



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
AGES 2-3	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Start and stop with control when walking. • Walk up and down steps independently with support of rail. • Use climbing equipment with support. • Move around obstacles changing directions and avoiding collisions. • Follow simple movement instructions. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Explore climbing and balancing equipment. • Push self along with legs and feet on ride-on toys. • Kick a large ball forwards from standing. • Use hands to get from floor to standing. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Walk up and down small hills and slopes. • Climb on playground equipment using hands and feet. • Run with increasing co-ordination and balance. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Jump from slightly raised surface landing with control. • Engage in basic throwing and catching activities with a large ball. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Extend arms to catch a ball. • Throw a ball with some aim. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Get up from the floor without needing to use hands. • Climb on larger play structures independently. 	<ul style="list-style-type: none"> • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
AGES 3-4	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Enjoy starting to kick, throw and catch balls. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Use the climbing equipment outdoors with support. • Climb up steps with support. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Use the climbing equipment outdoors more independently. • Balance on a bike or scooter. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Ride a bike or scooter with good control. • Be able to turn to go in different directions when riding bikes/scooters. • Climb, balance, run, jump, skip with good control. • Know how to make a ball go in the direction intended when kicking or throwing. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Be more adventurous on the climbing equipment. 	<p>Children will be learning to...</p> <ul style="list-style-type: none"> • Go in and out of obstacles/cones on their bike or scooter. • Throw and catch with increasing accuracy. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.



CURRICULUM DEVELOPMENT

PE RECEPTION



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Can I negotiate space?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Negotiating space Movement Changing direction 	<p>Big Question: How can I demonstrate different ways of moving?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Ways of moving under, over and around 	<p>Big Question: How can I throw and catch?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Rolling Throwing Catching 	<p>Big Question: Can I demonstrate balances?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Balancing skills Movement games using equipment 	<p>Big Question: Can I show skills through Gymnastics and Dance?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Gymnastics Dance Sequences and pathways 	<p>Big Question: How can I demonstrate ball skills?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Ball games Control 	<p>Moving and handling (end of year expectations): 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>Health and self-care (end of year expectations): 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>Gross-motor skills (end of year expectations):</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with considerations for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



CURRICULUM DEVELOPMENT

PE YEAR 1



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Can we follow instructions and practise safely? Can we work on tasks independently?</p> <p>PERSONAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Footwork • Static balance on one leg <p>RealGym Gymnastics skills - shape, travel, flight and rotation</p> <p>RealDance Dance skills - solo and partner shapes, artistry</p>	<p>Big Question: Can we work together sensibly, share and take turns?</p> <p>SOCIAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance • Agility • Jumping and landing • Seated balance <p>RealGym Gymnastics skills - shape, travel, flight and rotation</p> <p>RealDance Dance skills - solo and partner shapes, artistry</p>	<p>Big Question: Can we name things we are good at? Can we understand and follow simple rules?</p> <p>COGNITIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance on a line • Static balance - stance <p>RealGym Gymnastics skills - shape, travel, flight and rotation</p> <p>RealDance Dance skills - solo and partner shapes, artistry</p>	<p>Big Question: Can we explore and describe different movements?</p> <p>CREATIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Ball skills • Counter balance with a partner <p>RealGym Gymnastics skills - shape, travel, flight and rotation</p> <p>RealDance Dance skills - solo and partner shapes, artistry</p>	<p>Big Question: Can we perform skills and link movements together? Can we perform single skills with control?</p> <p>PHYSICAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Sending and receiving • Agility • Reaction/response <p>RealGym Gymnastics skills - shape, travel, flight and rotation</p> <p>RealDance Dance skills - solo and partner shapes, artistry</p>	<p>Big Question: Can we move and land safely?</p> <p>HEALTH AND FITNESS</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Agility • Ball chasing • Static balance • Floor work <p>RealGym Gymnastics skills - shape, travel, flight and rotation</p> <p>RealDance 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>Pupils should be able to:</p> <ul style="list-style-type: none"> • 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. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.



