

	<b>Tunstead Primary School – PE Curriculum Progression</b> A list of objectives that an ‘average’ child for that year group should achieve. We believe there is no age-specific ceiling for a child’s achievements, so to differentiate, look at year groups above or below.						
Area of Study	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>REAL PE AREAS OF STUDY</b>	<b>Physical Development</b> <b>Gross Motor Skills ELG</b> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<b>National Curriculum</b> <b>Pupils should be taught to:</b> 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		<b>National Curriculum.</b> <b>Pupils should be taught to:</b> Use running, jumping, throwing and catching in isolation and in combination Take part in outdoor and adventurous activity challenges both individually and within a team 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 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
<b>Applying Physical Skills</b>	I can move confidently in different ways	I can perform a single skill or movement with basic control and coordination. I can perform a small range of skills and link two movements together.	I can perform a range of skills with some control and coordination consistently. I can perform a sequence of movements with some changes in level, direction or speed.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can 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.
<b>Personal</b>	I enjoy working on simple tasks with help.	I can follow instructions, practise safely and work on simple tasks by myself.	I try several times, if at first I don’t succeed and I ask for help when appropriate.	I know where I am with my learning and I have begun to challenge myself.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
<b>Social</b>	I can play with others and take turns and share with help.	I can work sensibly with others, taking turns and sharing.	I can help praise and encourage others in their learning.	I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas	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.	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	I can involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.
<b>Cognitive</b>	I can follow simple instructions.	I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	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.	I can understand success 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.	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 strategies to outwit opponents	I can review, analyse and evaluate my own and others’ strengths and weaknesses. I can read and react to different game situations as they develop.
<b>Creative</b>	I can observe and copy others.	I can explore and describe different movements	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	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 expressions.	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 and challenging.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics, so they are different from or in contrast to others.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
<b>Knowledge and Understanding of Fitness and Health</b>	I am aware of the changes to the way I feel when I exercise	I am aware of why exercise is important for good health	I can use equipment appropriately and move and land safely. I can describe how my	I can describe my body changes before and after exercise. I can explain why we need to warm up and cool down.	I can describe basic fitness components and explain how often and how long I should exercise to be healthy. I can	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	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

			body feels before, during and after exercise.		record and monitor how hard I am working.		follow my own basic fitness programme
<b>Real Dance &amp; Real Gymnastics</b>		<b>National Curriculum</b> <b>Pupils should be taught to:</b> Perform dances using simple movement patterns.		<b>National Curriculum.</b> <b>Pupils should be taught to:</b> Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Copy and explore basic body actions and movement patterns.</li> <li>Select movements to create their own dance phrases with beginnings, middles and ends.</li> <li>Change speed and direction when travelling.</li> <li>Show awareness of body parts, points and position when making shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Copy, repeat and remember moves and shapes.</li> <li>Movement shows control and coordination.</li> <li>Perform a dance phrase with 2 or more joined movements.</li> <li>Move and jump with some control and awareness of space.</li> <li>Create a sequence using 2 or more linked actions.</li> <li>Show contrasts on use of body and shape e.g small, tall, straight, curved.</li> <li>Balance on different parts of the body and hold a still position.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with actions, dynamics, directions and levels.</li> <li>Remember and repeat dance phrases.</li> <li>Demonstrate control and coordination when performing a range actions with transitions.</li> <li>Devise, repeat and perform a short sequence that shows changes in speed, level and direction.</li> <li>Create a sequence using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Vary levels and speed within a dance sequence.</li> <li>Link movements into dance sequences.</li> <li>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling.</li> <li>Show changes of direction, speed and level during a gymnastic sequence.</li> <li>Create successful and stable balances and shapes.</li> <li>Decide on strategies, skills and equipment needed to complete a challenge based on previous experience.</li> </ul>	<ul style="list-style-type: none"> <li>Learn different dance styles, explaining the patterns and forms of dance.</li> <li>Actions are controlled and expressed.</li> <li>Perform a range of gymnastic actions with consistency, fluency and clarity of movement.</li> <li>Show body tension and extension and good weight transference when performing.</li> <li>Combine dynamics when making sequences using change of speed, level and direction.</li> </ul>	<ul style="list-style-type: none"> <li>Choreograph creative and imaginative dance sequences independently and in a group.</li> <li>Choreograph and perform more complex sequences.</li> <li>Demonstrate a consistent theme throughout a dance.</li> <li>Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements.</li> <li>Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances.</li> <li>Rehearse, refine and perfect gymnastic skills.</li> </ul>
<b>Swimming</b>		<b>National Curriculum</b> <b>Pupils should be taught to:</b>		<b>National Curriculum</b> <b>Pupils should be taught to:</b> 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.			
				<ul style="list-style-type: none"> <li>Explore and use skills, actions and ideas individually and in combination.</li> <li>Start to coordinate movement of arms and legs.</li> <li>Work with confidence in the water and explore and use skills, actions and ideas individually and in combination.</li> <li>Remember, repeat and link skills.</li> <li>Improve the control and coordination of their bodies in water.</li> <li>Swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>Use a range of strokes effectively.</li> <li>Perform safe self-rescue in different water based situations.</li> </ul>			

