travelling, rotate, routine, dynamic balance, jumping, landing, static balance, seated, position, opposite,</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> I can say how my body feels before, during and after exercise, use equipment appropriately, and move and land safely (Level 2) 	
<p><u>STRIKING & FIELDING</u></p> <ul style="list-style-type: none"> Develop ability to roll/move the ball with accuracy. Develop ability to catch/stop the ball with accuracy. Develop ability to strike the ball with some consistency. Develop ability to analyse performance. Watch others and suggest ways for them to improve. Throw and catch displaying a degree of competency, in isolation and in varied environments. Use FUNDamentals of movement to achieve success in competitive environments, individually and as a team. With guidance, participate displaying respect, fair play and working well with others. 	<p><u>REAL PE UNIT 1</u></p> <p>Skill focus: Coordination - footwork (FUNS 10)</p> <ul style="list-style-type: none"> With fluency and control: I can side-step in both directions; I can gallop, leading with either foot; I can hop on either foot; I can skip. With fluency and control: I can combine side-steps with 180° front pivots off either foot; I can combine side-steps with 180° reverse pivots off either foot; I can skip with knee and opposite elbow both at 90° angle; I can hopscotch forwards and backwards, hopping on the same leg (right and left). <p>Skill focus: Static balance - one leg (FUNS 1)</p> <ul style="list-style-type: none"> Maintaining balance and on both legs: I can stand still for 10 seconds. Maintaining balance and on both legs: I can stand still for 30 seconds; I can complete 5 mini-squats. <p>Wider skill focus: Personal skills</p> <ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself (Level 1) I try several times if at first, I don't succeed, and I ask for help when appropriate (Level 2) 	<p>Balance, agility, coordination, control, extension, fluency, direction, speed, performance, social, praise, encourage, turn-taking Striking, fielding, accuracy, performance, analyse, roll/move, catch/stop, strike improve, balance, agility, coordination, rolling, throwing, target, steady motion, side-on, swing, bat, fluidity,</p>
<p><u>ATHLETICS</u></p> <ul style="list-style-type: none"> Use teaching points to run at their top speed/hurdle effectively/standing jump as far as they can/throw as far as they can. Develop the ability to run at speed. Develop ability to hurdle effectively. Develop ability to jump as far as they can. Develop ability to throw as far as they can. Develop knowledge of how they can use their body to maximise performance. Follow instructions & select the correct teaching point when given 2 options (e.g. Face forwards or shake head). Watch others and suggest ways for them to improve. Show an awareness of how the body functions/changes during exercise. Display development in FUNDamentals of movement. Use FUNDamentals to achieve success in competitive environments. 	<p><u>REAL PE UNIT 2</u></p> <p>Skill focus: Dynamic balance to agility - jumping and landing (FUNS 6)</p> <ul style="list-style-type: none"> Maintaining balance throughout: I can jump from 2 feet to 2 feet forwards, backwards and side to side. Maintaining balance throughout: I can jump from 2 feet to 2 feet with a quarter turn in both directions; I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). <p>Skill focus: Static balance - seated (FUNS 2)</p> <ul style="list-style-type: none"> In a seated position for 10 seconds: I can balance with both hands and feet touching the floor; I can balance with 1 hand and 2 feet touching the floor; I can balance with 2 hands and 1 foot touching the floor; I can balance with 1 hand and 1 foot touching the floor; I can balance with 1 hand and 1 foot touching the floor; I can balance with no hands or feet touching the floor. 	<p>minimum, stance, cognitive, similar, different, dynamic balance, on a line, static balance, stance</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> In a seated position with no hands or feet touching the floor: I can pick up a cone from one side, swap hands and place it on the other side; I can return the cone to the opposite side. <p>Wider skill focus: Social skills</p> <ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing (Level 1) I can help praise and encourage others in their learning (Level 2) 	
<p><u>ORIENTEERING</u></p> <ul style="list-style-type: none"> List the different points on a compass. Show knowledge of what a 'key' is on a map. Use a key to help them find where they are on a map. Move their thumb & map to display where they are, and which way they are facing. Repeat and perform sequences of movements. Use FUNDamentals of movement to achieve success in competitive environments, individually and as a team. With guidance, participate displaying respect, fair play and working well with others. 	<p><u>REAL PE UNIT 3</u></p> <p>Skill focus: Dynamic balance - on a line (FUNS 5)</p> <ul style="list-style-type: none"> Maintaining balance on a line: I can walk forwards with fluidity and minimum wobble; I can walk backwards with fluidity and minimum wobble. Maintaining balance on a line: I can walk fluidly, lifting knees up to 90°; I can walk fluidly, lifting heels up to bottom. <p>Skill focus: Static balance - stance (FUNS 4)</p> <ul style="list-style-type: none"> Maintaining balance throughout: I can stand on a line with a good stance for 10 seconds. Maintaining balance throughout: I can stand on a low beam with a good stance for 10 seconds. <p>Wider skill focus: Cognitive skills</p> <ul style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at (Level 1). 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 (Level 2). 	<p>Orienteering, compass, map, key, north, east, south, west, direction, location, position, symbols, 'thumb the map', obstacle, coordination, balance, agility, ball skills, counter balance, partner, control, upper body, lean, creative, movements, link</p>
<p><u>Cricket TBS - coach</u></p>	<p><u>REAL PE UNIT 4</u></p> <p>Skill focus: Coordination - ball skills (FUNS 9)</p> <ul style="list-style-type: none"> Maintaining control: I can sit and roll a ball along the floor around my body using 2 hands; I can sit and roll a ball along the floor around my body using 1 hand (right and left); I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands; I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands. With both right and left hand, maintaining control: I can sit and roll a ball up and down my legs and round my upper body 	

BEING A SPORTSPERSON



- using 1 hand; I can stand and roll a ball up and down my legs and round my upper body using 1 hand.
- Skill focus:** Counter balance - with a partner (FUNS 7)
- With a partner, maintaining balance throughout: I can sit holding hands with toes touching, lean in together then apart; I can sit holding 1 hand with toes touching, lean in together then apart; I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.
 - With a partner, maintaining balance throughout: I can hold on and, with a long base, lean back, hold our balance and move back together again; I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.
- Wider skill focus:** Creative skills
- I can explore and describe different movements (Level 1).
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2).

Year 2

By the end of Y2, pupils should be able to:

- Throw and catch displaying competency, in isolation and in varied environments.
- Demonstrate changes of direction, speed & level during performances or in competitive environments.
- Show an awareness of how the body changes/functions during exercise.
- Perform and repeat sequences of movements.
- Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).
- Use FUNdamentals of movement to employ simple tactics in varied environments.
- With guidance, participate displaying respect, fair play and working well with others.

Knowledge & Skills

HEALTH-RELATED EXERCISE

- Develop knowledge of how the body functions/changes during exercise.
- Develop ability to exercise at different intensities.
- Show an awareness of the change in heart rate during exercise (e.g. exercise = faster pulse).
- Find their pulse and explain why heart rate increases.
- Repeat and perform sequences of movements.
- Display development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination).

