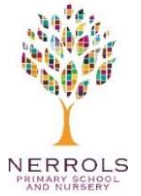


Physical Education and Sport



Physical Education and Sport



Intent

At Nerrols Primary School and Nursery we aim for all our children to develop a love of physical activity and sport that will last a lifetime. We offer our children a broad and varied physical education and sports provision and encourage every child to try new activities with the aim of finding that something special that interests them and that they wish to continue participating in as they move onto secondary school and beyond.

We want all children leaving Nerrols Primary School to leave physically literate, with the knowledge, skills and motivation necessary to lead a healthy and active life. Our physical education and sports curriculum is carefully designed and structured to offer both support and challenge as our children develop the key abilities needed to be successful within PE, sport and across the wider curriculum. Throughout their time at Nerrols, our children become increasingly skilled and develop an awareness of the social, emotional, personal and creative gains that can be had from physical activity.

Implementation

Nerrols Primary School and Nursery is a 'Real Legacy School', working in partnership with Create Development. Our PE and sports curriculum is carefully sequenced to ensure progression of knowledge and skills throughout a child's early and primary education, enabling them to build upon prior experiences and apply knowledge, skills and understanding fluently and with confidence.

All children in Key Stage One and Two have two hours of PE and sport curriculum time a week. One session is a Real PE session which focuses on developing the fundamental skills of agility, balance and coordination which can then be transferred to a variety of contexts. The second session focuses on gymnastics, dance or sports. Children in Year 3 and 4 also undertake swimming lessons.



As well as developing children's physical skills and abilities, our teaching also develops children's wider learning behaviours through 'multi ability cogs' of applying physical, health and fitness, creative, cognitive, personal and social. The multi ability cogs underpin all Real PE, Real Gym and Real Dance sessions and develop the key abilities children need to be successful in PE, sport and the wider curriculum.

Scope and sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Real Dance	Real Gym	Invasion	Net and Wall	Athletics	Striking and Fielding
Year 1	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Real Dance	Real Gym	Invasion	Net and Wall	Athletics	Striking and Fielding
Year 2	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Real Dance	Real Gym	Invasion	Net and Wall	Athletics	Striking and Fielding
Year 3	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Swimming	Swimming	Real Gym	Real Dance	Athletics	Striking and Fielding
Year 4	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Real Dance	Real Gym	Striking and Fielding	Athletics	Swimming	Swimming
Year 5	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Real Dance	Real Gym	Invasion	Net and Wall	Athletics	Striking and Fielding
Year 6	Real PE: Personal	Real PE: Social	Real PE: Cognitive	Real PE: Creative	Real PE: Applying Physical	Real PE: Health and Fitness
	Real Dance	Real Gym	Invasion	Net and Wall	Athletics	Striking and Fielding

Real PE

In Real PE, six units of learning are covered each academic year: personal, social, cognitive, creative, physical and health and fitness. The sessions typically follow a warm up, skill, skill application and cool down/review cycle. The skill element is made up of twelve fundamental skills. Each year group will focus on two fundamental skills each half term.

Real Gym

In Real Gym, the skill element is made up of five key areas or fundamental movement skills: shape, flight, balance, travel, rotation. Each skill is explored and developed through seven stages. The first three help the children develop their skills through floor work, with the remaining four stages showing how they can begin to develop their skills in different contexts – hand apparatus, low apparatus, partner work and large apparatus.

Real Dance

In Real Dance, sessions focus on the personal multi ability cog as they are taught alongside Real PE in Autumn 1. The sessions typically follow a warm up, skill, skill application/dress up your performance, and review cycle. The skill element is made up of six dance skills: shapes solo, circles solo, partnering shapes, partnering circles, artistry abstraction, and artistry.

Sport

In Sport sessions, the children develop their skills in the following areas: invasion, net and wall, athletics, and striking and fielding. These sessions enable the children to apply their physical skills across a range of games/sports, including badminton, basketball, cricket, football, hockey, netball, rounders and tennis.

