

EYFS Spring 1

Physical Development

Real PE scheme of learning theme 'Cognitive skills'; dynamic and static balances

Large scale movements and challenges to develop gross-motor strength in arms and core muscles



Climbing on the large apparatus in a variety of ways, challenging ourselves and taking measured risks

Developing fine motor control over tools such as tweezers, cutlery, pencils and paintbrushes



EYFS Spring 2

Physical Development

RealPE scheme of learning theme: 'Creative skills'; Ball skills and Counter-balances



Working on catching, aiming, throwing, kicking and passing different size balls

Developing core strength skills in variety of ways, outside and inside

Developing fine motor control with handwriting practice and 'funky fingers' activities



Year 1 Spring 1



Indoor PE- Gymnastics using mats and apparatus

Benches	Agility tables	Mats	Landing
Safety	Sequence	Tums	Movements

Outdoor PE- Real PE unit 3: Dynamic and static balances

Balance	Movement	Forwards	Backwards
Fluidity	Stance	Low beam	Strength

Year 1 Spring 2



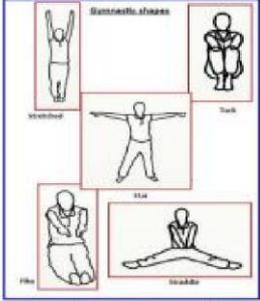
PE -

Indoor PE- Real PE Unit 4 - co-ordination (ball skills) and counter balance (with a partner)

Outdoor PE- Striking and Fielding

Vocabulary: strike, hit, catch, movement, skill, control, balance

Year 2 Spring 1

<h3 style="text-align: center;">P.E - Gymnastics</h3> <p>In Gymnastics, you will be focusing on and learning the correct and safe technique to perform different rolls such as log roll, teddy-bear roll and forward roll.</p>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td>action</td> <td>balance</td> <td>control</td> <td>curl</td> </tr> <tr> <td>direction</td> <td>movement</td> <td>roll</td> <td>sequence</td> </tr> <tr> <td>shape</td> <td>speed</td> <td>tense</td> <td>travel</td> </tr> </table>	action	balance	control	curl	direction	movement	roll	sequence	shape	speed	tense	travel	<h3 style="text-align: center;">P.E – Real PE</h3>  <p>In real PE sessions, you will learn to recognise similarities and differences in performance. You will learn to explain why someone is working or performing well.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>balance</td> <td>circuit</td> <td>collaborate</td> <td>dynamic</td> </tr> <tr> <td>movement</td> <td>skills</td> <td>stance</td> <td>transfer</td> </tr> </table>	balance	circuit	collaborate	dynamic	movement	skills	stance	transfer
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Year 2 Spring 2

<h3 style="text-align: center;">P.E – Invasion Games</h3> <p>You will begin to use the terms attacking and defending, throw and catch a ball with a partner using different techniques, kick a ball whilst moving, pass a ball in different ways and begin to use throwing, catching and kicking skills.</p>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td>throw</td> <td>attack</td> <td>dribble</td> <td>invasion</td> </tr> <tr> <td>catch</td> <td>defend</td> <td>release</td> <td>teamwork</td> </tr> </table>	throw	attack	dribble	invasion	catch	defend	release	teamwork	<h3 style="text-align: center;">P.E – Real PE</h3> <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>balance</td> <td>circuit</td> <td>collaborate</td> <td>dynamic</td> </tr> <tr> <td>movement</td> <td>skills</td> <td>stance</td> <td>transfer</td> </tr> </table>	balance	circuit	collaborate	dynamic	movement	skills	stance	transfer
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Year 3 Spring 1

You will be improving your basketball skills this half term, by learning to accurately pass and receive a ball, dribble and shoot. Your Real PE unit will be based on the cognitive cog. You will begin to order instructions movements and skills



dribble	bounce	possession	travelling
defend	challenge	fluidity	dynamic balance

Year 3 Spring 2

PE

Your Real PE unit on Wednesdays this half-term is based on the Creative cog. You will begin to link actions and develop sequences of movements that express your own ideas. You will also be improving your ball and racket skills on Mondays, by learning to play tennis.



Coordination

Sending

Receiving

Throw

Rebound

Accuracy

Aim

Cooperation

Rally

Serve

Control

Year 4 Spring 1



P.E. - Real PE
In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

Key vocabulary: improvement, angle, fluidly, attacking, defending, complete, increasing.

PE - Dance - The Water Cycle

This Y4 dance unit will teach you a range of different dance techniques, with the aim of producing an interesting and varied dance phrase that represents the water cycle. In each session, you will explore a different stage of the water cycle and will practise and apply dance techniques. You will learn a variety of skills: to design your own dance phrases; link and combine movements; perform with expression; respond to a changing stimulus; create and perform a dance phrase using a range of techniques.