REAL PE UNIT 1

- Skill focus:** Coordination - footwork (FUNS 10)
- With fluency and control: I can side-step in both directions; I can gallop, leading with either foot; I can hop on either foot; I can skip.
 - With fluency and control: I can combine side-steps with 180° front pivots off either foot; I can combine side-steps with 180° reverse pivots off either foot; I can skip with knee and opposite elbow both at 90° angle; I can hopscotch forwards and backwards, hopping on the same leg (right and left).
- Skill focus:** Static balance - one leg (FUNS 1)

Vocabulary

Health-related exercise, body, functions, changes, intensity, heart, heart rate, pulse, increase, decrease, oxygen, meditation, lungs, speed test, speed bounce, muscle test, measure, catching test, squat, fitness, throwing, catching, circuit, jump, curl, raise, plank, movement, test, muscle, biceps, quads, abs, lats, coordination, balance, agility, ball skills, counter balance, partner, control, upper body, lean, creative

Progression Model



BEING A SPORTSPERSON

<ul style="list-style-type: none"> Participate in variety of fitness tests with a partner, counting their scores effectively (e.g. testing catching, heart rate, muscle and speed). Develop knowledge of the names & functions of at least 2 muscles (e.g. biceps, quads, abs & lats). 	<ul style="list-style-type: none"> Maintaining balance and on both legs: I can stand still for 10 seconds. Maintaining balance and on both legs: I can stand still for 30 seconds; I can complete 5 mini-squats. <p>Wider skill focus: Personal skills</p> <ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself (Level 1). I try several times if at first, I don't succeed, and I ask for help when appropriate (Level 2). I know where I am with my learning and I have begun to challenge myself (Level 3). 	
<p><u>MULTI-SKILLS</u></p> <ul style="list-style-type: none"> To develop agility, balance and coordination through running and stopping, changing direction and keeping balance, stopping and catching, Use knowledge of teaching points to help peers improve. Throw and catch displaying a degree of competency, in isolation and in varied environments. Show an awareness of how the body functions/changes during exercise. Display development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination). 	<p><u>REAL PE UNIT 2</u></p> <p>Skill focus: Dynamic balance to agility – jumping and landing (FUNS 6)</p> <ul style="list-style-type: none"> Maintaining balance throughout: I can jump from 2 feet to 2 feet forwards, backwards and side to side. Maintaining balance throughout: I can jump from 2 feet to 2 feet with a quarter turn in both directions; I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). <p>Skill focus: Static balance – seated (FUNS 2)</p> <ul style="list-style-type: none"> In a seated position for 10 seconds: I can balance with both hands and feet touching the floor; I can balance with 1 hand and 2 feet touching the floor; I can balance with 2 hands and 1 foot touching the floor; I can balance with 1 hand and 1 foot touching the floor; I can balance with 1 hand and 1 foot touching the floor; I can balance with no hands or feet touching the floor. In a seated position with no hands or feet touching the floor: I can pick up a cone from one side, swap hands and place it on the other side; I can return the cone to the opposite side. <p>Wider skill focus: Social skills</p> <ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing (Level 1). I can help praise and encourage others in their learning (Level 2). I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3). 	<p>Agility, balance, coordination, develop, dynamic balance, jumping, landing, static balance, seated, position, opposite, social, praise, encourage, turn-taking, running, stopping, changing direction, keeping balance, obstacle, catching, throwing</p>

BEING A SPORTSPERSON



<p><u>DANCE</u></p> <ul style="list-style-type: none"> • Demonstrate changes of direction, level & speed. • Repeat and perform sequences. • Displays development in the FUNdamentals of movement – Jog, Jump, Hop, Weight on Hands & Balance. • Respond in the correct manner to commands. • Repeat simple sequences of movements, gestures and ways of travel (relating to a stimulus). • Create new ways to move to music. 	<p><u>REAL PE UNIT 3</u></p> <p><i>Skill focus: Dynamic balance – on a line (FUNS 5)</i></p> <ul style="list-style-type: none"> • Maintaining balance on a line: I can walk forwards with fluidity and minimum wobble; I can walk backwards with fluidity and minimum wobble. • Maintaining balance on a line: I can walk fluidly, lifting knees up to 90°; I can walk fluidly, lifting heels up to bottom. <p><i>Skill focus: Static balance – stance (FUNS 4)</i></p> <ul style="list-style-type: none"> • Maintaining balance throughout: I can stand on a line with a good stance for 10 seconds. • Maintaining balance throughout: I can stand on a low beam with a good stance for 10 seconds. <p><i>Wider skill focus: Cognitive skills</i></p> <ul style="list-style-type: none"> • I can understand and follow simple rules and can name some things I am good at (Level 1). • 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 (Level 2). • 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 (Level 3). 	<p>Dance, change, direction, level, speed, repeat, perform, sequence, movement, travel, command, gesture, stimulus/theme, fluidity, minimum, stance, cognitive, similar, different, dynamic balance, on a line, static balance, stance, tactics, attacking, defending, improvement, identify</p>
<p><u>FOOTBALL</u></p> <ul style="list-style-type: none"> • Use teaching points to keep the ball close & under control, dribbling with some success. • Use teaching points to pass and stop effectively and with some consistent success. • Use teaching points to shoot effectively and with some consistent success. • Use knowledge of technique to suggest ways for peers to improve. • Display development in FUNdamentals of movement. • Use FUNdamentals to achieve success in competitive environments. • With guidance, participate displaying respect, fair play and working well with other. 	<p><u>REAL PE UNIT 4</u></p> <p><i>Skill focus: Coordination – ball skills (FUNS 9)</i></p> <ul style="list-style-type: none"> • Maintaining control: I can sit and roll a ball along the floor around my body using 2 hands; I can sit and roll a ball along the floor around my body using 1 hand (right and left); I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands; I can stand and roll a ball down to my toes and back up, then round my upper body using 2 hands. • With both right and left hand, maintaining control: I can sit and roll a ball up and down my legs and round my upper body using 1 hand; I can stand and roll a ball up and down my legs and round my upper body using 1 hand. <p><i>Skill focus: Counter balance – with a partner (FUNS 7)</i></p> <ul style="list-style-type: none"> • With a partner, maintaining balance throughout: I can sit holding hands with toes touching, lean in together then apart; I can sit holding 1 hand with toes touching, lean in together 	<p>Football, control, dribble, success, pass, stop, shoot/shot, technique, effective, consistent, touch, strike, competitive, target, goal, coordination, balance, agility, ball skills, counter balance, partner, control, upper body, lean, creative, movements, link, theme, expression</p>

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then apart; I can sit holding hands with toes touching and rock forwards, backwards and side-to-side.

- With a partner, maintaining balance throughout: I can hold on and, with a long base, lean back, hold our balance and move back together again; I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again.

Wider skill focus: Creative skills

- I can explore and describe different movements (Level 1).
- I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2).
- 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 (Level 3).

ATHLETICS

- Develop ability to hurdle effectively/jump as far as they can/throw as far as they can.
- Watch others and suggest ways for them to improve.
- Follow instructions & select the correct teaching point when given 2 options (e.g. face forwards or shake head).
- Develop knowledge of how they can use their body to maximise performance.
- Show an awareness of how the body functions/changes during exercise.
- Display development in FUNdamentals of movement.
- Use FUNdamentals to achieve success in competitive environments.

REAL PE - UNIT 5

Skill focus: Coordination - sending and receiving (FUNS 8)

- With right and left hand against a wall or with a partner (3 and 5 metre distance): I can roll a large ball and collect the rebound; I can roll a small ball and collect the rebound; I can throw a large ball and catch the rebound with 2 hands.
- With right and left hand, against a wall or with a partner (3 - 5 metre distance): I can throw a tennis ball and catch it with the same hand after 1 bounce; I can throw a tennis ball and catch it with the same hand without a bounce; I can throw a tennis ball and catch it with the other hand after 1 bounce; I can throw a tennis ball and catch it with the other hand without a bounce; I can strike a large, soft ball along the ground with my hand 5 times in a rally.

Skill focus: Agility - reaction and response (FUNS 12)

- From a distance of 1, 2 and 3 metres: I can react and catch a large ball dropped from shoulder height after 2 bounces; I can react and catch a large ball dropped from shoulder height after 1 bounce.
- From a distance of 1, 2 and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.

