

Curriculum Organisation

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| Date | Review date | Subject leaders |
| Mar 2023 | July 2023 | Clare Soper Sian Hughes |

Curriculum Map- what is being taught in each term. The highlighted yellow areas are the assessment modules per half term:

| Year / Term | Autumn 1 6 weeks | | Autumn 2 7 weeks | | Spring 1 5 weeks | | Spring 2 6 weeks | | Summer 1 6 weeks | | Summer 2 7 weeks | |
|------------------------------|---|---|--|--|---|--|--|--|---|--|---|--|
| Real Foundation Nursery | REAL Gym Unit 1 Cognitive | REAL Foundations Personal | REAL Gym Unit 2 Creative | REAL Foundations Social | REAL Foundations Cognitive | REAL Dance Cognitive Wk1-5 | REAL Foundation Creative | Games linked to Skills Creative | REAL Foundation Physical | Physical Cog (Theme) | REAL Foundation Health & Fitness Cog (Theme) | |
| | Wk1-3 Shape (At home) Wk 4-6 Travel (Jungle Trip) | Wk 1-3 Coordination (Bike) Week 4-6 Static one leg balance (Pirates) | Wk 1-3 Flight (Parklife) Wk 4-7 Rotation (Toybox) | Wk 1-3 Dynamic Balance to Agility (Space) Wk 4-7 Static Balance Seated Jungle | Wk 1-2 Dynamic Balance on a line (Train) Wk 3-5 Static Balance (Circus-Tightrope) | 1) Shape Solo 2)Partnering Shapes 3)Artistry Musicality 4)Circles Solo 5) Partnering Circles | Wk 1-3 Coordination Ball skills (Circus Clown) Wk 3-6 Counterbalance with partner (Seaside) | Wk 1-2 Games Dodgeball Wk 3-4 Throwing & catching games Wk 5-6 Competition against one another | Wk 1-3 Coordination Send/receive (Circus/Juggle) Wk 4-6 Agility Reaction/Response (Fairy Tale) | Wk 1-2 Agility Ball Chasing (Squirrel) Wk 3-6 Athletics-Standing LJ, Throw Discus-(flat bean bag), Mini hurdles | Wk 1-3 Agility Ball Chasing (Squirrel) Wk 4-6 Static Balance Floor Work (Cat) | Wk 1-3 Practice Sports Day Wk 4-6 Static Balance Floor Work (Cat) |
| Real Foundation Reception | REAL Gym Unit 1 Cognitive | REAL Foundation Personal | REAL Gym Unit 2 Creative | REAL Foundation Social | REAL Foundations Cognitive | REAL Dance Wk 1-5 | REAL Foundation Creative | Games linked to Skills Creative | REAL Foundation Physical | REAL Foundation Physical | REAL Foundation Health & Fitness Cog | |
| | Wk1-3 Shape (At home) Wk 4-6 Travel (Jungle Trip) | Wk 1-3 Coordination (Bike) Week 4-6 Static one leg balance (Pirates) | Wk 1-3 Flight Park Life Wk 4-7 Rotation (Toybox) | Wk 1-3 Dynamic Balance to Agility (Space) Wk 4-7 Static Balance Seated Jungle | Wk 1-2 Dynamic Balance on a line (Train) Wk 3-5 Static Balance (Circus-Tightrope) | 1) Shape Solo 2)Partnering Shapes 3)Artistry Musicality 4)Circles Solo 5) Partnering Circles | Wk 1-2 Coordination Ball skills (Circus Clown) Wk 3-4 Counterbalance with partner (Seaside) | Wk 1-2 Games Dodgeball Wk 3-4 Throwing & catching games Wk 5-6 Competition against one another | Wk 1-3 Coordination Send/receive (Circus/Juggle) Wk 4-6 Agility Reaction/Response (Fairy Tale) | Wk 1-2 Agility Ball Chasing (Squirrel) Wk 3-6 Athletics-Standing LJ, Throw Discus-(flat bean bag), Mini hurdles | Wk 1-3 Agility Ball Chasing (Squirrel) Wk 4-7 Static Balance Floor Work (Cat) | Wk 1-3 Practice Sports Day Wk 4-7 Static Balance Floor Work (Cat) |
| 1 | REAL GYM Personal | REAL PE Personal | REAL Gym | REAL PE Social Cog | REAL PE Cognitive | REAL Dance Personal | REAL PE Creative Cog | | REAL PE Physical Cog | | REAL PE Health & Fitness Cog | |
