

WEST TOWN LANE ACADEMY PE Curriculum Progression



Vision	<u>Respect</u> – Ensure children respect all aspects of sport etiquette on their journey through key stages, such as: encouragement, fair play, abiding by the rules, accepting defeat and respecting fellow pupils. <u>Adventure</u> – Allow the children to explore the great sporting facilities the Academy has to offer, whilst learning new skills within a sporting environment to enable them to participate and gain a greater understanding of a number of different/ new sports. <u>Determination</u> – Instil the children with the determination to accept defeat and ensure they continue to strive to learn from their mistakes and create a positive 'growth mind-set'. <u>Achievement</u> – Allowing children to celebrate personal achievements such as mastery of a certain skill based activity as well as celebrating a victory within a sporting event. Also allowing children to celebrate external sporting achievements. <u>Resilience</u> – Ensure that the children view challenges within a sporting environment as a learning opportunity and a setback as an opportunity to improve and grow.
Intent	At West Town Lane, our PE curriculum is intended to provide children with opportunities to evaluate and implement the skills they are taught into a range of physical and sporting activities, take ownership of their learning and challenge themselves. Through the Real PE scheme of work and our extra-curricular activities we aim to develop: - • resilience; • a positive attitude to sport and fair play; • confidence and independence that allows children to lead an active lifestyle enabling them to be physically and mentally healthy. Children are encouraged to have a positive attitude towards their learning and become resilient when faced with a challenge. We strive to build confidence in our learners that gives them the knowledge and the cultural capital to be active, healthy citizens. We strive for our children to be physically competent and able to develop an understanding of the importance of exercise and maintaining a healthy body. We teach children to recognise and describe how their bodies react and feel during exercise.
Implementation	At West Town Lane Academy, PE is taught by two specialist PE coaches. EYFS teachers deliver sessions to our early year's pupils with the support of our PE team. PE sessions are carefully planned and adapted where appropriate to allow all learners to make good progress. We carefully plan sequences of lessons, developing ambitious learners who are able to apply skills to a range of physical and sporting activities. Children develop these fundamental skills through learning about personal, social, cognitive and creative skills (Cogs). Teachers encourage children to demonstrate and talk positively about what went well in the lesson and consider what can be improved. At the start of each PE lesson teacher's talk through the learning goals and recap on skills from the previous lesson. The Physical skills that are taught in the lesson are repeated half termly, so children are given the chance to recall this movement and aim to improve from the previous experience. This helps build muscle memory and allows them to refine skills. Each physical skill has challenges at various levels. Therefore, the children are encouraged to be independent learners, to make their choices on how to challenge themselves and support others with challenges. This results in children achieving their best and a sense of achievement and success. A wide variety of extra-curricular sports are available to our children: -We are a member of the Ashton Park Sports Partnership which provides inclusive and competitive sporting events to broaden knowledge of a range of different sports;

	-We also provide the children with "Special Sporting Events" which allows the children to explore and participate in some less high-profile sporting adventurous activities. The aim is to enable individuals to discover hidden talents.
Impact	Our PE curriculum creates an experience where children feel confident to implement the core skills they are taught into a range of sporting and physical activities. As a result, children develop healthy bodies and minds. Our children are exposed to a range of experiences through the variety of clubs, festivals, matches/tournaments and trips/visits we offer. These opportunities create a positive, supportive and competitive atmosphere, which develops the children's self-esteem and confidence. We celebrate success via celebration assemblies and National Sports Week, which helps build a positive profile across the school. Pupil progress is monitored through the realPE baseline assessments, the children are assessed at the beginning and end of each unit to enable us to plan appropriately and assess progress across the term and academic year. The Real PE site expands on the National Curriculum and ensures that a clear progression of skills is implemented and explicitly taught.