Wider skill focus: Physical skills

Coordination, sending, receiving, partner, rebound, throw, catch, bounce, rally, agility, reaction and response, distance, react, height, metres, physical, movement, link, control, direction, speed, level, sequence, control, apply, repeat, hurdle, jump, throw, improve, maximise performance, exercise, movement, effectively, sprinting, start, standing jump, landing, technique, throwing, distance, power, side on, relay, race

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	<ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1). 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 (Level 2). 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 (Level 3). 	
<p><u>STRIKING & FIELDING</u></p> <ul style="list-style-type: none"> Develop ability to roll/move/catch/stop/strike the ball with accuracy/consistency. Develop ability to analyse performance. Watch others and suggest ways for them to improve. Throw and catch displaying a degree of competency, in isolation and in varied environments. Use FUNdamentals of movement to achieve success in competitive environments, individually and as a team. With guidance, participate displaying respect, fair play and working well with others. 	<p><u>REAL PE - UNIT 6</u></p> <p><i>Skill focus: Agility - ball chasing (FUNS 11)</i></p> <ul style="list-style-type: none"> Over a distance of up to 10 metres and turning both ways: I can roll a ball, chase and collect it in a balanced position facing the opposite direction; I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. Over a distance of up to 10 metres and turning both ways: starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction; starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. <p><i>Skill focus: Static balance - floor work (FUNS 3)</i></p> <ul style="list-style-type: none"> Maintaining balance throughout: I can hold a mini-front support position; I can reach round and point to the ceiling with either hand in a mini-front support. Maintaining balance throughout: I can place a cone on my back and take it off with the other hand in a mini-front support; I can hold a mini-back support position; I can place a cone on my tummy and take it off with the other hand in a mini-back support. <p><i>Wider skill focus: Health & Fitness skills</i></p> <ul style="list-style-type: none"> I am aware of why exercise is important for good health (Level 1). I can say how my body feels before, during and after exercise, use equipment appropriately, and move and land safely (Level 2). 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 (Level 3). 	<p>Agility, ball chasing, distance, metres, direction, turn, rotate, collect, balance, position, partner, opposite, direction, bounce, collect, static balance, floor work, mini-front support, mini-back support, health and fitness, exercise, safely, striking, fielding, accuracy, performance, analyse, roll/move, catch/stop, strike improve, balance, agility, coordination, rolling, throwing, target, steady motion, side-on, swing, bat</p>

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Year 3

By the end of Y3, pupils should be able to:

- Throw and catch displaying with accuracy, in isolation and varied environments.
- Demonstrate changes of direction, speed & level in competitive environments or during performances.
- Demonstrates a clear understanding of how the body changes/functions during exercise.
- Create movements that convey a clear stimulus, refining these movements into sequences, moving in a fluent and expressive manner.
- Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements.
- Plan, perform and repeat sequences of movements in a group.
- Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination).
- Use FUNdamentals of movement to employ simple tactics in competitive environments.
- Displays an understanding of fair play, respect and working well with others.

Knowledge & Skills		Vocabulary
<p><u>HOCKEY</u></p> <ul style="list-style-type: none"> • Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination). • Use FUNdamentals of movement to employ simple tactics in competitive environments. • Display an understanding of fair play, respect and working well with others • Develop pupil's control of the hockey ball • Develop pupil's ability to dribble with stick • Pupils will be able to move and stop the ball with their stick whilst moving. • Pupils will be able to move and stop the ball whilst moving at moderate pace, changing direction and displaying a change of speed. • Pupils uptake the role of coach. • Pupils to detect error in pupils' technique and help them to improve. • Develop pupil's ability to pass the Hockey ball to teammates • Develop pupil's ability to apply skill in a competitive environment • Pupils can stop and pass the ball in isolation with consistency (4/5 times out of 5 at 5m distance - Tennis/Hockey ball) • Pupils can stop and pass the ball in a conditioned game scenario with moderate consistency (2/3 times out of 5 - Tennis/Hockey ball) • Pupils use teaching points to help others improve their technique 	<p><u>REAL PE UNIT 1</u></p> <p>Skill focus: Coordination: Footwork (FUNS 10)</p> <ul style="list-style-type: none"> • With fluency and control, starting slowly and then at maximum speed: I can hopscotch forwards and backwards, alternating my hopping leg each time; I can complete 3 step zigzag patterns forwards; I can complete 3 step zigzag patterns backwards. <p>Skill focus: Static Balance: One Leg (FUNS 1)</p> <ul style="list-style-type: none"> • On both legs: I stand still for 30 seconds with eyes closed; I can complete 5 squats; I can complete 5 ankle extensions. <p>Within both:</p> <ul style="list-style-type: none"> • Personal Best: aim to better your time on the second attempt. • Against another in turn: Time your opponent and then aim to beat their time. • Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: Personal skills</p> <ul style="list-style-type: none"> • I try several times if at first, I don't succeed, and I ask for help when appropriate (Level 2). • I know where I am with my learning and I have begun to challenge myself (Level 3). • 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 (Level 4). 	<p>coordination, agility, footwork, maximum, alternating, patterns, static balance, extension, personal best, opponent, personal Hockey, dribble, moderate, pace, direction, speed, coach, error, technique, tactics, competitive, open, reverse, parallel, soft grip, contact, target, push passing, level, isolation, control, pass,</p>

Progression Model

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<p><u>BASKETBALL</u></p> <ul style="list-style-type: none"> • Throw and catch displaying a range of techniques. • Competent in the FUNdamentals of movement. • Use FUNdamentals of movement to be successful in competitive environments. • Develop an understanding of the rules of basketball – e.g. travelling, double dribble etc. • Develop ability to dribble legally in basketball (when stationary). • Explain the rules relating to dribbling and be able to move at jogging pace whilst keeping the ball under control. • Develop ability to pass effectively in basketball. • Pass with a degree of consistency in one style in isolation (3/4 times out of 5 from 4m). • Pass with a degree of consistency in three styles in isolation (3/4 times out of 5 from 5m). • Pass with all styles consistently in isolation (5/5 from 6m). • Pass using all styles in conditioned games with a degree of consistency. • Develop ability to shoot effectively in basketball. • Shoot with moderate success in isolation (2/3 times out of 5 from 1-2m). • Shoot consistently in isolation (4/5 times out of 5 from 2-3m). • Shoot with moderate success in conditioned games. 	<p><u>REAL PE UNIT 2</u></p> <p>Skill focus: Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</p> <ul style="list-style-type: none"> • Maintaining balance throughout: I can jump from 2 feet to 2 feet with 180° turn in either direction; I can complete a tucked jump; I can complete a tucked jump with 180° turn in either direction. <p>Skill focus: Static Balance: Seated (FUNS 2)</p> <ul style="list-style-type: none"> • In a seated position with no hands or feet touching the floor: I can pick up a cone from one side and place it on the other side with same hand; I can return it to the opposite side using the other hand; I can sit in a dish shape with straight arms and legs and hold it for 5 seconds. <p>Within both:</p> <ul style="list-style-type: none"> • Personal Best: aim to better your time on the second attempt. • Against another in turn: Time your opponent and then aim to beat their time. • Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: Social skills</p> <ul style="list-style-type: none"> • I can help praise and encourage others in their learning (Level 2). • I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Level 3). • 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 (Level 4). 	<p>dynamic balance, agility, jumping, landing, tucked jump, static balance, position, opposite, personal best, opponent, social, praise, patience, encourage, feedback, organisation, responsibilities, coordination, agilityBasketball, throw, catch, techniques, travelling, dribbling, stationary, control, pass, pace, consistency, isolation, style, conditioned game, shoot, moderate success, double dribble, the ready position, height, torso, foul, possession, bounce pass, chest pass, destination, overhead, javelin pass, power, shoulder width</p>
<p><u>DANCE</u></p> <ul style="list-style-type: none"> • Move in a fluent and expressive manner. • Plan, perform and repeat sequences of movements in a group. • Display an understanding of fair play, respect and working well with others. • Demonstrate changes of direction, level & speed. • Displays development in the FUNdamentals of movement – Jog, Jump, Hop, Weight on Hands & Balance. • Repeat simple sequences of movements, gestures and ways of travel (relating to a stimulus). • Create new ways to move to music – e.g. canon timing. 	<p><u>REAL PE UNIT 3</u></p> <p>Skill focus: Dynamic Balance: On a Line (FUNS 5)</p> <ul style="list-style-type: none"> • Maintaining balance on a line: I can perform a marching action, lifting knees and elbows up to a 90° angle; I can walk fluidly with a heel to toe landing; I can walk fluidly, lifting knees up and using a heel to toe landing; I can walk fluidly, lifting heels up to bottom and using a heel to toe landing. <p>Skill focus: Coordination: Ball Skills (FUNS 9)</p> <ul style="list-style-type: none"> • In less than 20 seconds and in both directions, maintaining control: I can stand with my legs apart and move a ball around one leg 16 times (right and left leg); I can move a ball round 	<p>Dance, sequence, movement, travel, fluent, expressive, stimulus, gesture, canon timing, routine, unison, teamwork, balance, agility, coordination, direction, level, speed, dynamic balance, on a line, marching, heel to toe, fluidly, ball skills, alternate, personal best, opponent, cognitive, similar, different, performance, tactics, attacking, defending, improvement, judge, spatial awareness, decision-making</p>