Key vocabulary: Improvisation, Stimuli, Movement phrases, Patterns, Unison, Canon, Repetition, Dance motif, Levels, Directions, Speed, Dynamics, Focus.



Year 4 Spring 2



P.E. - Creative

Learning Behaviour



Recognise and Respond

Emerging

- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.

Expected

- I can make up my own rules and versions of activities.
- I can recognise similarities and differences in movements and expression.

Exceeding

- I can link actions and develop sequences of movements that express my own ideas.
- I can change tactics, rules or tasks to make activities more fun or more challenging.

Fundamental Movement Skills



Coordination
Sending and Receiving



Counter Balance
Counter Balance

In this unit, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

- Emerging**
I can complete **some** Red challenges
- Expected**
I can complete **all** Red challenges
- Exceeding**
I can complete **some** Blue challenges

PE - Gymnastics

Prior knowledge

- Adapt sequences to suit different apparatus
- Complete actions with increasing balance and control
- Jumps using rotation
- Straight and barrel roll
- Forward and Straddle Roll
- Bridge
- Observing and providing feedback
- Selecting and applying actions
- Evaluation and improving sequences

Physical skills developed in this topic

- Perform rolls with control
- Control in landing rotation jumps
- Strength in bridge and shoulder stand

Knowledge and skills covered in this topic

- Plan and perform sequences with a partner with a change of level and shape
- Provide feedback using appropriate language
- Perform balances individually and with a partner
- Explain what happens to the body when exercising

Key words

- Mat:** Spongy mat to practise gymnastics on
- Locomotion:** Controlled movement
- Apparatus:** Equipment used to jump onto, jump off, climb on
- Straddle:** Shape with legs apart
- Routine:** Sequence of shapes linked together, memorised and practised
- Quality:** To a standard or with a degree of excellence
- Technique:** A particular way of carrying out a task
- Rotation:** Turning body
- Sequence:** An set of shapes or moves or jumps



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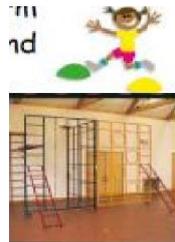
Year 5 Spring 1

PE Cognitive Cog and Gymnastics

On a Wednesday, you will be learning how to safely use gymnastic equipment and learning how to balance, climb and perform skills. The Real PE unit is on a Friday this half-term and is based on the cognitive cog. You will develop and apply your stance and footwork through focused skill development sessions, modified/non-traditional games and sports.

Key Vocabulary:

- cooperate - work together towards an end goal.
- negotiate - reaching an agreement or compromise through discussion.
- feedback - giving information about a person's performance which is used as a basis for improvement.
- balance - the ability to stay upright or stay in control of body movement.
- flexibility - the range of movement that is possible at a joint.
- technique - skill and ability that you develop through training and practice.



Year 5 Spring 2

PE – Dance and Creative Cog



On Wednesdays, you will be collaborating with your peers to create a dance performance displaying a variety of elements.

The Real PE unit on Fridays this half-term and is based on the Creative cog. You will be demonstrating your balance skills on the floor and seated. You will be creatively moving and balancing to develop sequences of movements and learning how to change tactics, rules or tasks to make activities more fun and challenging.



Key Vocabulary:

- o Movements - jump, roll, stop
- o Dynamic balance - remaining stable and balanced while moving
- o Static balance - remaining stable and balanced while stationary (not moving)
- o Dribble - take the ball forwards past opponents with slight touches of the feet or stick
- o Pass - kick, hit or throw the ball to another player on your side
- o Shoot - kick, hit or throw the ball in an attempt to score a goal
- o Mark - stay close to someone on the opposite team to stop them getting or passing the ball

Year 6 Spring 1

Spring 1 - Dodgeball

On Tuesdays this term year 6 will be playing dodgeball as part of the Cognitive cog. During this unit the children will learn how to develop their understanding of tactics and strategies that will increase success for themselves and their team, including methods to outwit an opponent.

They will also develop fundamental movement skills and apply them to help develop the skills required in a range of games and activities. For example, the ability to maintain balance under pressure and use footwork patterns, such as pivot and zig zag.



Key Vocabulary

specific, outwit, posture, strike, swerve, fluent



Game

Dodgeball (Invasion)

Year 6 Spring 2

Spring 2 - Seated Volleyball

On Tuesdays in Term 4 children in year will play seated volleyball as part of the Creative cog. This will help to develop fundamental movement skills and apply them to help develop the balance and stability skills required in a range of games and activities.

This game will also increase the shoulder strength and core strength to help send and receive effectively in games. Children will also need to respond imaginatively to different situations and develop activities by changing rules, tactics and strategies.



Game

Seated Volleyball

Key Vocabulary

imaginatively, adapt, adjust, centre of gravity, reach, rotating, transfer