Subject Curriculum Progression Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	PE to follow development matters for the first term	Personal skills (Unit 1, bike and pirate)	Physical Skills (Unit 5, Juggling and fairytale) (Enquiry link: Who's the meanest story villain)	Social Skills (Unit 2, space and jungle) (Enquiry link: What's that twinkling in the sky)	Cognitive skills (Unit 3, Train and tightrope)	Creative skills and Health and Fitness (Unit 4, clown and seaside and Unit 6, squirrel and cat)
Skills & knowledge	Children to get used to working in the large hall, finding a space, negotiating their peers, stopping when told, appropriate noise levels and general safety. Children begin to notice the effects of exercise on the body.	Coordination – Footwork Static balance – One leg	Coordination – Sending and receiving Agility – Reaction/Response	Dynamic balance to Agility – Jumping and landing Static balance - Seated	Dynamic balance – On a line Static balance - Stance	Amalgamate unit 4 and 6 Coordination – Ball skills (4) Counter balance – With a partner (4) Agility – Ball chasing (6) Static balance – Floor work (6)
Assessment Focus		Follow instructions Expected: - I enjoy working on simple tasks with help Exceeding: - I can follow instructions and practise safely. - I can work on simple tasks by myself.	Move in different ways Expected: - I can move in different ways Exceeding: - I can perform a single skill or movement with some control - I can perform a small range of skills and link two movements together	Play with others Expected: - I can play with others and take turns and share with help Exceeding: - I can work sensibly with others - I can work sensibly with others, taking turns and sharing	Follow rules Expected: - I can follow simple instructions Exceeding: - I can understand and follow simple rules - I can name some things I am good at	Observe and copy (4) Expected: - I can observe and copy others Exceeding: - I can explore different movements - I can explore and describe different movements Exercise and good health Expected: - I am aware of the changes to the way I feel when I exercise Exceeding: - I am aware of why exercise is good for my health

Vocabulary	Stop start, go, space, safety, balance, stretch, body, exercise.	Coordination, Footwork, Static balance, One leg, Task, safely, gallop, side step, hop, skip, control, directions, back, muscles, straight, still, wobble,		Dynamic balance, agility, jumping, landing, share, width, take off, jump, balance, static balance, seated, balance, touching, control	Dynamic balance, line, static balance, stance, balance, follow, rules, forwards, still,	
Special events/trips/visitors						Sports Week
Resources		Jasmine Unit 1 Beanbags, Quoits, Floor spots, Balls, cones, music,	Jasmine Unit 5, cones, markers, beanbags, parachute, large soft balls, small balls, pre-prepared cards, different sized balls, tennis balls, scarves, equipment to represent 'magic bean', floor spots	Jasmine Unit 2 Soft balls, floor spots, ropes, lines, beanbags, hoops, cones, markers, mats	Jasmine Unit 3 Cones, markers, lines, floor spots, beanbags, hoops, ropes, balls, benches, low beams	Jasmine Units 4&6 4: Cones, markers, soft balls, beanbags, quoits, floor spots, large balls, hoops, stickers, benches 6: Cones, markers, selection of balls, hoops, floor spots, large balls, tennis balls, mats, beanbags, ropes/scarves, throw down spots/lines/feet

EYFS Development Matters statements:

Communication and Language:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Personal, Social and Emotional Development:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of a challenge.
- Identify and moderate their feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs (Personal hygiene)
- Know how to talk about the different factors that support their overall health and wellbeing

Physical development:

- Revise and refine the fundamental movement skills they have already acquired. (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports 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 easy and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop the skills they need to manage the school day successfully (Lining up and queuing)

Expressive Arts and Design:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- 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.
- Develop storyline in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

In addition to the Development Matters Statements the PE curriculum will support the children to work towards the Early Learning Goals in Physical Development as well as Communication & language, Expressive Art & Design and Personal, Social and Emotional Development.

Subject Curriculum Progression Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	Personal skills	Social Skills	Cognitive Skills	Creative Skills	Applying physical skills	Health & Fitness
Skills & knowledge	Dance Focus Artistry Partnering Circles Shapes	Dynamic Balance to Agility – Jumping and Landing Static Balance - Seated	Dynamic Balance – On a Line Static Balance - Stance	Coordination – Ball Skills Counter Balance – With a Partner	Coordination – Sending and Receiving Agility – Reaction/ Response	Agility – Ball Chasing Static Balance - Floor Work
Assessment Focus	Level 1 – I can follow simple instructions and practice safely. I can work on simple tasks by myself. Level 2 - I ask for help when appropriate. I try several times if at first I don't succeed.	Level 1 - I can work sensibly with others, taking turns and sharing. Level 2 - I can help, praise and encourage others in their learning.	Level 1 - I can understand and follow simple rules. I can name some things I am good at. Level 2 - With help, I can recognize similarities and differences in performance. I can explain why someone is working or performing well. I can begin to order instructions, movements and skills.	Level 1 - I can explore and describe different movements. Level 2 - 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 1 - 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 2 - 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 1 - I am aware of why exercise is important for good health. Level 2 - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