BEING A SPORTSPERSON



	<p>my waist 17 times; I can stand with my legs apart and move a ball around alternate legs 16 times.</p> <p>Within both:</p> <ul style="list-style-type: none"> Personal Best: aim to better your time on the second attempt. Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: Cognitive skills</p> <ul style="list-style-type: none"> 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 (Level 2). 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 (Level 3). 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 (Level 4). 	
<p><u>MULTI-SKILLS & ATHLETICS</u></p> <ul style="list-style-type: none"> Throw and catch displaying with accuracy, in isolation and varied environments. Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination). Use FUNdamentals of movement to employ simple tactics in competitive environments. To develop agility and coordination through running and stopping, changing direction and keeping balance, stopping and catching. Use their knowledge of the teaching points to help peers improve. Demonstrate changes of direction & speed during competition. Demonstrates an understanding of how the body changes/functions during exercise. Develop ability to jump/throw/chest push/sprint as far as they can. Develop knowledge of how to use the body to maximise performance. Develop ability to triple jump and hurdle effectively. 	<p><u>REAL PE UNIT 4</u></p> <p>Skill focus: Coordination: Sending and Receiving (FUNS 8)</p> <ul style="list-style-type: none"> With both right and left hand/foot, against a wall or with a partner (at least 5 times in a row): I can strike a ball with alternate hands in a rally; I can kick a ball with the same foot; I can kick a ball with alternate feet; I can roll 2 balls alternately using both hands, sending 1 as the other is returning. <p>Skill focus: Counter Balance: With a Partner (FUNS 7)</p> <ul style="list-style-type: none"> With a partner, maintaining balance throughout: I can hold and, with a short base, lean back, hold our balance and then move back together; I can hold on with 1 hand and, with a short base, lean back, hold our balance and then move back together; I can perform both short base challenges with eyes closed. <p>Within both:</p> <ul style="list-style-type: none"> Personal Best: aim to better your time on the second attempt. 	<p>, coordination, agility, balance, sending, receiving, strike, alternate, return, counter balance, maintain, short base, lean, personal best, opponent, creative, movement, theme, expression, sequence, tactics Multi-skills, agility, balance, coordination, accuracy, isolation, environment, movement, tactics, competitive, running, stopping, changing direction, keeping balance, obstacle, stopping, catching, outstretched, ability, jump, standing jump, maximise performance, direction, speed, level, exercise, change and function,</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: <i>Creative skills</i></p> <ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2). 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 (Level 3). 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 (Level 4). 	
<ul style="list-style-type: none"> Orienteering 	<p>REAL PE UNIT 5</p> <p>Skill focus: <i>Agility: Reaction/Response (FUNS 12)</i></p> <ul style="list-style-type: none"> From a distance of 1, 2, and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p>Skill focus: <i>Static Balance: Floor Work (FUNS 3)</i></p> <ul style="list-style-type: none"> Maintaining balance throughout: I can hold a full front support position; I can lift 1 arm and point to the ceiling with either hand in a front support; I can transfer a cone on and off my back in a front support. <p>Within both:</p> <ul style="list-style-type: none"> Personal Best: aim to better your time on the second attempt. Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: <i>Physical skills</i></p> <ul style="list-style-type: none"> 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 (Level 2). 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 (Level 3). 	<p>command, relay, technique, pace, long jump, change-over, safety line, sprint, side-on, hurdles, triple jump, reaction, response, static balance, floor work, metres, react, full front support, transfer, personal best, opponent, physical, sequence, speed, control, range, body tension, flow</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> 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 (Level 4). 	
<p><u>CRICKET</u></p> <ul style="list-style-type: none"> Throw and catch displaying with accuracy, in isolation and varied environments. Use FUNdamentals of movement to employ simple tactics in competitive environments. Displays an understanding of fair play, respect and working well with others. Develop coordination & ability to field effectively. Develop ability to bowl and throw long distance with accuracy. To suggest ways in which peers can improve. Develop ability to hold & use a bat effectively. Develop an understanding of the rules of cricket - e.g. protect the stumps. Be able to catch and stop the ball, using short and long barrier techniques. 	<p><u>REAL PE UNIT 6</u></p> <p>Skill focus: Agility: Ball Chasing (FUNS 11)</p> <ul style="list-style-type: none"> Over a distance of up to 10 metres and turning both ways: I can chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction; I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction; I can complete the above challenges using a tennis ball. <p>Skill focus: Static Balance: Stance (FUNS 4)</p> <ul style="list-style-type: none"> On a line and then a low beam, maintaining balance: I can receive a small force from various angles; I can raise alternate feet 5 times; I can raise alternate knees 5 times; I can catch a ball at chest height and throw it back. <p>Within both:</p> <ul style="list-style-type: none"> Personal Best: aim to better your time on the second attempt. Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus:</p> <ul style="list-style-type: none"> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2). 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 (Level 3). 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 (Level 4). 	<p>Cricket, throw, catch, accuracy, isolation, tactics, fair play, coordination, agility, balance, field, bowl, long distance, stumps, short barrier, long barrier, bowling grip, bowling action, batting, ball chasing, distance, metres, position, direction, low beam, static balance, stance, alternate, personal best, opponent, exercise, warm up, cool down, fitness components, healthy, record and monitor</p>
<p style="text-align: center;"><u>Year 4</u></p> <p>By the end of Y4, pupils should be able to:</p> <ul style="list-style-type: none"> Utilise changes of direction, speed & level during performances/competition to succeed. Select and utilise appropriate tactics and techniques to cause problems for opponents. Demonstrates a developed understanding of how the body changes/functions during exercise. 		

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- Displays an understanding of fair play, working well with others and leading a small group.
- Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control).
- Change running styles according to distance, with the intention of beating personal bests.
- Begin to swim 25m unaided, demonstrating some proficiency in a range of strokes & perform safe, self-rescue in water-based situations.