| | Wk1-3 Shape (Home) Wk 4-6 Travel (Jungle Trip) | Wk1-3 Coordination Footwork (Bike) Wk 4-6 Static Balance One Leg (Pirates) | Wk1-3 Flight (Park Life) Wk 4-7 Rotation (Toy Box) | Wk 1-3 Dynamic Balance to Agility (Space) Wk 4-7 Static Balance Seated (Jungle) | Wk 1-3 Dynamic Balance on line (Train) Wk 4-5 Static Balance Stance (Circus-Tightrope) | 1) Shape Solo 2)Artistry Musicality 3)Partnering Shapes 4)Circles Solo 5)Artistry Abstraction | Wk 1-3 Coordination Ball Skills (Circus- Clown) Wk 4-6 Rounders with short handle tennis racket/ hand using tennis ball | Wk 1-3 Counter Balance with a partner (Seaside) Wk4- 6 Orienteering – orientating a map, birds eye view, find Treasure Wk6 Competition | Wk 1-3 Coordination Send/Receive (Circus/Juggler) | Wk 1-3 Agility Reaction and response (Fairy Tale) Wk 4-6 Athletics Standing LJ, Throw Shot Put, sprint & 1 lap | Wk1-3 Sports Day Practice Sports Day Wk 4-7 Dodgeball Football Non-stop cricket | Wk 1-3 Agility Ball chasing (Squirrel) Wk4-6 Static Balance FloorWork (Cat) |
| 2 | REAL Gym Personal | REAL PE Personal | REAL Gym Cognitive | REAL PE Social | REAL PE | REAL Dance Cognitive | REAL PE Creative | REAL PE Creative | REAL PE Physical | REAL PE Physical | REAL PE Health & Fitness Cog | |
| | Wk1-3 Balance Wk 4-6 Travel | Wk1-3 Coordination Footwork Wk 4-6 Static Balance One Leg | Wk1-3 Flight Wk 4-7 Rotation | Wk 1-3 Dynamic Balance to Agility Wk 4-7 Static Balance Seated | Wk 1-3 Dynamic Balance on line Wk 4-5 Static Balance Stance | 1) Shape Solo 2)Artistry Musicality 3)Circles Solo 4)Artistry Abstraction 5) Artistry (Making) | Wk 1-3 Coordination Ball Skills Games Wk 4-6 Rounders with short handle tennis racket/ hand using tennis ball | Wk 1-3 Counter Balance with a partner Games Wk4- 6 Orienteering – orientating a map, birds eye view, find Treasure Wk6 Competition | Wk 1-3 Coordination Send/Receive | Wk 1-3 Agility Reaction and response Wk 4-6 Athletics Standing LJ, Throw Shot Put, sprint & 1 lap | Wk1-3 Sports Day Practice Sports Day Wk 4-7 Dodgeball Football Non-stop cricket | Wk 1-3 Agility Ball chasing Wk4-6 Static Balance FloorWork |
| 3 | REAL Gym Social | REAL PE Personal | REAL Gym Social | REAL PE Social | REAL PE Cognitive | REAL Dance Personal | REAL PE Creative | REAL PE Creative | REAL PE Physical | REAL PE Physical | REAL PE Health & Fitness Cog | |
| | Wk1-3 Travel Mapping pathways hand apparatus Wk 4-6 Rotation Sequence partner work | Wk 1-3 Coordination Footwork Wk 4-6 One leg balance | Wk1-3 Flight Sequences low apparatus Wk 4-7 Balance Low & Large apparatus | Wk 1-4 Dynamic Balance to Agility Wk 5-7 Static Balance Seated | Wk 1-3 Dynamic Balance on a line Wk 5-7 Coordination Ball Skills | 1) Shape Solo 2)Artistry Musicality 3)Circles Solo 4)Artistry Abstraction 5) Artistry (Making) | Wk 1-3 Coordination Sending and receiving Wk 4-6 Games Short Tennis short and long handle rackets (individual) | Wk 1-3 Counter-balance with a partner Wk 4-6 Games Orienteering Netball Number & Star Orienteering | Wk 1-3 Agility Reaction and response Wk 4-5 Rounders Wk6 Non-stop Cricket | Wk1-3- Static Balance Wk 4-6 Athletics Hurdles, Throw Foam Javelin, 2 lap and sprint. | Wk1-3 Sports Day Practice Sports Day Wk 4-7 Netball & Basketball | Wk 1-3 Agility Ball chasing Wk4-6 Static Balance |