Vocabulary	Swing through frame (pike jump), up onto frame supported work, down from seated on high table, down from hanging (straight jump), on and off medium table, around using rope (pike jump), off high table (tuck jump), swing and jump from frame (dish shape), rotations, shape, apparatus	Dynamic Balance, Agility, Jumping, Landing, Shoulder Width Apart, Bend Knees, Take Off and Landing, Head Up, Height, Balance and Control, Soft Landings, Praise, Positive Language, Static Balance, Stomach Muscles, Minimum Wobble, Control, Without Strain.	Dynamic Balance, Head Up, Straight Back, Balance, Smooth Movements, Minimum Wobble, Staying on Line, Opposite Arm to Leg, Rules, Instructions, Movement, Shoulder Width Apart, Bend Knees, Straight Back, Feet Facing Forwards, Feet Still, Control	Coordination, Compare, Movements, Explore, Stomach Muscles, Weight, Smooth, Maintain Control, Both Directions, Smooth Movements, Observe, Counter Balance, Back Straight, Head Up, Forearms, Balance, Coordinated Movements.	Coordination, Control, Consistency, Movements, Rolling, Balance, Aim, Focused, Receiving, Bend Knees, Backswing, Ready Position, Weight on Balls of Feet, Wide Base, Accuracy, Weight, Speed, Levels (Height), Head Steady, Push Off Feet, Move Feet (Footwork), Catching, Reactions, Quickly, Slowly	Agility, Safely, Landing, Exercise, Good Health, Ready Position, Heart, Lungs, Bones, Muscles, Starting, Stopping, Quickly, Timing, Right Position, Balance, Control, Mood (Emotions), Breathing Rate, Equipment, Hips, Knees, Straight Back, Stomach Muscles Tight, Balance, Correct Position, Control
Special events/trips/visitors					Chance To Shine (Cricket)	Cluster schools Football tournament Y1/Y2 Sports Week
Resources	realDance, Cones, Markers.	Jasmine Unit 2 FUNS 6 & 2, Cones, Markers, Beanbags, Mats, Soft Balls, Spots, Ropes.	Jasmine Unit 3 FUNS 5 & 4 Cones, Markers, Lines, Ropes, Balls, Throw Down Lines	Jasmine Unit 4 FUNS 9 & 7 Cones, Markers, Soft Balls, Beanbags, Quoits, Floor Spots, Large Balls	Jasmine Unit 5 FUNS 8 & 12 Cones, Markers, Spots, Large Balls, Small Balls, Beanbags, Quoits, Beanbags	Jasmine Unit 6 FUNS 11 & 3 Cones, Markers, Selection of Balls, Hoops, Beanbags, Mats

Subject Curriculum Progression Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	Personal Skills	Social Skills	Cognitive Skills	Creative Skills	Applying Physical Skills	Health & Fitness
Skills & knowledge	Coordination – Footwork Static Balance – One Leg	Dynamic Balance to Agility – Jumping and Landing Static Balance – Seated	Gymnastics Focus (Unit 1) Balance Travel	Coordination – Ball Skills Counter Balance – With a Partner	Coordination – Sending and Receiving Agility – Reaction/ Response	Agility – Ball Chasing Static Balance - Floor Work
Assessment Focus	Level 1 – I can follow simple instructions and practice safely. I can work on simple tasks by myself. Level 2 - I ask for help when appropriate. I try several times if at first I don't succeed. Level 3 - I know where I am with my learning. I have begun to challenge myself.	Level 1 - I can work sensibly with others, taking turns and sharing. Level 2 - I can help, praise and encourage others in their learning. Level 3 - I show patience and support others listening carefully to them about our work. I am happy to show and tell others about my own ideas.	Level 1 - I can understand and follow simple rules. I can name some things I am good at. Level 2 - With help, I can recognize similarities and differences in performance. I can explain why someone is working or performing well. I can begin to order instructions, movements and skills. Level 3 - I can explain what I am doing well and I have begun to identify areas for improvement.	Level 1 - I can explore and describe different movements. Level 2 - 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 3 - I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. I can recognize similarities and	Level 1 - 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 2 - 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 3 - I can select and apply a range of skills with	Level 1 - I am aware of why exercise is important for good health. Level 2 - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. Level 3 - I can describe how and why my own body changes during exercise. I can explain why we need to warm-up and cool down.