Knowledge & Skills		Vocabulary
<p><u>HIGH 5 NETBALL</u></p> <ul style="list-style-type: none"> • Select and utilise appropriate tactics and techniques to cause problems for opponents. • Display an understanding of fair play, working well with others and leading a small group. • Adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control). • Develop ability to throw and catch effectively. • Show correct footwork in simple tasks and in a task with some variables, whilst catching and throwing with moderate success. • Show correct footwork in a conditioned game situation, whilst throwing and catching with a high level of success. • Throw the ball with some accuracy, with an appropriate weight and be able to catch the ball with moderate success. • Act as a coach and help improve peers' technique. • Pass with a degree of consistency in various styles in isolation. 	<p><u>Real PE unit 1</u></p> <p><i>Skill focus: Coordination : footwork (FUNS __)</i></p> <ul style="list-style-type: none"> • With fluency and control, starting slowly and then at maximum speed: • I can hopscotch forwards and backwards, alternating my hopping leg each time • I can complete 3 step zigzag patterns forwards • I can complete 3 step zigzag patterns backwards <p><i>Skill focus: Static Balance: one leg (FUNS __)</i></p> <ul style="list-style-type: none"> • Maintaining balance and on both legs: • I can stand still for 30 seconds with eyes closed • I can complete 5 squats • I can complete 5 ankle extensions <p><i>Within both:</i></p> <ul style="list-style-type: none"> • Personal Best: Try to better their time on the second attempt. • Against another in turn: Keep time for their opponent and then try and beat their time • Against another at the same time: Try to achieve a faster time than their opponent. <p><i>Wider skill focus:</i> Health & Fitness skills 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 u I I know where I am with my learning and I have begun to challenge myself n I I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>High 5 netball, tactics, techniques, fair play, adapt, distance, accuracy, control, success, throw, catch, effective, footwork, variables, coach, styles, isolation, chest pass, the cross over, court, position (GS, GA, WA, C, WD, GD, GK), attack, defence, bounce pass, overhead pass, shoot, goal, feeders, command,</p>
<p><u>HEALTH-RELATED EXERCISE & ATHLETICS</u></p> <ul style="list-style-type: none"> • Demonstrate a developed understanding of how the body changes/functions during exercise. 	<p><u>Real PE unit 2</u></p> <p><i>Skill focus: Dynamic balance to agility: jumping and landing (FUNS __)</i></p>	<p>Health-related exercise, changes/functions, fair play, intensity, heart rate, increase, decrease, pulse, fitness test, speed, cardio-vascular,</p>



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<ul style="list-style-type: none"> • Display an understanding of fair play, working well with others and leading a small group. • Develop ability to exercise at different intensities. • Show an awareness of the change in heart rate during exercise. • Be able to find their pulse and explain <u>why</u> heart rate increases in some detail. • Take part in multiple fitness tests (speed test, cardio-vascular endurance test, muscular endurance test & coordination test) independently, counting their score effectively. • Strive for personal best, aiming to beat original score week on week. • Be able to name the 4 major muscle groups - deltoids, biceps, quads and abs. • Demonstrate changes of direction, speed & level in competitive environments or during performances. • Use FUNDamentals of movement to employ simple tactics in competitive environments. • Develop ability to jump as far as they can (long jump). • Develop ability to sprint, hurdle and triple jump effectively. • Develop an effective relay technique. • Develop ability to throw the javelin/shotput effectively. • Develop ability to run the 400m effectively, experiencing a middle-distance event. • Develop knowledge of how they can use their body to maximise performance. • Watch others and suggest ways for them to improve. 	<ul style="list-style-type: none"> • Maintaining balance throughout • I can jump from 2 feet to 2 feet with 180° turn in either direction • I can complete a tucked jump • I can complete a tucked jump with 180° turn in either direction <p>Skill focus: Static balance - seated (FUNS __)</p> <ul style="list-style-type: none"> • From a distance of 1, 2, and 3 metres • I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg <p>Wider skill focus: Health & Fitness skills</p>	<p>muscular, coordination, agility, balance, personal best, muscle, deltoids, biceps, quads, abs, direction, change, level, speed, tactics, long jump, sprint, hurdle, triple jump, relay, technique, bull-nosed javelin, shotput, 200m, 400m, middle-distance, maximise performance, baton, pass, safety line, change-over, outstretched, lead leg, trail leg, side-on,</p>
<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Utilise changes of direction, speed & level during performances to succeed • hold a balance showing balance and extension (5-6 seconds) • develop pupils' ability to travel in a variety of ways • develop children's knowledge of Mirror/Match & Canon & Unison • Display understanding of fair play, working well with others & leading a small group 	<p>REAL PE UNIT 3</p> <p>Skill focus: Dynamic Balance: On a Line (FUNS 5)</p> <ul style="list-style-type: none"> • Maintaining balance on a line: I can perform a marching action, lifting knees and elbows up to a 90° angle; I can walk fluidly with a heel to toe landing; I can walk fluidly, lifting knees up and using a heel to toe landing; I can walk fluidly, lifting heels up to bottom and using a heel to toe landing. <p>Skill focus: Coordination: Ball Skills (FUNS 9)</p> <ul style="list-style-type: none"> • In less than 20 seconds and in both directions, maintaining control: I can stand with my legs apart and move a ball around one leg 16 times (right and left leg); I can move a ball round my waist 17 times; I can stand with my legs apart and move a ball around alternate legs 16 times. <p>Within both:</p> <ul style="list-style-type: none"> • Personal Best: aim to better your time on the second attempt. 	<p>dynamic balance, on a line, marching, heel to toe, fluidly, ball skills, alternate, personal best, opponent, cognitive, similar, different, performance, tactics, attacking, defending, improvement, judge, spatial awareness, decision-making</p>

BEING A SPORTSPERSON



<ul style="list-style-type: none"> Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements create routines containing balances with control and extension AND fluency using both balances and a variety of ways of travelling 	<ul style="list-style-type: none"> Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: Cognitive skills</p> <ul style="list-style-type: none"> 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 (Level 2). 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 (Level 3). 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 (Level 4). 	
<ul style="list-style-type: none"> Football 	<p>REAL PE UNIT 4</p> <p>Skill focus: Coordination: Sending and Receiving (FUNS 8)</p> <ul style="list-style-type: none"> With both right and left hand/foot, against a wall or with a partner (at least 5 times in a row): I can strike a ball with alternate hands in a rally; I can kick a ball with the same foot; I can kick a ball with alternate feet; I can roll 2 balls alternately using both hands, sending 1 as the other is returning. <p>Skill focus: Counter Balance: With a Partner (FUNS 7)</p> <ul style="list-style-type: none"> With a partner, maintaining balance throughout: I can hold and, with a short base, lean back, hold our balance and then move back together; I can hold on with 1 hand and, with a short base, lean back, hold our balance and then move back together; I can perform both short base challenges with eyes closed. <p>Within both:</p> <ul style="list-style-type: none"> Personal Best: aim to better your time on the second attempt. Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: Creative skills</p>	<p>energy, pace, sending, receiving, strike, alternate, return, counter balance, maintain, short base, lean, opponent, creative, movement, theme, expression, sequence</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2). 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 (Level 3). 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 (Level 4). 	
<p>TENNIS</p> <ul style="list-style-type: none"> Utilise changes of direction, speed & level during performances/competition to succeed. Select and utilise appropriate tactics and techniques to cause problems for opponents. Display an understanding of fair play, working well with others and leading a small group. Develop knowledge of the rules of tennis - e.g. Know and be able to list items of equipment used in tennis. Develop ability to grip the racket correctly, explaining how to do this and why. Hit the ball in a general direction with control, manipulating the ball with a degree of consistency, keeping it close to the body. Control the ball with both sides of their racket with consistency. Adopt the 'ready position'. Use the correct footwork in tennis (running to a shot). 	<p>REAL PE UNIT 5</p> <p>Skill focus: Agility: Reaction/Response (FUNS 12)</p> <ul style="list-style-type: none"> From a distance of 1, 2, and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. <p>Skill focus: Static Balance: Floor Work (FUNS 3)</p> <ul style="list-style-type: none"> Maintaining balance throughout: I can hold a full front support position; I can lift 1 arm and point to the ceiling with either hand in a front support; I can transfer a cone on and off my back in a front support. <p>Within both:</p> <ul style="list-style-type: none"> Personal Best: aim to better your time on the second attempt. Against another in turn: Time your opponent and then aim to beat their time. Against another at the same time: Aim to get a faster time than your opponent. <p>Wider skill focus: Physical skills</p> <ul style="list-style-type: none"> 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 (Level 2). 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 (Level 3). 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 (Level 4). 	<p>Tennis, equipment, racket, tennis ball, net, racket grip, ready position, balance, agility, coordination, control, consistency, alternate, technique, footwork, shot, forehand, backhand, impact, manipulate, direction, west, east, target, reaction, response, static balance, floor work, metres, react, full front support, transfer, personal best, opponent, physical, sequence, speed, control, range, body tension, flow</p>
<p>GOLF</p> <ul style="list-style-type: none"> Utilise changes of direction, speed & level during performances/competition to succeed. 	<p>REAL PE UNIT 6</p> <p>Skill focus: Agility: Ball Chasing (FUNS 11)</p>	<p>Golf, putter, chipper, direction, speed, level, tactics, techniques, opponents, fair play, distance, club, swing, holes, ball chasing,</p>



BEING A SPORTSPERSON

- Select and utilise appropriate tactics and techniques to cause problems for opponents.
- Display an understanding of fair play, working well with others and leading a small group.
- Develop ability to use a putter/chipper accurately.
- Watch others and suggest ways to improve performance.