| 4 | REAL Gym Social | REAL PE Personal | REAL Gym Cognitive | REAL PE Social | REAL PE Cognitive | REAL Dance Personal | REAL PE Creative | REAL PE Creative | Whole Cohort Swimming | | | |
| | Wk1-3 Balance Acrobatic Sequences Wk 4-6 Rotation Sequences Partner Work | Wk 1-3 Coordination Footwork Wk 4-6 One leg balance | Wk1-3 Flight Sequences ropes Wk 4-7 Travel Group sequences low & Large Apparatus | Wk 1-4 Dynamic Balance to Agility Wk 5-7 Static Balance Seated | Wk 1-3 Dynamic Balance on a line Wk 5-7 Coordination Ball Skills | 1) Shape Solo 2)Partnering Shapes 3)Partnering Lifts 4)Partnering Circles 5) Artistry (Making) | Wk 1-3 Counter-balance with a partner Wk 4-6 Games Short Tennis long handle rackets (pairs) | Wk 1-3 Counter-balance with a partner Wk 4-6 Games Orienteering Point to Point & Score Orienteering | Week 1-3 Agility Reaction and response Wk 4-6 Cricket | Week 1-6 Athletics Javelin, Standing LJ Hurdles Shot | Wk1-3 Sports Day Practice Sports Day Wk 4-7 Agility Reaction and response | REAL PE Wk 1-3- Static Balance Wk 4-7 Rounders |
| 5 | REAL Gym Cognitive Cog | REAL PE Personal Cog | REAL Gym Cognitive | REAL PE Social | Whole Cohort Swimming | | | | REAL PE Physical | REAL PE Physical | REAL PE H & Fitness | REAL PE H & Fitness |
| | Unit 1 Hand apparatus Rhythmic Sequences Wk 4-6 Low apparatus bench sequences | Wk 1-3 Coordination Ball skills Wk 4-6 Agility Reaction/Response | Unit 2 Wk1-3 Partner work Acrobatic sequences Wk 4-7 Large Apparatus Climbing sequences | Wk 1-3 Dynamic Balance on a line Wk 4-6 Counter Balance with a partner | Social Cog 1) Shape Solo 2)Circle Solo 3) Artistry Abstraction 4) Artistry Musicality 5)Partnering Lifts | Wk 1-3 Static Balance Stance Wk 4-6 Coordination Footwork | Wk 1-3 Static Balance Stance Wk 4-6 Coordination Footwork | Wk 1-6 Orienteering Star Point to Point Score | Week 1-3 Dynamic Balance to Agility Wk 4-6 Basketball/ Netball | Week 1-3 Static Balance One leg Wk 4-6 Athletics Discus, Shot, Javelin, Standing LJ Hurdles | Wk1-3 Sports Day Practice Sports Day Wk 4-7 Coordination Sending & receiving | Week 1-3 Agility Ball Chasing Wk 4-6 Cricket Rounders Volleyball Throlf |
| 6 | Whole Cohort Swimming | | | | REAL Gym Social | REAL PE Cognitive | REAL PE Creative | REAL PE Creative | REAL PE Physical | REAL PE Physical | REAL PE Health & Fitness | REAL PE Health & Fitness |
| | 1) Shape Solo 2)Circle Solo 3) Artistry Abstraction 4) Artistry Musicality 5)Partnering Lifts | Wk 1-3 Coordination Ball Skills Wk 4-6 Agility Reaction/response | Unit 1 Wk 1-3 Hand app - Rhythmic Sequences Wk 4-6 Low app- bench sequences Partner work Acrobatic sequences | Wk 1-3 Dynamic Balance Wk 1-3 Counter balance Wk 4-6 | Unit 2 Large App Climbing sequences | Wk1-2 Static Balance Stance Wk 3-5- Coordination footwork | Week 1-3 Static Balance seated Wk 4-6 Static balance floorwork | Wk 1-6 OAA Star Point to Point Score Orienteering | Week 1-3 Dynamic Balance to Agility Week 4-6 Ultimate Frisbee / Frisbee Golf | Week 1-3 Static Balance one leg Week 4-6 Athletics Hurdles, Standing LJ, Shot, Discus, Javelin 800m | Wk1-4 Sports Day / Athletics Sports Day Week 4-7 Coordination Sending & receiving | Week 1-3 Agility Ball Chasing Week 4-6 Games Competitions Inter-house |