				differences in movements and expressions.	good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement.	
Vocabulary	Control, Balance, Smooth Movements, Head Up, Bend Knees, Balls of Feet, Coordination, Static Balance, Listen Carefully, Instructions, Head Still, Stomach Muscles Tight, Back Straight, Standing Foot Still, Minimum Wobble, Safe Space.	Dynamic Balance, Agility, Jumping, Landing, Shoulder Width Apart, Bend Knees, Take Off and Landing, Head Up, Height, Balance and Control, Soft Landings, Praise, Positive Language, Static Balance, Stomach Muscles, Minimum Wobble, Control, Without Strain.	Large bounce (straight jump), through hoop (tuck jump), through rope, rotate hoop, throw and catch (straight jump), coils with ring jump, bounce ball under split leap, tuck or cat leap through hoop, rope work, sequence, skipping, mirroring, canon work	Coordination, Compare, Movements, Explore, Stomach Muscles, Weight, Smooth, Maintain Control, Both Directions, Smooth Movements, Observe, Counter Balance, Back Straight, Head Up, Forearms, Balance, Coordinated Movements.	Coordination, Control, Consistency, Movements, Rolling, Balance, Aim, Focused, Receiving, Bend Knees, Backswing, Ready Position, Weight on Balls of Feet, Wide Base, Accuracy, Weight, Speed, Levels (Height), Head Steady, Push Off Feet, Move Feet (Footwork), Catching, Reactions, Quickly, Slowly	Agility, Static Balance, Safely, Landing, Exercise, Good Health, Ready Position, Heart, Lungs, Bones, Muscles, Starting, Stopping, Quickly, Timing, Right Position, Balance, Control, Mood (Emotions), Breathing Rate, Equipment, Hips, Knees, Straight Back, Stomach Muscles Tight, Balance, Correct Position, Control
Special events/trips/visitors						Cluster schools Football tournament Y1/Y2 Sports Week
Resources	Jasmine Unit 1 FUNS 10 & 1, Cones, Markers, Balls, Beanbags, Quoits.	Jasmine Unit 2 FUNS 6 & 2, Cones, Markers, Beanbags, Mats, Soft Balls, Spots, Ropes.	realGym (Unit 1) Cones, Markers, benches, large apparatus, mats	Jasmine Unit 4 FUNS 9 & 7 Cones, Markers, Soft Balls, Beanbags, Quoits, Floor Spots, Large Balls	Jasmine Unit 5 FUNS 8 & 12 Cones, Markers, Spots, Large Balls, Small Balls, Beanbags, Quoits, Beanbags	Jasmine Unit 6 FUNS 11 & 3 Cones, Markers, Selection of Balls, Hoops, Beanbags, Mats

Subject curriculum progression Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	Personal Skills	Social Skills	Cognitive Skills	Creative Skills	Physical Skills	Health and Fitness
Skills & knowledge	Personal Skills Coordination - Footwork Static Balance – One Leg	Social Skills realDance Artistry Partnering Circles Shapes	Cognitive Skills Dynamic Balance - On A Line Coordination – Ball Skills	Creative Skills Coordination - Sending and Receiving Counter balance – With a Partner	Physical Skills Agility – Reaction & Response Static Balance – Floor Work	Health and Fitness Agility – Ball chasing skills Static Balance – Small base
Assessment Focus	Level 2 – I try several times if at first I don't succeed. I ask for help when appropriate. Level 3 – I have begun to challenge myself. I know where I am with my learning. Level 4 – I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.	Level 2 – I can help, praise and encourage others in their learning. Level 3 – I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about out work. Level 4 – I cooperate well with others and give helpful feedback. I help organize roles and responsibilities and I can guide a small group through a task.	Level 2 – With help, I can recognize similarities and differences in performance. I can explain why someone is working or performing well. I can begin to order instructions, movements and skills. Level 3 – I can explain what I am doing well and I have begun to identify areas for improvement. Level 4 – I can use my awareness of space and others to make good decisions.	Level 2 – 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 3 – I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. I can recognize similarities and difference in movements and expression. Level 4 – I can change tactics, rules or tasks to make activities more fun or	Level 2 – 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 3 – I can select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with clear shapes and controlled movement. Level 4 – I can link	Level 2 – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. Level 3 – I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. Level 4 – I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy.

			I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on.	more challenging. I can link actions and develop sequences of movements that express my own ideas.	actions together so that they flow. I can perform a variety of movements and skills with good body tension.	I can describe the basic fitness components.
Vocabulary	Persaverance, coordination, footwork, balance, control, fluent, smooth movements, directions, encourage, consistently, back straight, head up, "balls" of feet, bend knees, push off, landing, hop, sidestep, gallop, skip, sidestep, front pivot, high elbow, knees, reverse pivot, rhythm, zig zag patterns, generate and disperse force, 180 degrees, 90 degrees, mirroring, matching, combinations, hopscotch.	Hold apparatus (slide), roll apparatus (roll), pass from hand to hand (walk/march), rotate at hip, snakes (gallop, cat leap), skip through apparatus (jump/leap), bounce apparatus (skip), rotate around waist, rotate around arm, through (bunny hop), throw and catch (hopscotch), pathway, shape skills, travel skills, movement	Dynamic Balance, cognitive skills, head still, look forward, arms to help move & balance, "balls" of feet, smooth movements, minimum wobble, head up, opposite arm to leg,, 90 degrees, fluidity, lunge, heel to toe, forwards, backwards, good accuracy and weight of throws, head up, straight back.	Movements, speed, temp, body position, tactics, rules, similarities, differences, eyes focused, footwork, in line, receiving, "soft hands", catching, accuracy, weight of throws, good positioning, collecting, "balls" of feet, cushioned hands, wide base, small base, dominant hand, non dominant hand.	Agility, reaction, response, movements, body tension, control, consistency, "ready' position, knees bent, feet apart, quickly, accelerate, hard push off, bend knees to help you slow down, reacting quickly, moving quickly, catching, slowing down with control, front support, back support, full front support, balance, posture.	Health and fitness, warm-up, cool down, exercise, agility, quickly, accelerate, drive arms from 'hips to lips', concentrate, timing, arrival at the right time, starting/stopping quickly, time to get in right position, balance, control when collecting, weight of roll, coordination, stance.
Special events/trips/visitors	N/A	N/A	SWIMMING	SWIMMING	N/A	Sports Day/Sports Week

Resources	Jasmine Unit 1 FUNS 10 & 1, cones, markers, benches, hurdles, floor spots	realDance Cones, Floor Spots	Jasmine Unit 3 FUNS 5 & 9, cones, markers, large balls, ropes, spots, stopwatches	Jasmine Unit 4 FUNS 8 & 7, Balls of different sizes/weights, sticks, rackets, cones, markers.	Jasmine Unit 5 FUNS 12 & 3, Small & large balls, markers, parachute, large dice	Jasmine Unit 6 FUNS 11 & 4, cones, large balls, small balls, spots, markers, benches, beams.
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Subject curriculum progression Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	Personal Skills	Social Skills	Cognitive Skills	Creative Skills	Physical Skills	Health and Fitness
Skills & knowledge	Personal Skills Gymnastics Focus (Unit 2) Flight Travel	Social Skills Dynamic Balance to Agility – Jumping and Landing Static Balance - Seated Swimming	Cognitive Skills Dynamic Balance - On A Line Coordination – Ball Skills	Creative Skills Coordination - Sending and Receiving Counter balance – With a Partner	Physical Skills Agility – Reaction & Response Static Balance – Floor Work	Health and Fitness Agility – Ball chasing skills Static Balance – Small base
Assessment Focus	Level 2 – I try several times if at first I don't succeed. I ask for help when appropriate. Level 3 – I have begun to challenge myself. I know where I am with my learning. Level 4 – I can persevere with a task and improve my performance through regular practice. I cope well and react positively when	Level 2 – I can help, praise and encourage others in their learning. Level 3 – I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about out work. Level 4 – I cooperate well with others and give helpful feedback. I help organize roles and responsibilities and I can guide a	Level 2 – With help, I can recognize similarities and differences in performance. I can explain why someone is working or performing well. I can begin to order instructions, movements and skills. Level 3 – I can explain what I am doing well and I have begun to identify areas for improvement.	Level 2 – 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 3 – I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. I can recognize similarities and difference in movements and expression.	Level 2 – 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 3 – I can select and apply a range of skills with good control and consistency. I can perform and repeat longer	Level 2 – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. Level 3 – I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. Level 4 – I can record and monitor how hard I am working.