- Over a distance of up to 10 metres and turning both ways: I can chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction; I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction; I can complete the above challenges using a tennis ball.

Skill focus: Static Balance: Stance (FUNS 4)

- On a line and then a low beam, maintaining balance: I can receive a small force from various angles; I can raise alternate feet 5 times; I can raise alternate knees 5 times; I can catch a ball at chest height and throw it back.

Within both:

- **Personal Best:** aim to better your time on the second attempt.
- **Against another in turn:** Time your opponent and then aim to beat their time.
- **Against another at the same time:** Aim to get a faster time than your opponent.

Wider skill focus:

- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2).
- 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 (Level 3).
- 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 (Level 4).

distance, metres, position, direction, low beam, static balance, stance, alternate, personal best, exercise, warm up, cool down, fitness components, healthy, record and monitor, balance, agility, coordination

Year 5

By the end of Y5, pupils should be able to:

- Uses knowledge of the relationship between the body and exercise to improve various fitness components.
- Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely.
- Display an understanding of fair play, working well with others and leading a medium sized group.
- Field, defend and attack tactically by anticipating the direction of play.
- Utilise new skills in competitive situations, as an individual or part of a team.
- Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run.
- Be able to swim 25m unaided with growing competency, demonstrating some proficiency in a range of strokes & perform safe, self-rescue in water-based situations.

Knowledge & Skills

Vocabulary

Progression Model

BEING A SPORTSPERSON



<p><u>MULTI SKILLS</u></p> <ul style="list-style-type: none"> • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team. • 	<p><u>REAL PE UNIT 1</u></p> <p><i>Skill focus: Coordination: Ball Skills (FUNS 9)</i></p> <ul style="list-style-type: none"> • In less than 20 seconds and in both directions, maintaining control: I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times; I can move a ball around my waist into a figure of 8 around both legs 10 times; I can move a ball around my waist and then around alternate legs 12 times; I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce. <p><i>Skill focus: Agility: Reaction/Response (FUNS 12)</i></p> <ul style="list-style-type: none"> • From a distance of 1, 2, and 3 metres: I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce. <p><i>Within both:</i></p> <ul style="list-style-type: none"> • Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress. <p><i>Wider skill focus: Cognitive skills</i></p> <ul style="list-style-type: none"> • 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 (Level 4). • 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 (Level 5). • 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 develop (Level 6). 	<p>agility, balance, coordination, ball skills, alternate, figure of 8, positions, reaction and response, react, cognitive, criteria, judge, spatial awareness, decision-making, patterns of play, methods, outwit, opponents, review, peer progress, personal best</p>
<p><u>DANCE</u></p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely. • Display an understanding of fair play, working well with others and leading a medium sized group. • Utilise new skills in competitive situations, as an individual or part of a team. • Move in a fluent and expressive manner. • Demonstrate changes of direction, level & speed. 	<p><u>REAL PE UNIT 2</u></p> <p><i>Skill focus: Static Balance: Seated (FUNS 2)</i></p> <ul style="list-style-type: none"> • In a seated position without hands or feet touching the floor: I can reach and pick up a cone an arm's distance away, swap hands and place it on the other side (both directions); I can reach, pick up a cone an arm's distance away, and place it on the other side using the same hand (both directions); I can hold a V-shape with straight arms and legs for 10 seconds. <p><i>Skill focus: Static Balance: Floor Work (FUNS 3)</i></p>	<p>Hockey, fair play, field, defend, attack, tactics, direction, anticipate, utilise, stopping, dribbling, parallel, soft grip, contact, travelling, pass, competitive environment, isolation, consistency, distance, conditioned game, moderate, technique, push passing, opposition, passer, defender, intercept, target,</p>



BEING A SPORTSPERSON

<ul style="list-style-type: none"> Displays development in the FUNdamentals of movement – Jog, Jump, Hop, Weight on Hands & Balance. Use a stimulus to inspire them to create new sequences of movements, gestures and ways of travel. <p>Create new ways to move to music – e.g. canon timing and in unison.</p>	<ul style="list-style-type: none"> Maintaining balance throughout: I can transfer a tennis ball on and off my back in a front support; I can transfer a cone on and off my tummy in a back support; I can transfer a tennis ball on and off my tummy in a back support. <p>Within both:</p> <ul style="list-style-type: none"> Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress. <p>Wider skill focus: Creative skills</p> <ul style="list-style-type: none"> 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 (Level 4). 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 (Level 5). <p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience (Level 6).</p>	
<p>SWIMMING (Spring 1 and 2)</p> <ul style="list-style-type: none"> Be able to swim 25m unaided with growing competency. Demonstrate some proficiency in a range of swimming strokes. Perform safe, self-rescue in water-based situations. 		<p>Swimming, 25m, aided, unaided, competency, demonstrate, proficiency, swimming strokes, safe, self-rescue, front crawl, backstroke, breaststroke</p>
<p>Summer 1 – hybrid group (year 5/6) to attend swimming</p> <ul style="list-style-type: none"> Remaining group to Orienteering 	<p>REAL PE UNIT 3</p> <p>Skill focus: Dynamic Balance: On a Line (FUNS 5)</p> <ul style="list-style-type: none"> Maintaining balance on a line: I can walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing; I can lunge walk forwards (heel to bottom, knees up, extend leg forward and sink hips, heel to toe landing); I can lunge walk forwards, bringing opposite elbow up to a 90° angle; I can complete all red dynamic balance challenges with eyes closed. <p>Skill focus: Counter Balance: With a Partner (FUNS 7)</p> <ul style="list-style-type: none"> With a partner, maintaining balance throughout: I can stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together; I can stand on 1 leg while holding on to my partner's opposite leg. <p>Within both:</p>	<p>Dance, commands, sequence, creativity imaginative, stimulus, expressive, precise, fair play, teamwork, utilise, travel, gesture, theme, canon timing, unison timing, rehearse, perform, technique, static balance, agility, coordination, distance, direction, transfer, support, fluency, creative, tactics, adjust, contrast, disguise, variety, engage, audience, review, peer progress, personal best</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress. <p>Wider skill focus: Social skills</p> <ul style="list-style-type: none"> 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 (Level 4). I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately (Level 5). I can involve others and motivate those around me to perform better (Level 6). 	
<p>Summer 2 - hybrid group (year 5/6) to attend swimming</p> <ul style="list-style-type: none"> Remaining group to cricket 	<u>Unit 4</u>	
<h2 style="text-align: center;"><u>Year 6</u></h2> <p>By the end of Y6, pupils should be able to:</p> <ul style="list-style-type: none"> Uses knowledge of the relationship between the body and exercise to improve all fitness components. Create complex, demanding and well executed sequences containing a variety of gymnastic components. Display an understanding of fair play, working well with others and leading a large group. Field, defend and attack tactically by anticipating and reacting to the direction of play. Utilise new skills in competitive situations, as an individual or part of a team. Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles). Be able to swim 25m fluently (unaided), demonstrating proficiency in a range of strokes (breaststroke, front crawl and backstroke) & perform safe, self-rescue in water-based situations. 		
Knowledge & Skills		Vocabulary
<p><u>SWIMMING (Autumn 1 and 2)</u></p> <ul style="list-style-type: none"> Be able to swim 25m unaided with growing competency. Demonstrate some proficiency in a range of swimming strokes. Perform safe, self-rescue in water-based situations. 		Swimming, 25m, aided, unaided, competency, demonstrate, proficiency, swimming strokes, safe, self-rescue, front crawl, backstroke, breaststroke
<ul style="list-style-type: none"> Gymnastics 	<p><u>REAL PE UNIT 6</u></p> <p>Skill focus: Agility: Ball Chasing (FUNS 11)</p> <ul style="list-style-type: none"> Over a distance of up to 10 metres and turning both ways: I can roll and chase a large ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction; I can do the above challenge with a tennis 	Badminton, grip, racquet, serve, shuttlecock, moderate success, consistency, fitness components, field, defend, tactics, anticipate, direction, utilise, skills, ready position, shot, adopt, service line, feathers, aim, forehand grip, attempt, opponent, balance, court, alternate,

