**Indoor PE (REAL PE)**

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|  | 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**

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|  | 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 controlBeginning to develop hand-eye coordinationParticipates 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 safelyPractice 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 countryCan perform a running jump with some accuracyPerforms 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.  |