## Curriculum Map 2023 / 24

### Reception

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RA	<b>Real Foundations</b> <b>Real PE- Unit 1</b> <u>Personal</u> FUNS Station 10 and 1 <b>(Coordination</b> Footwork and Static <b>Balance</b> One Leg Standing) BIKE/ PIRATE	<b>Real PE- Unit 2</b> <u>Social</u> FUNS Station 6 and 2 <b>(Dynamic Balance to Agility-</b> Jumping and Landing and Static Balance Seated) SPACE/JUNGLE	<b>Real Gym- Unit 1</b> <u>Cognitive</u> Shape and Travel (low apparatus) Incorporate Real PE Unit 3- FUNS Station 5 and 4 (Dynamic Balance to Agility on a line and Static Balance- Stance) TRAIN/TIGHTROPE	<b>Real Dance- Unit 1</b> Incorporate Real PE Unit 4 <u>Creative</u> FUNS Station 9 and 7 Counter Balance SEASIDE	<b>Real PE Unit 5-</b> <u>Physical</u> FUNS Station 8 and 12 <b>(Coordination</b> Sending and Receiving and <b>Agility</b> Reaction and Response) JUGGLING/FAIRYTALE	<b>Real PE Unit 6-</b> <u>Health and Fitness</u> FUNS Station 11 and 3 (Agility Ball Chasing and Static <b>Balance</b> Floor Work) SQUIRREL/CAT
RB	Forest school	Forest school	Forest school	Forest school	Forest school	Forest school
Assessment	10: <b>Coordination</b> Footwork (BIKE) 1: Static <b>Balance</b> One leg (PIRATE)	6: <b>Dynamic Balance to Agility</b> Jumping and Landing (SPACE)			8: <b>Coordination</b> Sending and Receiving (JUGGLING) 12: <b>Agility</b> Reaction / Response (FAIRYTALE)	3: <b>Balance</b> Floor work (CAT)

## Year 1-2 Cycle 1 2022-2023

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1-2A	Year 1 Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 ( <b>Coordination</b> Footwork and One Leg Standing)	Year 1 Real Dance- Unit 1 <u>Creative</u> (6 weeks) Incorporating Year 1 Real PE Unit 3- FUNS Station 5 and 4 (Dynamic Balance to Agility on a line and Static Balance- Stance)	Year 1 Real PE Unit 2 <u>Cognitive</u> FUNS Station 6 and 2 ( <b>Dynamic Balance to Agility</b> - Jumping and Landing and Static Balance Seated)	Year 1 Athletics (Get Set 4 PE) <u>Social</u> Incorporating Year 1 Real PE Unit 3- FUNS Station 5 and 4 ( <b>Dynamic Balance to Agility</b> on a line and Static Balance- Stance)	Year 1 Real PE Unit 5 <u>Physical</u> FUNS Station 8 and 12 ( <b>Coordination</b> Sending and Receiving and <b>Agility</b> Reaction and Response) <i>Incorporating practise for Sports Day</i>	Year 1 Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 3 (Agility Ball Chasing and <b>Static Balance</b> Floor Work)
1-2B	Forest School every week <i>*Real Gym Year 1 Unit 1 &amp; 2 opportunities may be built into the timetable over the year</i>					
Assessment	10: <b>Coordination</b> Footwork 1: Static <b>Balance</b> One leg		6: <b>Dynamic Balance to Agility</b> Jumping and Landing		8: <b>Coordination</b> Sending and Receiving 12: <b>Agility</b> Reaction / Response	3: <b>Static Balance</b> Floor work