Progression Map of Key Skills in Physical Education

First Five Years

| Balance ELG: Gross Motor Skills | Agility ELG: Gross Motor Skills | Co-ordination ELG: Gross Motor Skills |
|--|---|--|
| 12-18 months Stands without support | 12-18 months Runs | 12-18 month Walks without help |
| 18mths – 2yrs Walks up and down stairs alone | 18mths – 2yrs Runs well seldom falls | 18mths – 2yrs Kicks a ball forward |
| 2-3Yrs -Stands on one foot without support. | 2-3Yrs Walks up and down stairs one foot per step | 2-3 Yrs. Climbs on play equipment ladders& slides |
| 3-4 Yrs. Hops on one foot without support | 3-4 Yrs. Swings on swing with support | 3-4 Yrs. Rides around on tricycle using pedals. |
| 4-5Yrs Hops around on one foot without support. | 4-5Yrs Swings on swing moving themselves forward/backwards. | 4-5Yrs Skips ELG: Fine Motor Skills or makes running ‘ Broad jumps’ |

Fundamental Movement Skills links

| Shape | Balance | Travel | Flight | Rotation |
|---|---|---|---|---|
| Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance | Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner | Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork | Dynamic Balance: Jumping and Landing Coordination: Footwork | Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line |
| <ul style="list-style-type: none"> • Perform Tricky Shape skills on the floor (1/2/3) • Explore Tricky Shape Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Tricky Balance skills on the floor (1/2/3) • Explore Tricky Balance skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Tricky Travel skills on the floor (1/2/3) • Explore Tricky Travel skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> Perform Tricky Flight skills on the floor (1/2/3) Explore Tricky Flight skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) | <ul style="list-style-type: none"> Perform Tricky Rotation skills on the floor (1/2/3) Explore Tricky Flight skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) |

REAL Gym Skills Expected by the end of KS1

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| <ul style="list-style-type: none"> • Perform Trickier Shape skills on the floor (1/2/3) • Explore Tricky Shape Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Trickier Balance skills on the floor (1/2/3) • Explore Tricky Balance skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Trickier Travel skills on the floor (1/2/3) • Explore Tricky Travel skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickier Flight skills on the floor (1/2/3) Explore Tricky Balance skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickier Rotation skills on the floor (1/2/3) Explore Tricky Balance skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) |
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Expected end of Lower KS2 (Year 4)

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| <ul style="list-style-type: none"> • Perform Trickiest Shape skills on the floor (1/2/3) • Explore Trickier Shape Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Trickiest Balance skills on the floor (1/2/3) • Explore Trickier Balance Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Trickiest Travel skills on the floor (1/2/3) • Explore Trickier Travel Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickiest Flight skills on the floor (1/2/3) Explore Trickier Flight Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickiest Rotation skills on the floor (1/2/3) Explore Trickier Rotation Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) |
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Expected end of Upper KS2

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| <ul style="list-style-type: none"> • Perform Trickier Shape skills on the floor (1/2/3) • Explore Trickier Shape Skills (1/2/3) combined with two or more of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Trickier Balance skills on the floor (1/2/3) • Explore Trickier Balance Skills (1/2/3) combined with two or more of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> • Perform Trickier Travel skills on the floor (1/2/3) • Explore Trickier Travel Skills (1/2/3) combined with two or more of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickier Flight skills on the floor (1/2/3) Explore Trickier Flight Skills (1/2/3) combined with two or more of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickier Rotation skills on the floor (1/2/3) Explore Trickier Flight Skills (1/2/3) combined with two or more of the following: <ul style="list-style-type: none"> Hand Apparatus (4) Low Apparatus (5) Partner/s (6) Large Apparatus (7) |
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Exceeding