CURRICULUM DEVELOPMENT

PE YEAR 2



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Can we try several times if we don't succeed and ask for help when we need it?</p> <p>PERSONAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Footwork • Static balance on one leg <p>RealGym Gymnastics skills - Balance, travel, flight and rotation</p> <p>RealDance Solo and partner shapes and circles, artistry (making)</p>	<p>Big Question: Can we help, praise and encourage others in their learning?</p> <p>SOCIAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Dynamic balance</p> <ul style="list-style-type: none"> • Agility • Jumping and landing • Seated balance <p>RealGym Gymnastics skills - Balance, travel, flight and rotation</p> <p>RealDance Solo and partner shapes and circles, artistry (making)</p>	<p>Big Question: Can we recognise similarities and differences in performance? Can we explain why someone is working well?</p> <p>COGNITIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance on a line • Static balance - stance <p>RealGym Gymnastics skills - Balance, travel, flight and rotation</p> <p>RealDance Solo and partner shapes and circles, artistry (making)</p>	<p>Big Question: Can we select and link movements to fit a theme? Can we compare movements and skills with each other?</p> <p>CREATIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Ball skills • Counter balance with a partner <p>RealGym Gymnastics skills - Balance, travel, flight and rotation</p> <p>RealDance Solo and partner shapes and circles, artistry (making)</p>	<p>Big Question: Can we perform sequences with changes in level, direction or speed? Can we perform skills with control and consistency?</p> <p>PHYSICAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Sending and receiving • Agility • Reaction/response <p>RealGym Gymnastics skills - Balance, travel, flight and rotation</p> <p>RealDance Solo and partner shapes and circles, artistry (making)</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Agility • Ball chasing • Static balance • Floor work <p>RealGym Gymnastics skills - Balance, travel, flight and rotation</p> <p>RealDance 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>Pupils should be able to:</p> <ul style="list-style-type: none"> • 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. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Can we begin to challenge ourselves? Do we know where we are with our learning? PERSONAL</p> <p>Overview of knowledge, understanding and skills (key concepts): Coordination Footwork Static balance on one leg</p> <p>RealGym Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p>Big Question: Can we show and tell others our ideas? Can we show patience and support and listen to feedback? SOCIAL</p> <p>Overview of knowledge, understanding and skills (key concepts): • Dynamic balance • Agility • Jumping and landing • Seated balance</p> <p>RealGym Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p>Big Question: Can we identify areas for improvement? Can we explain what we are doing well? COGNITIVE</p> <p>Overview of knowledge, understanding and skills (key concepts): • Dynamic balance on a line • Static balance - stance</p> <p>RealGym Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p>Big Question: Can we respond differently to a variety of tasks? Can we make up our own rules and versions of activities? CREATIVE</p> <p>Overview of knowledge, understanding and skills (key concepts): • Coordination • Ball skills • Counter balance with a partner</p> <p>RealGym Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts): • Coordination • Sending and receiving • Agility • Reaction/response</p> <p>RealGym Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making)</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts): • Agility • Ball chasing • Static balance • Floor work</p> <p>RealGym Gymnastics skills - Travel, mapping pathways (hand apparatus), rotation sequences (partner work), flight sequences (low apparatus), climbing sequences (low and large apparatus), balance</p> <p>RealDance 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • 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. • Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.



CURRICULUM DEVELOPMENT

PE YEAR 4



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Can we begin to challenge ourselves? Do we know where we are with our learning?</p> <p>PERSONAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Footwork • Static balance on one leg <p>RealGym Gymnastics skills - Balance, rotation, acrobatic sequences, rotation sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p>Big Question: Can we show and tell others our ideas? Can we show patience and support and listen to feedback?</p> <p>SOCIAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance • Agility • Jumping and landing • Seated balance <p>RealGym Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p>Big Question: Can we identify areas for improvement? Can we explain what we are doing well?</p> <p>COGNITIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance on a line • Static balance - stance <p>RealGym Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Ball skills • Counter balance with a partner <p>RealGym Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Sending and receiving • Agility • Reaction/response <p>RealGym Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Agility • Ball chasing • Static balance • Floor work <p>RealGym Gymnastics skills - Balance, rotation, acrobatic sequences (partner work), flight sequences (with ropes), travel, group sequences (low and large apparatus)</p> <p>RealDance 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • 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. • Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Footwork • Static balance on one leg <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: Can we organise roles and responsibilities and guide small groups? Can we cooperate well together and deliver helpful feedback?</p> <p>SOCIAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance • Agility • Jumping and landing • Seated balance <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: Can we use awareness of space and others to make decisions? Can we understand ways to judge performance?</p> <p>COGNITIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance on a line • Static balance - stance <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Ball skills • Counter balance with a partner <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Sending and receiving • Agility • Reaction/response <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Agility • Ball chasing • Static balance • Floor work <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • 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. • Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Footwork • Static balance on one leg <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: Can we organise roles and responsibilities and guide small groups? Can we cooperate well together and deliver helpful feedback?</p> <p>SOCIAL</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance • Agility • Jumping and landing • Seated balance <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: Can we use awareness of space and others to make decisions? Can we understand ways to judge performance?</p> <p>COGNITIVE</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Dynamic balance on a line • Static balance - stance <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Ball skills • Counter balance with a partner <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Coordination • Sending and receiving • Agility • Reaction/response <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance Dance skills - Solo and partnering shapes and circles, artistry (making), partnering lifts, artistry musicality</p>	<p>Big Question: 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>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Agility • Ball chasing • Static balance • Floor work <p>RealGym Gymnastics skills - Hand apparatus, low apparatus, rhythmic sequences, bench sequences, partner work, acrobatic sequences, large apparatus, climbing sequences</p> <p>RealDance 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns. • 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. • Swimming and water safety: pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations.