



# CURRICULUM DEVELOPMENT

# PE RECEPTION



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Can I negotiate space?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Negotiating space</li> <li>• Movement</li> <li>• Changing direction</li> </ul>	<p><b>Big Question:</b> How can I demonstrate different ways of moving?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Ways of moving under, over and around</li> </ul>	<p><b>Big Question:</b> How can I throw and catch?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Rolling</li> <li>• Throwing</li> <li>• Catching</li> </ul>	<p><b>Big Question:</b> Can I demonstrate balances?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Balancing skills</li> <li>• Movement games using equipment</li> </ul>	<p><b>Big Question:</b> Can I show skills through Gymnastics and Dance?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Dance</li> <li>• Sequences and pathways</li> </ul>	<p><b>Big Question:</b> How can I demonstrate ball skills?</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Ball games</li> <li>• Control</li> </ul>	<p><b>Moving and handling (end of year expectations):</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.</p> <p><b>Health and self-care (end of year expectations):</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Gross-motor skills (end of year expectations):</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with considerations for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>



# CURRICULUM DEVELOPMENT

# PE YEAR 1



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Can we follow instructions and practise safely? Can we work on tasks independently?</p> <p>PERSONAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Footwork</li> <li>• Static balance on one leg</li> </ul> <p><b>RealGym</b> Gymnastics skills - shape, travel, flight and rotation</p> <p><b>RealDance</b> Dance skills - solo and partner shapes, artistry</p>	<p><b>Big Question:</b> Can we work together sensibly, share and take turns?</p> <p>SOCIAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance</li> <li>• Agility</li> <li>• Jumping and landing</li> <li>• Seated balance</li> </ul> <p><b>RealGym</b> Gymnastics skills - shape, travel, flight and rotation</p> <p><b>RealDance</b> Dance skills - solo and partner shapes, artistry</p>	<p><b>Big Question:</b> Can we name things we are good at? Can we understand and follow simple rules?</p> <p>COGNITIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance on a line</li> <li>• Static balance - stance</li> </ul> <p><b>RealGym</b> Gymnastics skills - shape, travel, flight and rotation</p> <p><b>RealDance</b> Dance skills - solo and partner shapes, artistry</p>	<p><b>Big Question:</b> Can we explore and describe different movements?</p> <p>CREATIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Ball skills</li> <li>• Counter balance with a partner</li> </ul> <p><b>RealGym</b> Gymnastics skills - shape, travel, flight and rotation</p> <p><b>RealDance</b> Dance skills - solo and partner shapes, artistry</p>	<p><b>Big Question:</b> Can we perform skills and link movements together? Can we perform single skills with control?</p> <p>PHYSICAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Sending and receiving</li> <li>• Agility</li> <li>• Reaction/response</li> </ul> <p><b>RealGym</b> Gymnastics skills - shape, travel, flight and rotation</p> <p><b>RealDance</b> Dance skills - solo and partner shapes, artistry</p>	<p><b>Big Question:</b> Can we move and land safely?</p> <p>HEALTH AND FITNESS</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Ball chasing</li> <li>• Static balance</li> <li>• Floor work</li> </ul> <p><b>RealGym</b> Gymnastics skills - shape, travel, flight and rotation</p> <p><b>RealDance</b> Dance skills - solo and partner shapes, artistry</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, coordination, individually and with others.</p> <p>Children should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>



# CURRICULUM DEVELOPMENT

# PE YEAR 2



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Can we try several times if we don't succeed and ask for help when we need it?</p> <p>PERSONAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Footwork</li> <li>• Static balance on one leg</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, travel, flight and rotation</p> <p><b>RealDance</b> Solo and partner shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we help, praise and encourage others in their learning?</p> <p>SOCIAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <p>Dynamic balance</p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Jumping and landing</li> <li>• Seated balance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, travel, flight and rotation</p> <p><b>RealDance</b> Solo and partner shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we recognise similarities and differences in performance? Can we explain why someone is working well?</p> <p>COGNITIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance on a line</li> <li>• Static balance - stance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, travel, flight and rotation</p> <p><b>RealDance</b> Solo and partner shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we select and link movements to fit a theme? Can we compare movements and skills with each other?</p> <p>CREATIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Ball skills</li> <li>• Counter balance with a partner</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, travel, flight and rotation</p> <p><b>RealDance</b> Solo and partner shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we perform sequences with changes in level, direction or speed? Can we perform skills with control and consistency?</p> <p>PHYSICAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Sending and receiving</li> <li>• Agility</li> <li>• Reaction/response</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, travel, flight and rotation</p> <p><b>RealDance</b> Solo and partner shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we use equipment to move and land safely? Can we identify how our bodies feel before, during and after exercise?</p> <p>HEALTH AND FITNESS</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Ball chasing</li> <li>• Static balance</li> <li>• Floor work</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, travel, flight and rotation</p> <p><b>RealDance</b> Solo and partner shapes and circles, artistry (making)</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance, coordination, individually and with others.</p> <p>Children should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Can we begin to challenge ourselves? Do we know where we are with our learning? PERSONAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b> Coordination Footwork Static balance on one leg</p> <p><b>RealGym</b> Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we show and tell others our ideas? Can we show patience and support and listen to feedback? SOCIAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance</li> <li>• Agility</li> <li>• Jumping and landing</li> <li>• Seated balance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we identify areas for improvement? Can we explain what we are doing well? COGNITIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance on a line</li> <li>• Static balance - stance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we respond differently to a variety of tasks? Can we make up our own rules and versions of activities? CREATIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Ball skills</li> <li>• Counter balance with a partner</li> </ul> <p><b>RealGym</b> Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we select and apply skills with control and consistency? Can we perform and repeat longer sequences with clear shapes and controlled movement? PHYSICAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Sending and receiving</li> <li>• Agility</li> <li>• Reaction/response</li> </ul> <p><b>RealGym</b> Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p><b>Big Question:</b> Can we explain why we need to warm up and cool down? Can we describe how and why our bodies change during exercise? HEALTH AND FITNESS</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Ball chasing</li> <li>• Static balance</li> <li>• Floor work</li> </ul> <p><b>RealGym</b> Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>



