**Indoor PE (REAL PE)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | **REAL Gymnastic – Unit 1**  Develop and apply shapes and travel on the floor and apparatus through focused skill development, thematic warm-ups and games. | **REAL Gymnastic – Unit 1**  Develop and apply balance and travel on the floor and apparatus through focused skill development, thematic warm-ups and games. | **REAL Gymnastic – Unit 1**  Develop and apply travel and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games. | **REAL Gymnastic – Unit 1**  Develop and apply balance and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.0 | **REAL Gymnastic – Unit 1**  Develop and apply all gym skills on the floor, with hand apparatus and on low apparatus through focused skill development, sequence creation and games. | **REAL Gymnastic – Unit 2**  Develop and apply all gym skills on the floor, through partner work and on large apparatus through focused skill development, sequence creation and games. |
| Autumn 2 | **REAL Dance** - Learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. | **REAL Dance** - Learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. | **REAL Dance** - Learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. | **REAL Dance** - Learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. | **REAL Dance -** Learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. | **REAL Dance -** Learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. |
| Spring 1 | **REAL Gymnastics – Unit 2**  Develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games. | **REAL Gymnastics – Unit 2**  Develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games. | **REAL Gymnastics – Unit 2**  Develop and apply flight and balance on the floor, on low and large apparatus through focused skill development, warm-ups and games. | **REAL Gymnastics – Unit 2**  Develop and apply flight and travel on the floor, with hand apparatus and on apparatus through focused skill development, sequence creation and games. | **Core - Unit 1**  **Personal**  **FMS – Coordination and agility**  Develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition. | **Core – Unit 3**  **Cognitive**  **FMS – Static balance and coordination**  Develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. |
| Spring 2 | **Core - Unit 1**  **Personal**  **FMS – Coordination and static balance**  Develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games. | **Core - Unit 4**  **Creative**  **FMS – Coordination and counter balance**  Develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games. | **Core – Unit 1**  **Personal**  **FMS – Coordination and static balance**  Develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. | **Core – Unit 4**  **Creative**  **FMS – Coordination and counter balance**  Develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. | **Core – Unit 2**  **Social**  **FMS – Dynamic balance and counter balance**  Develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition. | **Core – Unit 4**  **Creative**  **FMS – Static balance**  Develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. |
| Summer 1 | **Core - Unit 2**  **Social**  **FMS – Dynamic balance to agility and static balance**  Develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games. | **Core - Unit 5**  **Physical**  **FMS – Coordination and agility**  Develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games. | **Core – Unit 2**  **Social**  **FMS – Dynamic balance to agility and static balance D**evelop and apply their jumping and landing and seated balance focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. | **Core – Unit 5**  **Physical**  **FMS – Agility and static balance**  Develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. | **Core – Unit 3**  **Cognitive**  **FMS – Static balance and coordination**  Develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. | **Core – Unit 5**  **Physical**  **FMS – Dynamic balance to agility and static balance** Develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. |
| Summer 2 | **Core – Unit 3**  **Cognitive**  **FMS – Dynamic balance and static balance**  Develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games. | **Core - Unit 6**  **Health and Fitness**  **FMS – Agility and static balance**  Develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games. | **Core – Unit 3**  **Cognitive**  **FMS – Dynamic balance and coordination**  Develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. | **Core – Unit 6**  **Health and Fitness**  **FMS – Agility and static balance**  Develop and apply their ball chasing and fstance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. | **Core – Unit 4**  **Creative**  **FMS – Static balance**  Develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. | **Core – Unit 6**  **Health and Fitness**  **FMS – Coordination and Agility**  Develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition. |

**Outdoor PE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 |  | **Ball Skills:**  **NC Focus: Throwing and catching**  **Team Games (Attacking and Defending)**  Can travel in a variety of ways including running and jumping.  Beginning to perform a range of throws.  Receives a ball with basic control  Beginning to develop hand-eye coordination  Participates in simple games  To begin to develop tactics for attacking and defending e.g. awareness of space | **Ball Skills:**  **NC Focus: Throwing and catching**  **Team Games (Attacking and Defending)**  Confident to send the ball to others in a range of ways.    Beginning to apply and combine a variety of skills (to a game situation)  Develop strong spatial awareness.  Beginning to develop own games with peers.  Understand the importance of rules in games.  Develop simple tactics and use them appropriately.  Further develop an understanding of attacking/ defending | Football | Tag Rugby | Football | Football |
| Autumn 2 |  |  |  | Tag Rugby | Handball | Tag Rugby | Hockey |
| Spring 1  (One sport per week) |  | **Mixed sport** – Boccia, Archery, Golf, Dodgeball, New Age Kurling, korfball, Kabaddi, rounders, ultimate frisbee, handball and  Quidditch | **Mixed sport** – Boccia, Archery, Golf, Dodgeball, New Age Kurling, korfball, Kabaddi, rounders, ultimate frisbee, handball and  Quidditch | **Mixed sport** – Boccia, Archery, Golf, Dodgeball, New Age Kurling, kofball, Kabaddi, rounders, ultimate frisbee, handball and  Quidditch | **Mixed sport** – Boccia, Archery, Golf, Dodgeball, New Age Kurling, korfball Kabaddi, rounders, ultimate frisbee and  Quidditch | **Mixed sport** – Boccia, Archery, Golf, Dodgeball, New Age Kurling, korfball Kabaddi, rounders, ultimate frisbee, handball and  Quidditch | **Mixed sport** – Boccia, Archery, Golf, Dodgeball, New Age Kurling, korfball Kabaddi, rounders, ultimate frisbee, handball and  Quidditch |
| Spring 2 |  | **Bat and Ball Skills** | **Bat and Ball Skills** | Tennis | Hockey | Basketball | Netball |
| Summer 1 |  | **Athletics Skills**  **NC Focus 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**  Run at different speeds, jump from standing and variety of throws with basic control.  Practice for sports Day. | **Athletics Skills**  **NC Focus 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**  Can change speed and direction whilst running.    Can jump from a standing position with accuracy.    Performs a variety of throws with control and coordination.  preparation for shot put and javelin    Can use equipment safely  Practice for sports Day. | Cricket | Netball | Cricket | Tennis |
| Summer 2 |  | **Athletics – Races (various distances, relay and hurdles), Jumping (standing, long and triple jump), Throwing (javelin, shot put, discuss and vortex)**  Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country  Can perform a running jump with some accuracy  Performs a variety of throws using a selection of equipment.  Can use equipment safely and with good control.  Practice for sports Day. | **Athletics – Races (various distances, relay and hurdles), Jumping (standing, long and triple jump), Throwing (javelin, shot put, discuss and vortex)**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Practice for sports Day. | **Athletics – Races (various distances, relay and hurdles), Jumping (standing, long and triple jump), Throwing (javelin, shot put, discuss and vortex)**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component e.g. hop skip jump (triple jump)    Beginning to record peers performances, and evaluate these.  Practice for sports Day. | **Athletics – Races (various distances, relay and hurdles), Jumping (standing, long and triple jump), Throwing (javelin, shot put, discuss and vortex)**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)    Beginning to record peers performances, and evaluate these.    Practice for sports Day. |