## Year 1-2 Cycle 2 2023-2024

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1-2A	Year 2 Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 ( <b>Coordination</b> Footwork and <b>Balance</b> One Leg Standing)	Year 2 Real Dance- Unit 1 (6 weeks) <u>Creative</u> Incorporating Year 2 Real PE Unit 3- FUNS Station 5 and 4 (Dynamic Balance to Agility on a line and Static Balance- Stance)	Year 2 Real PE- Unit 2 <u>Physical</u> FUNS Station 6 and 2 ( <b>Dynamic Balance to Agility</b> - Jumping and Landing and Static Balance Seated)	Year 2 Real PE- Unit 4 & 6 <u>Social</u> FUNS Station 9 and 7 ( <b>Coordination</b> Ball Skills and Counter Balance with a partner and Unit 6: lessons 4-6 <b>Static Balance</b> Floor Work)	Real PE Unit 5- <u>Cognitive</u> FUNS Station 8 and 12 ( <b>Coordination</b> Sending and Receiving and <b>Agility</b> Reaction and Response) <i>Incorporating practise for Sports Day</i>	Year 2 Net & Wall- (GetSet4PE) x8 lessons Incorporating Year 2 Real PE Unit 6: Lessons 1-3 <u>Health and Fitness</u> FUNS Station 11 and 3 (Agility Ball Chasing)
1-2B	Forest School every week <i>*Real Gym Year 2 Unit 1 &amp; 2 opportunities may be built into the timetable over the year</i>					
Assessment	10: <b>Coordination</b> Footwork 1: Static <b>Balance</b> One leg		6: <b>Dynamic Balance to Agility</b> Jumping and Landing	3: <b>Static Balance</b> Floor work	8: <b>Coordination</b> Sending and Receiving 12: <b>Agility</b> Reaction / Response	



### Year 3-4 Cycle 1 2022-2023

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3A	Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 ( <b>Coordination</b> Footwork and Static <b>Balance</b> One Leg Standing)	Real Dance Unit 1 (6 weeks)	Real PE- Unit 2 & 3 (lessons 1-3) <u>Social</u> FUNS Station 6 and 2 ( <b>Dynamic Balance to Agility-</b> Jumping and Landing and Static Balance Seated)	Real PE Unit 4- <u>Creative</u> FUNS Station 8 and 7 ( <b>Coordination</b> Sending and Receiving and Counter Balance with a partner)	Real PE Unit 5- <u>Physical</u> FUNS Station 12 and 3 ( <b>Agility</b> Reaction and Response and <b>Static</b> <b>Balance</b> Floorwork)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 4 (Agility Ball Chasing and Static Balance Stance)
3B	Swimming	Swimming	Invasion Games Netball (GetSet4PE)	Athletics /OAA Year 3- (GetSet4PE) <u>6 weeks</u>	Striking and Fielding – Rounders (GetSet4PE) <u>Cognitive</u> Incorporating Real PE Unit 3- lessons 3-6 FUNS Station 9 (Coordination Ball Skills)	Swimming
Assessment	10: <b>Coordination</b> Footwork 1: Static <b>Balance</b> One leg		6: <b>Dynamic Balance to Agility</b> Jumping and Landing	8: <b>Coordination</b> Sending and Receiving	12: <b>Agility</b> Reaction / Response 3: <b>Static Balance</b> Floor work	