BEING A SPORTSPERSON



	<p>ball; I can roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction.</p> <p>Skill focus: <i>Coordination: Sending and Receiving (FUNS 8)</i></p> <ul style="list-style-type: none"> With right and left hand: I can alternately throw and catch 2 tennis balls against a wall; I can throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over); I can throw 2 tennis balls against a wall in a circuit, in both directions. <p>Within both:</p> <ul style="list-style-type: none"> Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress. <p>Wider skill focus: <i>Personal skills</i></p> <ul style="list-style-type: none"> 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 (Level 4). I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets (Level 5). I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes (Level 6). 	<p>rally, net, forehand overhead clear, forehand overhead drop, rear, side-on, non-racquet, trajectory, review, personal best, peer progress, agility, ball chasing, distance, position, front support, cross-over, circuit, coordination, sending and receiving, personal, persevere, practice, performance, opportunities, strengths, weaknesses, appropriate targets, revise, learning plan, critical, feedback</p>
<p><u>TAG RUGBY</u></p> <ul style="list-style-type: none"> Display an understanding of fair play, working well with others & leading a medium sized group. Field, defend & attack tactically by anticipating the direction of play. Utilise new skills in competitive situations, as an individual or part of a team. Develop ability to carry the ball successfully when running and pass the ball with some success when stationary. Develop ability to pass the rugby ball effectively, changing direction successfully & passing the ball with success in varied environments. Understand and use passing tricks – e.g. miss pass, loop and decoy runs 	<p><u>REAL PE UNIT 1</u></p> <p>Skill focus: <i>Coordination: Ball Skills (FUNS 9)</i></p> <ul style="list-style-type: none"> In less than 20 seconds and in both directions, maintaining control: I can stand with my legs apart and move a ball in a figure of 8 around both legs 12 times; I can move a ball around my waist into a figure of 8 around both legs 10 times; I can move a ball around my waist and then around alternate legs 12 times; I can stand with my legs apart, hold the ball between them with 1 hand round the front and the other round the back and swap hand positions 24 times ('criss-cross'), initially with a bounce and then without a bounce. <p>Skill focus: <i>Agility: Reaction/Response (FUNS 12)</i></p> <ul style="list-style-type: none"> From a distance of 1, 2, and 3 metres: I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce. <p>Within both:</p>	<p>Tag rugby, run, pass, direction, speed, fair play, field, defend, attack, anticipate, direction of play, utilise, command response, lateral passing, defensive wall, defender, down the line, target, parallel, release, horizontal, exploit, sensing danger, rotate, passing tricks, miss pass, loop, width, decoy runs, coordination, balance, ball skills, maintain, initial, criss-cross, agility, reaction, response, metres, distance, performance, personal best, peer progress, cognitive, criteria, judge, spatial awareness, decision-making, read and react, patterns of play, outwit, opponents, adapt, adjust, analyse, evaluate, strengths and weaknesses, game situations</p>

BEING A SPORTSPERSON



	<ul style="list-style-type: none"> Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress. <p>Wider skill focus: Cognitive skills</p> <ul style="list-style-type: none"> 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 (Level 4). 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 (Level 5). 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 develop (Level 6). 	
<p><u>Summer 1 - hybrid group (year 5/6) to attend swimming</u></p> <p><u>Remaining group to learn</u></p> <ul style="list-style-type: none"> Orienteering 	<p>REAL PE UNIT 2</p> <p>Skill focus: Static Balance: Seated (FUNS 2)</p> <ul style="list-style-type: none"> In a seated position without hands or feet touching the floor: I can reach and pick up a cone an arm's distance away, swap hands and place it on the other side (both directions); I can reach, pick up a cone an arm's distance away, and place it on the other side using the same hand (both directions); I can hold a V-shape with straight arms and legs for 10 seconds. <p>Skill focus: Static Balance: Floor Work (FUNS 3)</p> <ul style="list-style-type: none"> Maintaining balance throughout: I can transfer a tennis ball on and off my back in a front support; I can transfer a cone on and off my tummy in a back support; I can transfer a tennis ball on and off my tummy in a back support. <p>Within both:</p> <ul style="list-style-type: none"> Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress. <p>Wider skill focus: Creative skills</p> <ul style="list-style-type: none"> 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 (Level 4). 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 (Level 5). 	<p>performance, peer progress, personal best, improvement, agility, coordination, static balance, distance, floor work, transfer, maintain, support, creative, sequences, express, tactics, contrast, disguise, engage, audience Cricket, coordination, field, bat, hold, grip, action, bowling, stumps, wickets, long barrier, short barrier, position, protect, technique, fair play, field, defend, attack, tactics, direction of play, utilise, experiment, outstretched, stopping, catching, rotate, under-arm, parallel, side-on, long distance, target, non-throwing arm, offside, legside, attempt, wicket keeper, bowler, pitch,</p>

BEING A SPORTSPERSON



- I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience (Level 6).

Summer 2 - hybrid group (year 5/6) to attend swimming
Remaining group to learn

CRICKET

- Throw and catch displaying with accuracy, in isolation and varied environments.
- Use FUNDamentals of movement to employ simple tactics in competitive environments.
- Displays an understanding of fair play, respect and working well with others.
- Field, defend and attack tactically by anticipating the direction of play.
- Utilise new skills in competitive situations, as an individual or part of a team.
- Develop coordination & ability to field effectively.
- Develop ability to throw long distance with accuracy.
- Develop correct bowling grip and action.
- Play shots to offside and legside.
- Suggest ways in which peers can improve.
- Develop ability to hold & use a bat effectively.
- Develop an understanding of the rules of cricket - e.g. protect the stumps.
- Be able to catch and stop the ball, using short and long barrier techniques.

REAL PE UNIT 3

Skill focus: Dynamic Balance: On a Line (FUNS 5)

- Maintaining balance on a line: I can walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing; I can lunge walk forwards (heel to bottom, knees up, extend leg forward and sink hips, heel to toe landing); I can lunge walk forwards, bringing opposite elbow up to a 90° angle; I can complete all red dynamic balance challenges with eyes closed.

Skill focus: Counter Balance: With a Partner (FUNS 7)

- With a partner, maintaining balance throughout: I can stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together; I can stand on 1 leg while holding on to my partner's opposite leg.

Within both:

- Challenge and compete against others, discussing and reviewing performance, with focus on personal best and peer progress.