	things become difficult.	small group through a task.	Level 4 – I can use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on.	Level 4 – I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas.	sequences with clear shapes and controlled movement. Level 4 – I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension.	I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components.
Vocabulary	Supported (plank), linked (one leg), supported (partner balance), supported (front support), supported (bunk beds), counter balance (on two feet), supported (pyramid), supported (front angel), supported (4 point balance variation), knee height, waist height, shoulder height, arms above head, hold for 20-30 seconds	Dynamic Balance, Agility, jumping, landing, bend knees, take off, swing arms, height, soft landings, positive words, positive gestures, listen, support, praise, encourage, patience, shorter jumps, longer jumps, combinations, narrow bodies when turning, open up on landing, 90/180/360 degrees.	Dynamic Balance, cognitive skills, head still, look forward, arms to help move & balance, "balls" of feet, smooth movements, minimum wobble, head up, opposite arm to leg,, 90 degrees, fluidity, lunge, heel to toe, forwards, backwards, good accuracy and weight of throws, head up, straight back.	Movements, speed, temp, body position, tactics, rules, similarities, differences, eyes focused, footwork, in line, receiving, "soft hands", catching, accuracy, weight of throws, good positioning, collecting, "balls" of feet, cushioned hands, wide base, small base, dominant hand, non dominant hand.	Agility, reaction, response, movements, body tension, control, consistency, "ready" position, knees bent, feet apart, quickly, accelerate, hard push off, bend knees to help you slow down, reacting quickly, moving quickly, catching, slowing down with control, front support, back support, full front support, balance, posture.	Health and fitness, warm-up, cool down, exercise, agility, quickly, accelerate, drive arms from 'hips to lips', concentrate, timing, arrival at the right time, starting/stopping quickly, time to get in right position, balance, control when collecting, weight of roll, coordination, stance.
Special events/trips/visitors	N/A	N/A	SWIMMING 4 th January – 8 th February	N/A	N/A	Sports Day/Sports Week
Resources	realGym Unit 2, cones, markers, hoops, skipping	Jasmine Unit 2 FUNS 6 & 2, Cones., Floor Spots, Benches,	Jasmine Unit 3 FUNS 5 & 9, cones, markers, large balls,	Jasmine Unit 4 FUNS 8 & 7, Balls of different	Jasmine Unit 5 FUNS 12 & 3, Small & large	Jasmine Unit 6 FUNS 11 & 4, cones, large balls, small balls,

	ropes, balls, benches, ribbons, large apparatus	Beams, balls, beanbags, tape measure, metre sticks, hoops.	ropes, spots, stopwatches	sizes/weights, sticks, rackets, cones, markers.	balls, markers, parachute, large dice	spots, markers, benches, beams.
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Subject curriculum progression Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	Personal Skills	Social Skills	Cognitive Skills	Creative Skills	Physical Skills	Health & Fitness Skills
Skills & knowledge	Personal Skills Coordination – Ball Skills Agility – Reaction/Response	Social Skills Dance Focus Artistry Partnering Circles Shapes	Cognitive Skills Static Balance – Stance Coordination – Footwork	Creative Skills Static Balance – Seated Static Balance – Floor Work	Physical Skills Dynamic Balance to Agility – Jumping and Landing Static Balance – One Leg	Health & Fitness Skills Coordination – Sending and Receiving Agility – Ball Chasing
Assessment Focus	Level 4 – I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. Level 5 – I recognize my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop. Level 6 – I can accept critical feedback and make changes. I can create my own learning plan and	Level 4 – I help organise roles and responsibilities and I can guide a small group through a task. I cooperate well with others and give helpful feedback. Level 5 – I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. Level 6 – I can involve others and motivate those around me to perform better.	Level 4 – I can use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on. Level 5 – I have a clear idea of how to develop my own and others work. I can recognize and suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.	Level 4 – I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. Level 5 – I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can respond imaginatively to different situations. Level 6 – I can use variety and creativity to engage an audience.	Level 4 – I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension. Level 5 – I can perform a range of skills fluently and accurately in practice situations. I can use combinations of skills confidently in sport specific contexts. Level 6 – I can perform a variety of skills consistently and effectively in challenging or competitive situations.	Level 4 – I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe basic fitness components. Level 5 – I can identify possible dangers when planning an activity. I can self select and perform appropriate warm-up and cool down activities. Level 6 – I can plan and follow my own basic fitness programme.