Swimming and water safety

In Year 3 and Year 4, our children have a block of weekly swimming sessions to develop their swimming and water safety skills. These sessions are planned and delivered by trained swimming instructors who provide targets for each of the ability groups. There are further opportunities to develop swimming skills for some children in Year 5 so that all children are confidently able to swim a distance of at least 25 metres.

Outdoor and Adventurous Activities

In Key Stage Two, our children undertake outdoor and adventurous activities (OAA) both individually and within teams and have the opportunity to go on OAA residential visits.

In the Early Years, we build upon children's natural wish to play, move and be active. Physical development is vital to children's all round development and enables them to pursue happy, healthy and active lives. We work hard to provide a wide range of activities and opportunities for children to develop both their fine and gross motor skills and to develop strength, control, proprioception and balance. Alongside the diverse range of physical activities and challenges presented each day, we also offer our Early Years children gymnastics sessions, yoga sessions and deliver 'Real Foundations' sessions in Foundation Stage One and 'Real PE' sessions in Foundation Stage Two. These sessions support children in exploring movement and activity through a play-based thematic approach to develop their fundamental movement skills. Throughout the children's learning in the Early Years we provide opportunities to develop and practise the control children have of their bodies, develop confidence and skill in gross motor movement, develop spatial awareness and coordination and encourage fine motor skills

Throughout the Real Foundations and Real PE programmes, our EYFS and Key Stage One children develop their fundamental movement skills and become increasingly competent and confident in extending their agility, balance and coordination, both individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. As children move into Key Stage Two, they 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 develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Our children all participate in competitive activity and sports, building character and helping to embed values such as fairness and respect. As they move through the school, our children become increasingly proficient at taking on leadership roles including providing feedback and coaching within sessions. As our children move into upper Key Stage Two, they have the opportunity to develop their leadership skills further and are able to apply to become Sports Leaders, leading games and physical activities for younger children and supporting our annual Sports Day.

At Nerrols Primary School and Nursery, the children are encouraged to engage in competitive sports and activities. Each half term, each class participates in an intra-sport competition, organised and led by the PE lead and sports leaders. Nerrols Primary School and Nursery is part of the Richard Huish Education Group that spans primary, secondary and further education. The PE leads from each setting work closely together to provide opportunities for inter-school competitions.

At Nerrols, break times and lunchtimes play an important role in developing our children's social and emotional skills and encouraging our children to be physically active. We encourage our children to engage in a wide variety of games and activities and provide a range of resources to support this.

We believe that developing and enhancing a love of physical activity is vital in inspiring a healthy and active generation. Every fortnight, the children complete a physical activity home learning task, encouraging children to share their learning with the wider family.

Wherever possible we seek opportunities to engage children and their families in physical activity through taking part in community initiatives such as 'Beat the Street', and through family FUNs sessions led by school staff.

In addition to curriculum content, we also provide a range of opportunities for our children to engage in extracurricular PE and sport clubs including gymnastics, football, archery, athletics and yoga. We work closely with the local community and signpost children to clubs and activities in the area.

Progression of skills






	Personal	Social	Applying physical	Cognitive	Creative	Health and Fitness
Expected End Key Stage One ↓	Stay on task with help I enjoy working on simple tasks with help	Play with others with help I can play with others and take turns and share with help.	Travel in different ways I can move confidently in different ways	Follow instructions I can follow simple instructions	Observe and copy I can observe and copy others	Describe simple changes I am aware of the changes to the way I feel when I exercise
	Stay on task I can follow instructions, practise safely and work on simple tasks by myself	Understand others I can work sensibly with other, taking turns and sharing.	Perform single skills I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	Observe and describe I can understand and follow simple rules. I can names some things I am good at.	Explore and describe I can explore and describe different movements.	Explain benefits of exercise I am aware of why exercise is important for good health
	Keep trying I try several times if at first I don't success and I ask for help when appropriate.	Help and encourage I can help, praise and enclosure others in their learning.	Perform simple sequences I can perform a range of skills with some control and consistency. I can perform a sequence of movement with some changes in level, direction or speed.	Recognise and order I can begin to order instructions, movements and skills. With help, I can recognise some similarities and differences in performance and explain why someone is working or performing well.	Compare and develop I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	Practise safely I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
Expected End Lower Key Stage Two ↓	Take control I know where I am with my learning and I have begun to challenge myself.	Work well with others I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Perform with control I can perform and create longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	Explain why I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement	Recognise and respond I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression	Explain why I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.
Expected End Upper Key Stage Two ↓	Consistently try to improve I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	Organise and guide 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.	Link with quality I can perform a variety of movement and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	Describe how to improve I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions	Refine and Change 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 challenging.	Explain how to exercise I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working
Exceeding	Embrace Challenge I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets	Improve others I can involve others and motivate those around me to perform better.	Combine with fluency I can use combination of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	Make good decisions I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.	Express, adapt and adjust I can respond imaginatively to different situation, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	Prepare myself for activity I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.
	Take responsibility for my learning I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.	Lead others I can involve others and motivate those around me to perform better.	Apply with consistency 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.	Analyse performance I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.	Variety of disguise I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience	Plan my own fitness 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.

Progression of Fundamental Movement Skills

	Static balance: 1 leg	Static balance: Seated	Static balance: Floor work	Static balance: Stance	Dynamic balance: On a line	Dynamic balance: Jumping and Landing
Expected – End of Key Stage One ↓	On both legs: 1. Stand still for 10 seconds.	1. Balance with both hands/feet down. 2. Balance with 1 hand/2 feet down. 3. Balance with 2 hands/1 foot down. 4. Balance with 1 hand/1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.	1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support.	1. Stand on line with good stance for 10 seconds.	1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble.	1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.
Expected End of Lower Key Stage Two ↓	On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.	1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.	1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing.	1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.
Expected – End of Upper Key Stage Two ↓	On both legs: 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed.	1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds.	1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support.	1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body.	1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed.	1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing.
	On both legs: 1. Complete 5 ankle extensions with eyes closed. 2. Complete 10 squats into ankle extensions with eyes closed. 3. Complete above 2 challenges on uneven surface with eyes open. 4. Complete first 2 challenges on uneven surface with eyes closed.	1. Reach and pick up cones from in front, to the side and from behind. 2. Reach and pick up cones from in front, to the side and from behind with eyes closed. 3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force. 4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.	Hold front support position with only 1 foot in contact with floor and transfer cone on and off back. 2. Rotate fluently from front support to back support, and then continue rotating with fluency.	1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body. 2. Strike small ball back to a partner with a racket. 3. Strike a small ball back to a partner from across body with a racket.	1. Sidestep in both directions. 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots. 3. Move sideways, stepping across body (lateral step-over). 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). 5. Complete blue challenges then above challenges with eyes closed.	1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions). 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).
	On both legs: 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand. 2. Perform above challenge with eyes closed. 3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.	1. Reach and pick up cones on the floor whilst on a bench, without losing balance. 2. Turn 360° in either direction, first on the floor then on a bench. 3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds. 4. Reach and pick up cones on the floor whilst on an uneven surface.	1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back. 2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.	1. Throw and catch small ball, catching across body with either hand. 2. Throw and catch 2 balls alternately, catching across body with either hand. 3. Volley large ball back to a partner with either foot.	1. Lunge walk backwards. 2. Lunge walk backwards with opposite elbow at 90°. 3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°. 4. Perform above challenges with eyes closed.	1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides). 2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides). 3. Jump 2 feet to 2 feet with 360° turn (in both directions).