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| <ul style="list-style-type: none"> Perform Trickiest Shape Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> -Hand Apparatus (4) -Low Apparatus (5) -Partner/s (6) -Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickiest Balance Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> -Hand Apparatus (4) -Low Apparatus (5) -Partner/s (6) -Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickiest Travel Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> -Hand Apparatus (4) -Low Apparatus (5) -Partner/s (6) -Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickiest Flight Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> -Hand Apparatus (4) -Low Apparatus (5) -Partner/s (6) -Large Apparatus (7) | <ul style="list-style-type: none"> Perform Trickiest Rotation Skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> -Hand Apparatus (4) -Low Apparatus (5) -Partner/s (6) -Large Apparatus (7) |
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| REAL Dance | | |
|-----------------------------------|---|---|
| Year Group | Skill | Skill Application |
| Foundation stage Cognitive Cog | Shapes Solo Partnering Shapes Artistry Musicality Circles Solo Partnering Circles Artistry (Making) | All the Shapes Around the World / Moving from a Painting All the shapes Twice as Good / Nature The Rhythm feel the Beat / Freeze Frames Big Circles, Big Moves /Favourite Stories and Books Turning Together is Twice as Fun / Revisit Moving from a Painting Show us your Best / Working with a Theme |
| Year 1 Cognitive Cog | Shapes Solo Artistry Musicality Partnering Shapes Circles Solo Artistry Abstraction Artistry (Making) | Give your Dance a Shape / Moving from a Painting Feel the Beat, Feel the Rhythm / Moving using words With Two Dancing is Twice as Good / Moving like Insects Turning, Jumping, Moving / Working with a Prop Follow the Silk / Revisiting Moving from a Painting Show us your Best/ Working with a theme |
| Year 2 Cognitive Cog | Shapes Solo Partnering Shapes Circles Solo Partnering Circles Artistry Abstraction Artistry (Making) | Give your Dance a Shape / Moving from a Painting Hand in, Hand we Move / Making Dance from Sporting Actions Round and Round / Inspired by Words Turn me, Turn You / Using the Space you are in for Inspiration Silky Smooth Moves and Grooves / Revisiting Moving from a Painting Time to Show Your Best / Moving to a theme. |
| Year 3 Cognitive Cog | Shapes Solo Circles Solo Partnering Shapes Partnering Circles Artistry Abstraction Artistry (Making) | Dance Shapers /Moving from a Painting Turning, Jumping, Moving/ Create Dance from Freeze Frames Dancing Together is Twice as much Fun / Creating Dance with Large Props You Turn me Round / Create Dance from ideas from your Curriculum Silk Smooth, Circle Move/ revisit Moving from a painting The Show Must Go on/Working with a theme |
| Year 4 Cognitive Cog | Shapes Solo Circles Solo Partnering Shapes Partnering (Lifts) Partnering Circles Artistry (Making) | Give Your Dance a Shape / Moving from a Painting Young Creators / Water as Inspiration Partners in Creation /Bodies in Different Shapes and Moves Lifts to the Skies / Feelings, Happiness & Sadness Lord of the Rings / Revisiting Moving from a Painting Creative Mania / Working with a Theme |
| Year 5/6 Social Cog | Shapes Solo Circles Solo Artistry Abstraction Artistry Musicality Partnering (Lifts) Artistry (Making) | Making It Happen / Moving from a Painting Get Turning / Using Large Props for Inspiration Make Like Silk / Freeze Frames Feel the Music / Using the Movements of Various Creatures Flying & Learning / Revisiting Moving from a Painting Epic Performance / Working with a Theme |

| Striking & Fielding | | |
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| Year Group | Sport | Skill Application |
| Foundation stage | Throwing & Catching Games/Activities | *Rolled up socks at a target board * Cardboard Javelin * Spot on- children throw targets aiming at certain spots developing accuracy |
| Year 1 | Throwing & Catching Games (Developing underarm throwing) | *Bean throw at a target- points scored when knock off obstacle rested on top of cone *Bean throw into a bucket set at different distances, closer less able, further away more able. *Bean Bag Sequence- In pairs throw and catch a bean bag continuously aiming for three consecutive catches. Personal targets set for differentiation. *Bucket toss golf game |
| Year 2 | Throwing & Catching Games (Developing overarm throwing) | I can throw and catch with a partner (Bean bag, airflow ball, soft ball, tennis ball) I can bounce a ball with a partner (tennis ball, netball size 3, basketball size 3) I can play throw tennis (allow two bounces over a line (extension use a net) before opponents throw back, more than 2 bounces score a point. Differentiation reduce bounce to one or no bounces, 3 second rule before they need to throw. |
| Year 3 | Rounders Non-Stop Cricket | I can throw a ball to the striker with increasing accuracy I can try to catch the ball and throw it back to the bowler. I can try to hit the ball as far as possible away from the fielders. I know the rules and use them fairly to keep games going. I can use teamwork to beat the opposition, developing leadership and communication. I can say what I like and dislike about my performance and others. I can use other people's opinions to help make my performance better |
| Year 4 | Pairs Cricket | I can strike a ball with intent and throw it more accurately when bowling and/or fielding. I can intercept and stop the ball with consistency, and sometimes catch the ball. I can return the ball quickly and accurately. I can choose and use batting or throwing skills to make the game hard for my opponents. I can judge how far I need to run to score points. I can choose where to stand as a fielder to make it hard for the batter. I can work well as a team to make it hard for the other team. I am beginning to be able to give feedback on my own and other's performances. I am beginning to use constructive criticism to improve my performance. |
| Year 5 | Rounders Pairs/Cricket Throlf | I can use different ways of bowling. I can bowl underarm accurately. I can hit the ball from both sides of the body. I can direct the ball away from fielders, using different angles and speeds. I can field with increased accuracy. I can gauge when to run after hitting the ball. I can create mini games using the skills I have. I am familiar with and use the rules set, and keep games going without disputes. I am increasingly able to give feedback on my own and other's performances. I am increasingly able to use constructive criticism to improve my performance. |