# CURRICULUM DEVELOPMENT

# PE YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Can we begin to challenge ourselves? Do we know where we are with our learning?</p> <p>PERSONAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Footwork</li> <li>• Static balance on one leg</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, rotation, acrobatic sequences, rotation sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p><b>Big Question:</b> Can we show and tell others our ideas? Can we show patience and support and listen to feedback?</p> <p>SOCIAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance</li> <li>• Agility</li> <li>• Jumping and landing</li> <li>• Seated balance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p><b>Big Question:</b> Can we identify areas for improvement? Can we explain what we are doing well?</p> <p>COGNITIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance on a line</li> <li>• Static balance - stance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p><b>Big Question:</b> Can we respond differently to a variety of tasks? Can we make up our own rules and versions of activities?</p> <p>CREATIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Ball skills</li> <li>• Counter balance with a partner</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p><b>Big Question:</b> Can we select and apply skills with control and consistency? Can we perform and repeat longer sequences with clear shapes and controlled movement?</p> <p>PHYSICAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Sending and receiving</li> <li>• Agility</li> <li>• Reaction/response</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p><b>Big Question:</b> Can we explain why we need to warm-up and cool-down? Can we describe how and why our bodies change during exercise?</p> <p>HEALTH AND FITNESS</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Ball chasing</li> <li>• Static balance</li> <li>• Floor work</li> </ul> <p><b>RealGym</b> Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p><b>Big Question:</b> Can we cope well and react positively when things are difficult? Can we persevere with tasks and improve performance through practice?</p> <p>PERSONAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Footwork</li> <li>• Static balance on one leg</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we organise roles and responsibilities and guide small groups? Can we cooperate well together and deliver helpful feedback?</p> <p>SOCIAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance</li> <li>• Agility</li> <li>• Jumping and landing</li> <li>• Seated balance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we use awareness of space and others to make decisions? Can we understand ways to judge performance?</p> <p>COGNITIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance on a line</li> <li>• Static balance - stance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we change tactics, rules or tasks to add fun or challenge? Can we link actions and develop sequences to express our ideas?</p> <p>CREATIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Ball skills</li> <li>• Counter balance with a partner</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we link actions together so they flow? Can we perform a variety of movements and skills with good body tension?</p> <p>PHYSICAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Sending and receiving</li> <li>• Agility</li> <li>• Reaction/response</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we record and monitor how hard we are working? Can we explain how often and for how long we should exercise? Can we describe the basic fitness components?</p> <p>HEALTH AND FITNESS</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Ball chasing</li> <li>• Static balance</li> <li>• Floor work</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>



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<p><b>Big Question:</b> Can we cope well and react positively when things are difficult? Can we persevere with tasks and improve performance through practice?</p> <p>PERSONAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Footwork</li> <li>• Static balance on one leg</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we organise roles and responsibilities and guide small groups? Can we cooperate well together and deliver helpful feedback?</p> <p>SOCIAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance</li> <li>• Agility</li> <li>• Jumping and landing</li> <li>• Seated balance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we use awareness of space and others to make decisions? Can we understand ways to judge performance?</p> <p>COGNITIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Dynamic balance on a line</li> <li>• Static balance - stance</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we change tactics, rules or tasks to add fun or challenge? Can we link actions and develop sequences to express our ideas?</p> <p>CREATIVE</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Ball skills</li> <li>• Counter balance with a partner</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we link actions together so they flow? Can we perform a variety of movements and skills with good body tension?</p> <p>PHYSICAL</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Coordination</li> <li>• Sending and receiving</li> <li>• Agility</li> <li>• Reaction/response</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p><b>Big Question:</b> Can we record and monitor how hard we are working? Can we explain how often and for how long we should exercise? Can we describe the basic fitness components?</p> <p>HEALTH AND FITNESS</p> <p><b>Overview of knowledge, understanding and skills (key concepts):</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Ball chasing</li> <li>• Static balance</li> <li>• Floor work</li> </ul> <p><b>RealGym</b> Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p><b>RealDance</b> Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>