	Counter balance: In pairs	Coordination: sending and receiving	Coordination: Ball skills	Coordination: Footwork	Agility: ball chasing	Agility: Reaction and response
Expected – End of Key Stage 1 ↓	1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. 3. Throw large ball and catch the rebound with 2 hands.	1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right & left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands.	1. Side-step in both directions 2. gallop, leading with either foot 3. Hop of either foot 4 skip	1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce.
	1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally.	1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand.	1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).	1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.
Expected End of Lower Key Stage Two ↓	1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed.	1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning.	In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times.	1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.	1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
Expected – End of Upper Key Stage Two ↓	1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot.	1. Alternately throw and catch 2 tennis balls against a wall. 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions.	In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.	1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.	1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.	From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.
	1. Complete all blue challenges with eyes closed. 2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together. 3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.	1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes. 2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.	In 20 seconds or less: 1. Stand with legs apart and complete 20 front to back catches with a bounce in between. 2. Perform above 30 times without ball bouncing in between. 3. Complete above tasks with head up throughout. 4. Complete 11 overhead throw and catches.	1. Move in 3-step zigzag pattern while alternating knee raise and foot behind. 2. Move backwards in 3-step zigzag pattern with cross-over (swerve). 3. Move backwards in 3-step zigzag pattern with knee raise across body.	1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce. 2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.	From 1, 2 and 3 metres: 1. React to call from partner when they drop a ball, turn and catch it after 1 bounce. 2. Perform above challenge but react to sound of the bounce rather than call.
	1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position. 2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position.	1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously. 2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously.	In 20 seconds or less: 1. Complete 12 long circle (forwards and then backwards). 2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).	1. Move backwards in 3-step zigzag pattern with foot behind. 2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind.	1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce. 2. Perform above challenge but catch ball on instep of foot and lower it to the ground.	From 1, 2 and 3 metres: 1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg. 2. Perform above challenge but react to sound of bounce rather than call. 3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.

Real Gym: Progression of skills

FUNS links:	 Shape Static balance: One leg Static balance: Seated Static balance: floor work Static balance: stance	 Balance Static balance: One leg Static balance: Seated Static balance: floor work Static balance: with a partner	 Travel Dynamic balance: On a line Dynamic balance: Jumping and landing Coordination: Footwork	 Flight Dynamic balance: Jumping and landing Coordination: footwork	 Rotation Static balance: One leg Static balance: Seated Static balance: floor work Dynamic balance: On a line
Expected end of key stage one	Perform (Consolidated) Tricky Shape skills on the floor (1/2/3). Explore Tricky Shape skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Balance skills on the floor (1/2/3). Explore Tricky Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Travel skills on the floor (1/2/3). Explore Tricky Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Flight skills on the floor (1/2/3). Explore Tricky Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3). Explore Tricky Rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)
Expected end of lower key stage two	Perform (Consolidated) Trickier Shape skills on the floor (1/2/3). Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Balance skills on the floor (1/2/3). Perform (Consolidated) Tricky Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Travel skills on the floor (1/2/3). Perform (Consolidated) Tricky Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Flight skills on the floor (1/2/3). Perform (Consolidated) Tricky Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Rotation skills on the floor (1/2/3). Perform (Consolidated) Tricky Rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)
Expected end of upper key stage two	Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3). Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Balance skills on the floor (1/2/3). Perform (Consolidated) Trickier Balance skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Travel skills on the floor (1/2/3). Perform (Consolidated) Trickier Travel skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Flight skills on the floor (1/2/3). Perform (Consolidated) Trickier Flight skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Rotation skills on the floor (1/2/3). Perform (Consolidated) Trickier Rotation skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)
Exceeding	Perform (Consolidated) Trickiest Shape skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) Perform (Consolidated) Trickier Shape skills (1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) Perform (Consolidated) Trickier Balance skills (1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) Perform (Consolidated) Trickier Travel skills (Travel 1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) Perform (Consolidated) Trickier Flight skills (Flight 1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) Perform (Consolidated) Trickier Rotation skills (Rotation 1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

Impact

Review cycles are embedded into each unit of work and within each session, the children are encouraged to reflect adapt and review in order to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Children are encouraged to assess and evaluate both their own learning and that of other pupils. This helps them to appreciate how they can improve their performance, and identify their next steps. Regular checks on learning are built into all sessions and a more formal assessment is made at the end of each unit using the Create Development Assessment Wheels.

Opportunities for teachers to meet to review children's physical education and sports assessments across the school and to 'standardise' judgements are built into the school calendar. The PE lead monitors PE and Sport across the school, ensuring the policy is adhered to.

Appendix



Department
for Education

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.