	revise that plan when necessary.		Level 6 – I can read and react to different situations as they develop. I review, analyse and evaluate my own and others strengths and weaknesses.	I can effectively disguise what I am about to do next.	I can effectively transfer skills and movements across a range of activities and sports.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.
Vocabulary	Personal skills, coordination, sending, receiving, agility, ball chasing, develop, practice, performance, positively, perseverance, practice, quickly, pushing off, driving arms “hips to lips”, quickly, positioning, running, stable position, turn over either shoulder, timing, balance, control, weight of throws, accuracy, consistency, eyes focused, soft hands, cushions, alternate hands, alternate feet, either shoulder, turning, balance, control, accelerate, decelerate	Supported (plank), linked (one leg), supported (partner balance), supported (front support), supported (bunk beds), counter balance (on two feet), supported (pyramid), supported (front angel), supported (4 point balance variation), knee height, waist height, shoulder height, arms above head, hold for 20-30 seconds	Cognitive skills, static balance, coordination, stance, footwork, levels of fitness, warm up, cool down, dangers, fitness components, exercise, healthy, range of movements, heart rate, environment, weather, surface, equipment, frequency, intensity, should width apart, bend knees, head up, look forward, smooth/controlled movements, stay on line/beam, minimum wobble, good posture, head up, back straight, pivots, reverse pivots, 180 degrees, 90 degrees, hopscotch, forwards, backwards, fluency, control, hopping, zig zag pattern, swerve,	Creative skills, disguise, imaginatively, tactics, rules, challenges, weight through bottom, smooth, controlled, movements, legs and arms to maintain balance, centre of gravity, hands and feet off floor, repeatable performance, hands shoulder width apart, legs straight, back straight, front support, back support, rotate, slowly, posture, straight back, strain.	Physical skills, dynamic balance to agility, static balance, jumping and landing, combinations, fluency, accurately, movements, body tension, balance, landings, gravity, head up, scan, core muscles, smooth/controlled movements, stability, repeatable performance, consistency, shapes, flow, accuracy, sequences, jump, roll, 2 feet to 2 feet, star shape, 1 foot to 2 feet, 2 feet to 1 foot, tuck shape, half turn, 180 degrees, 90 degrees, sideways roll, backwards roll, forwards roll, ankle extensions, mini squats.	Health & fitness skills, coordination, sending, receiving, agility, ball chasing, develop, practice, performance, positively, perseverance, practice, quickly, pushing off, driving arms “hips to lips”, quickly, positioning, running, stable position, turn over either shoulder, timing, balance, control, weight of throws, accuracy, consistency, eyes focused, soft hands, cushions, alternate hands, alternate feet, either shoulder, turning, balance, control, accelerate, decelerate

			force, angles, chest height, throwing, speed, aerobic, anerobic.			
Special events/trips/visitors	N/A	SWIMMING 2 nd November – 14 th December	N/A	N/A	N/A	Sports Day/Sports Week
Resources	Jasmine Unit 1 Funs FUNS cards 9/12, cones, large balls, balls of different sizes and weights, hoops, buckets, tennis racquets, tennis balls	realDance Year 5/6 floor spots, cones	Jasmine Unit 3 FUNS cards 4 & 10, beanbags, hoops, cones, hoops, markers, large soft balls, small soft balls.	Jasmine Unit 4 FUNS Cards 2 & 3, cones, markers, tennis, large soft balls, benches, nets	Jasmine Unit 5 FUNS cards 6 & 1, cones, floor spots, benches, bibs, tags, wobble cushions, large balls, small balls, hoops (small/medium and large), mats	Jasmine Unit 6 Funs FUNS cards 8/11, cones, large balls, balls of different sizes and weights, hoops, buckets, tennis racquets, tennis balls

Subject curriculum progression Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE unit	Personal Skills	Social Skills	Cognitive Skills	Creative Skills	Physical Skills	Health & Fitness Skills
Skills & knowledge	Personal Skills Coordination – Ball Skills Agility – Reaction/Response	Social Skills Dynamic Balance - On a Line Counter Balance – With a Partner	Cognitive Skills Static Balance – Stance Coordination – Footwork	Creative Skills Gymnastics Focus (Unit 2) Partner Work Large Apparatus	Physical Skills Dynamic Balance to Agility – Jumping and Landing Static Balance – One Leg	Health & Fitness Skills Coordination – Sending and Receiving Agility – Ball Chasing
Assessment Focus	Level 4 – I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. Level 5 – I recognize my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop. Level 6 – I can accept critical feedback and make changes. I can create my own learning plan and revise that plan when necessary.	Level 4 – I help organise roles and responsibilities and I can guide a small group through a task. I cooperate well with others and give helpful feedback. Level 5 – I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. Level 6 – I can involve others and motivate those around me to perform better.	Level 4 – I can use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on. Level 5 – I have a clear idea of how to develop my own and others work. I can recognize and suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.	Level 4 – I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas. Level 5 – I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can respond imaginatively to different	Level 4 – I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension. Level 5 – I can perform a range of skills fluently and accurately in practice situations. I can use combinations of skills confidently in sport specific contexts. Level 6 – I can perform a variety of skills consistently and effectively in challenging or competitive situations.	Level 4 – I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe basic fitness components. Level 5 – I can identify possible dangers when planning an activity. I can self select and perform appropriate warm-up and cool down activities. Level 6 – I can plan and follow my own basic fitness programme. I can explain how