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| Year 6 | Rounders Pairs/Cricket Throlf | <p>I can vary how I bowl depending on the desired outcome.</p> <p>I can bat effectively, using different types of shots.</p> <p>I can field with increased accuracy.</p> <p>I can throw over-arm with accuracy and for a good distance.</p> <p>I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding.</p> <p>I can gauge when to run after hitting the ball.</p> <p>I can use tactics which involve bowlers and fielders working together.</p> <p>I can create mini games using the skills I have learnt.</p> <p>I can give feedback on my own and other's performances.</p> <p>I can use constructive criticism to improve my performance.</p> |
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| Invasion | | |
|-------------------------|---|--|
| Year Group | Sport | Skill Application |
| Foundation stage | Football Dodgeball | <p>I can kick a ball at a target</p> <p>I can throw a ball successfully at a target</p> <p>I can catch, throw or move with a ball.</p> |
| Year 1 | Attack/Defend Games | <p>I can kick a ball with accuracy to a partner</p> <p>I can throw a ball with accuracy to a partner</p> <p>I can catch, throw pass and move with a ball between players</p> |
| Year 2 | Football Tails (Tag Rugby) | <p>I can kick a ball with accuracy in and around obstacles</p> <p>I can throw a ball with accuracy within a small group</p> <p>I can catch, throw pass and move with a ball between players in a competitive game.</p> |
| Year 3 | Netball Basketball | <p>I can pass a ball with increasing accuracy.</p> <p>I am beginning to be able to travel with the ball, keeping it under control.</p> <p>I am aware of space around me and use it to support my team.</p> <p>I am beginning to be able to keep possession of the ball.</p> <p>I am beginning to follow the rules of a game.</p> <p>I can create mini-games.</p> <p>I can say what I like and dislike about my performance and others.</p> <p>I can use other people's opinions to help make my performance better.</p> |
| Year 4 | | <p>I can throw and catch a ball with accuracy.</p> <p>I can strike a ball with control.</p> <p>I can travel with the ball, keeping it under control.</p> <p>I can pass the ball accurately and keep possession when needed.</p> <p>I can follow the rules of a game.</p> <p>I am beginning to use attacking and defending skills in a game situation.</p> <p>I am beginning to be able to give feedback on my own and other's performances.</p> <p>I am beginning to use constructive criticism to improve my performance.</p> |
| Year 5 | Netball Basketball | <p>I can perform skills with increasing accuracy, confidence and control.</p> <p>I know the difference between attacking skills and defending skills.</p> <p>I can use attacking and defending skills within games.</p> <p>I can respond consistently in the games I play, choosing and using skills which meet the needs of the situation.</p> <p>I can choose positions in my team and know how to help when attacking.</p> <p>I am starting to use a variety of tactics to keep the ball, e.g. changing speed and direction.</p> <p>I am increasingly able to give feedback on my own and other's performances.</p> <p>I am increasingly able to use constructive criticism to improve my performance.</p> |
| Year 6 | Netball Basketball Ultimate Frisbee Frisbee Golf | <p>I can perform skills with accuracy, confidence and control.</p> <p>I can combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>I know the difference between attacking skills and defending skills and can use them to aid my team's performance.</p> <p>I can choose when to pass or dribble, so that I keep possession and make progress towards the goal.</p> <p>I can use a variety of tactics to keep the ball, e.g. changing speed and direction.</p> <p>I can choose and use different formations to suit the needs of the game.</p> <p>I can give feedback on my own and other's performances.</p> <p>I can use constructive criticism to improve my performance.</p> |

| Net / Wall | | |
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| Year Group | Sport | Skill Application |
| Year 3 | Short Tennis Short handle racket | <p>I am beginning to throw the ball and catch with some accuracy, using the 'W' hand position.</p> <p>I can hold the racket correctly.</p> <p>I can send the ball in different ways to make it difficult for my opponents.</p> <p>I am beginning to use tactics to win a game.</p> <p>I can work with team mates to get to the ball to the net.</p> <p>I can create mini games based on rules learnt.</p> <p>I can say what I like and dislike about my performance and others.</p> <p>I can use other people's opinions to help make my performance better.</p> |
| Year 4 | Short Tennis Short handle racket | <p>I can throw the ball and catch with increasing accurately, using the 'W' hand position.</p> <p>I can control the ball using a racket.</p> <p>I can return the ball using the forehand shot.</p> <p>I can return the ball using the backhand shot.</p> <p>I can make sure I am in a correct position on the court.</p> <p>I can use tactics to win a game.</p> <p>I can work with team mates to get to the ball to the net.</p> <p>I can create mini games based on rules learnt.</p> <p>I am beginning to use constructive criticism to improve my performance.</p> |
| Year 5 | Tennis Volleyball | <p>I can throw the ball and catch accurately, using the 'W' hand position.</p> <p>I can hit the ball with purpose, varying the speed, height and direction.</p> <p>I can play shots on both sides of my body and above my heads in practices and when the opportunity arises in a game.</p> <p>I can make sure I am in a correct position on the court.</p> <p>I can use tactics to win a game.</p> <p>I can work with team mates to get the ball to the net.</p> |

