

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Real PE Unit 1	Real PE Unit 2	Real PE unit 3	Real PE unit 4	Real PE unit 5	Real PE unit 6 Agility ball chasing Floor static balance
	Co-ordination Balance stood still	Dynamic balances Jumping and landing Static balances seated	Dynamic balance on a line Static balance in a stance	Co-ordination ball skills Counter balance with a partner.	Co-ordination Sending and receiving a ball Agility react to a stimulus respond to what happens.	Athletics Throw a variety of objects to targets. Understand when they have achieved. Understand that they are part of a team. Correct technique for running.
KS1	Real PE Unit 1	Real PE Unit 2	Real PE unit 3	Real PE unit 4	Real PE unit 5	Real PE unit 6
	Ball skills – dribbling, catching, throwing. To dribble and manipulate a range of balls using hands and feet. To catch a range of sized balls. To throw towards a target. Throw and send a ball in a variety of ways.	Gymnastics Perform and explore rotation skills using hand apparatus, on high and low levels with a partner and using larger apparatus. Perform and explore travel skills. Perform and explore balances using apparatus. Combining shapes in creating balances.	Real Dance	Invasion games 1 - 3 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. 2. 3 - 6 participate in team games, developing simple tactics for attacking and defending	Striking and fielding Tennis/rounders/tri golf Throw and catch different sized balls. Strike a ball from a stationary position. Strike a ball which has been thrown. Send and receive a ball in a variety of ways.	Athletics Contributing to teams. Throw at a target aim for accuracy. Use correct techniques in running races (stay in lane) Understand concept of a relay exchange a baton with a partner.
Y3	Swimming	Swimming	Real PE unit 3	Real PE unit 4	Real PE unit 5	Real PE unit 6
	Ball skills /Real PE unit 1	Gymnastics Real gym 1	Athletics Recording results Take part in a range of track and field activities.	Orienteering/Invasion games Follow a map. Recognise symbols on the map. Use a key to find symbols on a map.	Real Dance	Striking and fielding Cricket/tennis
Y4	Real PE Unit 1	Real PE Unit 2	Real PE unit 3	Real PE unit 4	Real PE unit 5	Real PE unit 6
	Orienteering	Gymnastics/Dance	Ball skills – dribbling, catching, throwing, shooting.	Invasion games	Striking and fielding Cricket/ tennis / rounders	Athletics Understanding Personal bests
UKS2	Real PE Unit 1 Cognitive I review analyse and evaluate my own and others strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others work. I can identify specific parts of performance to work on. I can understand ways to judge performance. I can use my awareness of space and others to make good decisions	Real PE Unit 2 I can effectively disguise what I am going to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging	Real PE unit 3 Social I can involve others and motivate those around me to perform better. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Real PE unit 4 Physical I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. (Due to hall space availability and weather) Y5 Karate Strength and conditioning – understanding of physical health. I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify	Real PE unit 5 Physical I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.	Real PE unit 6 I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.



Year 5	<p>Iri Golf (All lessons to teach are within the red golf bag) Target mats and Velcro balls to be used for chipping lessons to target practice.</p>	<p>Gymnastics/Dance WALT: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Ball skills – WALT: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>	<p>Y5 Karate Strength and conditioning – understanding of physical health. I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>	<p>Athletics Strength and conditioning – understanding of physical health. I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>
Year 6	<p>Invasion games Children will participate in a wide variety of competitive games, attacking and defending with confidence and using appropriate technique. Pupils should begin developing the game skills of chasing, shadowing, dodging, and evading. Applied to games such as handball, football, rugby, basketball, netball, bench ball.</p>	<p>Real gym WALT: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Choose from a mixture of rhythmic, bench, acrobatic and climbing sequences from the real gym website lessons.</p>	<p>Ball skills Perform a range of passing, dribbling, shooting, movement with balls and apply to game activities. See school games ball skills competition for lesson ideas in shared folder.</p>	<p>Health and fitness Develop knowledge and understanding of definitions related to health and well-being. • Develop knowledge and understanding of the link between physical activity and positive health and well-being. • Develop knowledge and understanding of reasons for participating in physical activity. Learning outcomes • All students should be able to define physical, emotional and social health and well-being. • All students should be able to identify how physical activity and/or exercise can positively affect physical, social and emotional health and well-being.</p>	<p>Striking and fielding The children will learn how to catch, throw and bat across different distances with accuracy. They'll develop their fielding skills by learning how to 'attack the ball'. They'll also develop their skills of cooperation, exploring how working as a team helps to prevent the opposition from scoring points</p>	<p>Athletics officiating and umpiring. WALT: take part in outdoor and adventurous activity challenges both individually and within a team compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>

Each class is assigned one hall slot this is to be used at the class teachers discretion to suit the needs of the unit.