Wider skill focus: Social skills

- 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 (Level 4).
- I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately (Level 5).
- I can involve others and motivate those around me to perform better (Level 6).

performance, peer progress, personal best, agility, dynamic balance, on a line, fluidly, extend, angle, counter balance, maintain, review, social, cooperate, feedback, organisation, responsibilities, guide, assess, negotiate, collaborate, motivate, gymnastics, balance, hold, 1/2/3/4-point balances, routines, control, extension, fluency, travelling, movement, components, complex, well-executed, position, crab/bridge, partner balance, technique, width, lean, weight shift, handstand, base, support, upright, counterbalance, outstretched, modelling, perform, level, indicate, patch balance, core strength, moderate, progress, allocate, rotate, apparatus, mirror, match, canon, unison, dismount, mount, merge, timing, assume, stabilise, partnership,

BEING A SPORTSPERSON



RealPE extension of skills for further challenge of physically higher attaining children:

FUNS 1 – static balance: one leg

- Maintaining balance and on both legs: I can complete 5 ankle extensions with eyes closed; I can complete 10 squats into ankle extensions with eyes closed; I can complete the above 2 challenges on an uneven surface (eyes open); I can complete the first 2 challenges on an uneven surface with eyes closed.
- Maintaining balance and on both legs: I can place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand; I can place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand with eyes closed; I can stand on an uneven surface and place cones at 12, 3, 6 and 9 o'clock on an imaginary clock face and pick them up with the same hand.

FUNS 2 – static balance: seated

- In a seated position without hands or feet touching the floor: I can reach and pick up cones from in front, to the side and from behind; I can reach and pick up cones from in front, to the side and from behind with eyes closed; I can reach and pick up cones from in front, to the side and from behind while a partner applies a force; I can reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.
- In a seated position without hands or feet touching the floor: I can reach and pick up cones on the floor whilst on a bench and without losing balance; I can turn 360° in either direction, first on the floor then on a bench; I can balance on an uneven surface, e.g. wobble cushion, for 10 seconds; I can reach and pick up cones on the floor whilst on an uneven surface, e.g. wobble cushion, and without losing balance.

FUNS 3 – static balance: floorwork

- Maintaining balance throughout: I can hold a front support position with only 1 foot in contact with the floor and transfer a cone on and off my back; I can rotate fluently from a front support to a back support, and then continue rotating with fluency.
- Maintaining balance throughout: I can hold a front support position with only 1 foot in contact with the floor and transfer a tennis ball on and off my back; I can hold a front support position with only 1 foot in contact with the floor and transfer a tennis ball on and off my back with eyes closed.

FUNS 4 – static balance: stance

- On a line and then a low beam, maintaining balance: I can throw and catch 2 small balls alternately, using both hands, both close to and away from my body; I can strike a small ball back to a partner with a racket; I can strike a small ball back to a partner from across my body with a racket.
- On a line and then a low beam, maintaining balance: I can throw and catch a small ball, catching across the body with either hand; I can throw and catch 2 balls alternately, catching across my body with either hand; I can volley a large ball back to a partner with either foot.

FUNS 5 – dynamic balance: on a line

- Maintaining balance on a line: I can sidestep in both directions; I can stand sideways and complete continuous 180° front pivots. I can do the same with 180° reverse pivots; I can move sideways, stepping across my body (lateral step-over); I can perform 'grapevines' (lateral step-over, sidestep, lateral step-behind, repeat); I can complete all 'blue dynamic balance challenges' then all the above challenges with eyes closed.
- Maintaining balance on a line: I can lunge walk backwards along a line; I can lunge walk backwards with opposite elbow at 90°; I can lunge walk along a curved pathway, forwards then backwards, with opposite elbow at 90°; I can perform all the above tasks with eyes closed.

FUNS 6 – dynamic balance: jumping and landing

- On a line then low beam, maintaining balance: I can jump from 2 feet to 2 feet with a 180° turn in the middle (in both directions); I can jump from 2 feet to 2 feet with a tuck and a 180° turn (in both directions); I can stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (on both sides).
- On a line then low beam, maintaining balance: I can jump from a vertical stance forwards into a lunge position while holding a medicine ball off centre (on both sides); I can jump from a vertical stance backwards into a lunge position while holding a medicine ball off centre (on both sides); I can jump from 2 feet to 2 feet with a 360° turn (in both directions).

FUNS 7 – counter balance: in pairs

- With a partner, maintaining balance throughout: I can complete all blue counter balance challenges with eyes closed; I can step onto a bench facing my partner, hold with both hands with feet side by side, lean back, hold and then move back together; I can step onto a bench facing my partner, hold with both hands and swap places whilst leaning back with straight arms.
- With a partner, maintaining balance throughout: I can stand on a line facing my partner, hold with both hands then lean back and then swap places whilst maintaining the counter balance position; I can stand on a low beam facing my partner, hold with both hands then swap places whilst maintaining the counter balance position.

BEING A SPORTSPERSON



FUNS 8 – coordination: sending & receiving

- With right and left hand/foot: With a partner, I can simultaneously pass a large ball along the floor with my feet and throw a tennis ball for 10 continuous passes; With a partner, I can keep 3 tennis balls going in a throwing circuit for 30 seconds.
- With right and left hand/foot: Working with a partner, I can simultaneously pass a ball along the floor with my feet and throw 2 tennis balls continuously; Working with a partner, I can simultaneously volley a tennis ball with a racket and pass a ball along the ground continuously.

FUNS 9 – coordination: ball skills

- In less than 20 seconds and in both directions, maintaining control: I can stand with my legs apart, hold a ball between them with both hands at the front, allow the ball to bounce and then catch it with hands behind my legs ('front to back catches') 20 times, alternating catches in front and behind; I can do the same task 30 times, this time without letting the ball bounce in between; I can complete the above tasks with head up throughout; I can stand, throw a ball over my head, catch it behind and then throw it forwards over my head and catch it in front ('overhead throw and catch') 11 times.
- In less than 20 seconds and in both directions, maintaining control: I can combine an 'overhead throw and catch' with a 'front to back catch' (see Pink challenges) to make a 'long circle' 12 times (forwards and then backwards); I can stand with a ball in 1 hand, throw it over the opposite shoulder and catch it behind my back with the same hand 20 times (with either hand). I can do the same, throwing the ball from back to front.

FUNS 10 – coordination: footwork

- With fluency and control, starting slowly and then at maximum speed: I can move in a 3 step zigzag pattern while alternating knee raise and foot behind; I can move backwards in a 3 step zigzag pattern with cross-over (swerve); I can move backwards in a 3 step zigzag pattern with knee raise across my body.
- With fluency and control, starting slowly and then at maximum speed: I can move backwards in a 3-step zigzag pattern with foot behind; I can move backwards in a 3 step zigzag pattern with alternating knee lift and foot behind.

FUNS 11 – agility: ball chasing

- Over a distance of up to 10 metres and turning both ways: I can stand facing a partner, ask them to feed a ball over my head, then turn and catch it after 1 bounce; I can stand facing away from a partner, ask them to feed a ball over my head, react and catch it after 1 bounce.
- Over a distance of up to 10 metres and turning both ways: I can stand facing away from a partner, ask them to feed a ball over my head, react and catch it between my knees or feet after 1 bounce; I can do the above challenge, but catch the ball on the instep of my foot and lower it to the ground.

FUNS 12 – agility: reaction & response

- From a distance of 1, 2, and 3 metres, facing away from a partner: I can react to a call from a partner when they drop a ball, turn and catch it after 1 bounce; I can do the above challenge, but react to the sound of the bounce rather than the call.
- From a distance of 1, 2, and 3 metres, facing away from a partner: I can react to a call from a partner when they drop a ball, turn and catch it after 1 bounce, balancing on 1 leg; I can do the above challenge, but react to the sound of the bounce rather than the call; I can do the above challenges, but also step across my body and bring my hand across my body to catch the ball with 1 hand.