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| | | <p>I can create mini games based on rules learnt.</p> <p>I am increasingly able to give feedback on my own and other's performances.</p> <p>I am increasingly able to use constructive criticism to improve my performance.</p> |
| Year 6 | Tennis Volleyball | <p>I can throw the ball and catch accurately, using the 'W' hand position.</p> <p>I can hit the ball with purpose, varying the speed, height and direction.</p> <p>I can play shots on both sides of my body and above my heads in practices and when the opportunity arises in a game.</p> <p>I can spot the spaces in my opponent's court and try to hit the ball towards them</p> <p>I can direct the ball reasonably well towards my opponent's court or target area.</p> <p>I can use team tactics to win a game.</p> <p>I can create mini games based on rules learnt.</p> <p>I can give feedback on my own and other's performances.</p> <p>I can use constructive criticism to improve my performance.</p> |

| OAA (Outdoor Adventurous Activities) | | | |
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| Year Group | Sport | Skill | Skill Application |
| Foundation stage | | | |
| Year 1 | Orienteering | Understanding orientating a map from Birds Eye View- mark x on a classroom map to find treasure. Geography Link Navigational skills N,S,E,W (Game) | |
| Year 2 | Orienteering | Understanding orientating a map from Birds Eye View- treasure hunt using-ordinates to mark and hide treasure for class members or partners. Understand compass bearings (N,S, E,W) | |
| Year 3 | Orienteering | Scatter Orienteering | <p>Oriente themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> |
| Year 4 | Orienteering | Score Orienteering | <p>Oriente themselves with increasing confidence and accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p> <p>Plan and organise a trail that others can follow.</p> <p>Begin to use a map to complete an orienteering course.</p> |
| Year 5 | Orienteering | Orienteering a map to landscape, understanding and reading map symbols 1:25 map. Score Orienteering | <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> |
| Year 6 | Orienteering | Orienteering a map to landscape, understanding and reading map symbols 1:25 map. Score Orienteering Y6 Exe Valley Walk/ Exmoor Challenge | <p>Oriente themselves with confidence and accuracy around an orienteering course under pressure (time).</p> <p>Design an orienteering course that it clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use a range of map styles and make informed decisions on the most effective.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p> |

Swimming

Water Safety

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| | | | | Understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond). Understanding of how to enter shallow water safely and be aware of others. Discuss safety rules and why we have them | Extending knowledge and understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond). Understanding of how to enter shallow and deeper water safely and be aware of others. Discuss in more depth safety rules, why we have them and where they should be adhered to | Extending knowledge and understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond). Understanding of how to enter shallow and deeper water safely and be aware of others. Discuss in more depth safety rules, why we have them and where they should be adhered to Discuss different rules for different water sources | Extending knowledge and understanding of how to keep oneself and others safe around different types of areas of water (pool, sea, lake, river, pond). Understanding of how to enter shallow and deep water safely and be aware of others. Discuss in more depth safety rules, why we have them and where they should be adhered to Discuss different rules for different water sources And the consequences of not following them |
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Water Confidence