			Level 6 – I can read and react to different situations as they develop. I review, analyse and evaluate my own and others strengths and weaknesses.	situations. Level 6 – I can use variety and creativity to engage an audience. I can effectively disguise what I am about to do next.	I can effectively transfer skills and movements across a range of activities and sports.	individuals need different types and levels of fitness to be more effective in their activity/role/event.
Vocabulary	Personal skills, coordination, sending, receiving, agility, ball chasing, develop, practice, performance, positively, perseverance, practice, quickly, pushing off, driving arms “hips to lips”, quickly, positioning, running, stable position, turn over either shoulder, timing, balance, control, weight of throws, accuracy, consistency, eyes focused, soft hands, cushions, alternate hands, alternate feet, either shoulder, turning, balance, control, accelerate, decelerate	Social skills, counter balance, feedback, organize roles, improvement, responsibilities, cooperation, core muscles, straight body, leaning forward, leaning backwards, smooth/controlled movements, balance, coordinated movements, motivation, 90 degrees	Cognitive skills, static balance, coordination, stance, footwork, levels of fitness, warm up, cool down, dangers, fitness components, exercise, healthy, range of movements, heart rate, environment, weather, surface, equipment, frequency, intensity, should width apart, bend knees, head up, look forward, smooth/controlled movements, stay on line/beam, minimum wobble, good posture, head up, back straight, pivots, reverse pivots, 180 degrees, 90 degrees, hopscotch, forwards, backwards, fluency, control, hopping, zig zag pattern, swerve,	Supported (plank), linked (one leg), supported (partner balance), supported (front support), supported (bunk beds), counter balance (on two feet), supported (pyramid), supported (front angel), supported (4 point balance variation), knee height, waist height, shoulder height, arms above head, hold for 20-30 seconds	Physical skills, dynamic balance to agility, static balance, jumping and landing, combinations, fluency, accurately, movements, body tension, balance, landings, gravity, head up, scan, core muscles, smooth/controlled movements, stability, repeatable performance, consistency, shapes, flow, accuracy, sequences, jump, roll, 2 feet to 2 feet, star shape, 1 foot to 2 feet, 2 feet to 1 foot, tuck shape, half turn, 180 degrees, 90 degrees, sideways roll, backwards roll, forwards roll, ankle extensions, mini squats.	Health & fitness skills, coordination, sending, receiving, agility, ball chasing, develop, practice, performance, positively, perseverance, practice, quickly, pushing off, driving arms “hips to lips”, quickly, positioning, running, stable position, turn over either shoulder, timing, balance, control, weight of throws, accuracy, consistency, eyes focused, soft hands, cushions, alternate hands, alternate feet, either shoulder, turning, balance, control, accelerate, decelerate

			force, angles, chest height, throwing, speed, aerobic, anerobic.			
Special events/trips/visitors	SWIMMING 14 th September – 19 th October	N/A	N/A	N/A	N/A	Sports Day/Sports Week/CAMP
Resources	Jasmine Unit 1 Funs FUNS cards 9/12, cones, large balls, balls of different sizes and weights, hoops, buckets, tennis racquets, tennis balls	Jasmine Unit 2 FUNS cards 5 & 7, floor spots, hoops, cones, wobble cushions, tags, tag belts	Jasmine Unit 3 FUNS cards 4 & 10, beanbags, hoops, cones, hoops, markers, large soft balls, small soft balls.	realPE Gym cones, markers, tennis, large soft balls, benches, nets	Jasmine Unit 5 FUNS cards 6 & 1, cones, floor spots, benches, bibs, tags, wobble cushions, large balls, small balls, hoops (small/medium and large), mats	Jasmine Unit 6 Funs FUNS cards 8/11, cones, large balls, balls of different sizes and weights, hoops, buckets, tennis racquets, tennis balls