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| | | | | <p>Non swimmer: Demonstrate familiarity with all pool areas(changing areas, toilets, shallow end, deep end, learner pool) Be calm sitting on pool edge Enter water safely with floatation device or trusted adult Be at ease with water being poured over hands, shoulders and tummy Exit water safely with support</p> <p>Beginner swimmer: Safely enter and exit shallow pool area using sit/turn/slide entry. Move confidently in water. Forwards, backwards, side ways, different speeds Blow equipment across pool (egg flips small balls) Push floats across pool with chin, nose or fore head Join in group activities</p> <p>Confident swimmer: Safely enter deeper water using Sit/turn/slide and standing entry. Move confidently in deeper than chest high water Demonstrate floating positions</p> | <p>Non swimmer: Demonstrate familiarity with all pool areas(changing areas, toilets, shallow end, deep end, learner pool) Be calm sitting on pool edge Enter water safely with floatation device or trusted adult Be at ease with water being poured over hands, shoulders, tummy and head Submerge shoulders under water bring mouth to water and blow bubbles Move through water to a motivating object Exit water safely With support</p> <p>Beginner swimmer: Safely enter and exit shallow pool area using sit/turn/slide entry. Move confidently in water progressing to chest high water. Forwards, backwards, side ways, different speeds, skipping, hopping, running Blow equipment across pool (egg flips small balls) Push floats across pool with chin, nose or fore head Blow bubbles with mouth submerged Shower water over head and face Join in group activities</p> | <p>Non swimmer: Demonstrate familiarity with all pool areas(changing areas, toilets, shallow end, deep end, learner pool) Be calm sitting on pool edge Enter water safely Be at ease with water being poured over hands, shoulders, tummy and head Submerge shoulders under water bring mouth to water and blow bubbles Move through water to a motivating object Float on back and front with adult support In upright position submerge shoulders and turn 360' clockwise and anticlockwise Exit water safely</p> <p>Beginner swimmer: Safely enter and exit deeper area using sit/turn/slide entry. Move confidently in chest high water. Forwards, backwards, side ways, different speeds, skipping, hopping, running Blow equipment across pool (egg flips small balls) Push floats across pool with chin, nose or fore head Blow bubbles with mouth submerged Shower water over head and face Star float on front and back progressing to other floats on back and front regaining footing Join in group</p> <p>Confident swimmer: Safely enter deep water using Sit/turn/slide and standing entry. Move</p> | <p>Non swimmer: Demonstrate familiarity with all pool areas(changing areas, toilets, shallow end, deep end, learner pool) Be calm sitting on pool edge Enter water safely with floatation device or trusted adult Be at ease with water being poured over hands, shoulders, tummy and head Submerge shoulders under water bring mouth to water and blow bubbles or turn egg flip In upright position submerge shoulders and turn 360' clockwise and anticlockwise Float on front and back without support and regain footing Push and glide from wall front and back Exit water safely</p> <p>Beginner swimmer: Safely enter and exit deeper area using sit/turn/slide entry. Move confidently in deeper than chest high water. Forwards, backwards, side ways, different speeds, skipping, hopping, running Blow equipment across pool (egg flips small balls) Push floats across pool with chin, nose or fore head Blow bubbles with mouth and nose submerged Shower water over head and face Star float on front and back progressing to other floats on back and front regaining footing Submerge body including shoulders and head Join in group</p> |
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| | | | | incorporating a roll Collect object from shallow water using submersion | Confident swimmer: Safely enter deeper water using Sit/turn/slide and standing entry. Move confidently in deeper than chest high water. Progressing to a range of standing entries (tuck/pencil/star). Demonstrate floating positions incorporating a roll Collect object from chest deep water using submersion | confidently in deeper water. Extending the range of entries (tuck/pencil/star/sitting dive/standing dive) Demonstrate floating positions incorporating a roll Collect object from deeper than chest deep water using submersion | Confident swimmer: Safely enter deep water using Sit/turn/slide and standing entry. Move confidently in deep water. Extending the range of entries(tuck/pencil/star/sitting dive/ standing dive) Use a range of underwater dives and tucks (forward roll, head first decent/ feet first decent). Demonstrate floating positions incorporating a roll Collect object from deep water using submersion |
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| Stroke Development | | | | | | | |
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| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | | | <p>Non swimmer: 10-20m in shallow pool area with support, Breathing exercises face in water.</p> <p>Beginner swimmer: Develop basic stroke on front and back using face down/up breathing. Swim 10m without support.</p> <p>Confident swimmer: Develop and improve basic stokes on front and back, above (using down/up breathing) and below water. Swim 15-20m without support Perform horizontal stationary sculling Perform butterfly kick 10m</p> | <p>Non swimmer: Move 10-15 in shallow pool area with support. Progressing to 5m without support Breathing exercises face in water. Confidently move with basic strokes.</p> <p>Beginner swimmer: Develop and improve basic stroke on front and back using face down/up breathing. Swim 15 without support.</p> <p>Confident swimmer: Develop 3 main strokes using side breathing. Swim 20-25m without support. Perform horizontal stationary sculling Perform butterfly kick 10m Swim on front/back log roll and travel on with opposite position</p> | <p>Non swimmer: Move 10m without support. Breathing exercises face in water. Development of basic strokes.</p> <p>Beginner swimmer: Develop 3 main strokes using side breathing. Swim 20 without support.</p> <p>Confident swimmer: Develop and improve 3 main strokes using side breathing. Progressing to underwater. Build stamina. Swim 25-50m without support. Perform horizontal stationary sculling Perform butterfly kick 10m Swim on front/back log roll and travel on with opposite position Perform handstand and forward somersault Swim 10-15 m wearing clothes</p> | <p>Non swimmer: Move 15 without support. Breathing exercises face in water. Visibly distinct basic strokes.</p> <p>Beginner swimmer: Develop and improve 3 main strokes using side breathing. Swim 25 without support.</p> <p>Confident swimmer: Develop, improve and lengthen distance of strokes. Continue to build stamina. Develop personal survival skills. Swim 50m+ without support. Perform horizontal stationary sculling Perform butterfly kick 10m Perform handstand and forward somersault Swim 10-15 m wearing clothes Tread water for 20 second with arm raised Take up heat escape lessening position (H.E.L.P) Take up the huddle position</p> |
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