### Year 3-4 Cycle 2 2023-2024

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4A	Real PE- Unit 1 <u>Personal</u> FUNS Station 10 and 1 ( <b>Coordination</b> Footwork and Static <b>Balance</b> One Leg Standing)	Real PE- Unit 2 & 3 (lesson 1-3) <u>Social</u> FUNS Station 6 and 2 ( <b>Dynamic Balance to Agility-</b> Jumping and Landing and Static Balance Seated)	Real Dance Incorporating Real PE Unit 3- <u>Cognitive</u> FUNS Station 6 and 9 (Dynamic Balance)	Real PE Unit 4- <u>Creative</u> FUNS Station 8 and 7 ( <b>Coordination</b> Sending and Receiving and Counter Balance with a partner)	Real PE Unit 5- <u>Physical</u> FUNS Station 12 and 3 ( <b>Agility</b> Reaction and Response and <b>Static</b> <b>Balance</b> Floor work)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 4 (Agility Ball Chasing and Static Balance Stance)
4B	Swimming	Swimming	Invasion Games Basketball (GetSet4PE) <u>6 weeks</u>	Athletics/ OAA- (GetSet4PE) <u>3 weeks</u>	Striking and Fielding – Cricket (GetSet4PE) <u>Cognitive</u> Incorporating Real PE Unit 3- lessons 3-6 FUNS Station 9 (Coordination Ball Skills)	Swimming
Assessment	10: <b>Coordination</b> Footwork 1: Static <b>Balance</b> One leg	6: <b>Dynamic Balance to Agility</b> Jumping and Landing		8: <b>Coordination</b> Sending and Receiving	12: <b>Agility</b> Reaction / Response 3: <b>Static Balance</b> Floor work	

### Year 5- 6 Cycle 1 2022-2023



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5A	Year 5 Real PE- Unit 1 <u>Personal</u> FUNS Station 9 and 12 (Coordination Ball Skills and <b>Agility</b> Reaction/Response)	Year 5 Real PE- Unit 2 <u>Social</u> FUNS Station 2 and 3 (Dynamic Balance on a line and Counter Balance With a Partner)	Year 5 Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 7 (Static Balance Stance and <b>Coordination</b> Footwork)	Year 5 Real PE Unit 4- <u>Creative</u> FUNS Station 1 and 6 (Static Balance Seated and <b>Static Balance</b> Floor Work)	Year 5 Real PE Unit 5- <u>Physical</u> FUNS Station 4 and 10 ( <b>Dynamic Balance to Agility</b> Jumping and Landing, and <b>Static Balance</b> One Leg)	Year 5 Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 8 ( <b>Coordination</b> Sending and Receiving and Agility Ball Chasing)
5B	Invasion Games Netball (GetSet4PE)	Year 5/6 Real Dance- <u>Unit 1</u> (6 weeks)	Swimming	Swimming	Athletics/ OAA- (GetSet4PE) <u>6 weeks</u> (Gala Prep- Swimming)	Cricket- Striking and Fielding (GetSet4PE) Dance (production)
Assessment	12: Agility Reaction / Response		3: Static Balance Floor work	6: Dynamic Balance to Agility Jumping and Landing 1: Static Balance One leg	10: Coordination Footwork	8: Coordination Sending and Receiving

### **Year 5-6 Cycle 2 2023-2024**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6A	Real PE- Unit 1 <u>Personal</u> FUNS Station 9 and 12 (Coordination Ball Skills and <b>Agility</b> Reaction/Response)	Real PE- Unit 2 <u>Social</u> FUNS Station 2 and 3 (Dynamic Balance on a line and Counter Balance With a Partner)	Real PE Unit 3- <u>Cognitive</u> FUNS Station 5 and 7 (Static Balance Stance and Coordination Footwork)	Real PE Unit 4- <u>Creative</u> FUNS Station 1 and 6 (Static Balance Seated and <b>Static Balance</b> Floor Work)	Real PE Unit 5- <u>Physical</u> FUNS Station 4 and 10 ( <b>Dynamic Balance to Agility</b> Jumping and Landing, and <b>Static Balance</b> One Leg)	Real PE Unit 6- <u>Health and Fitness</u> FUNS Station 11 and 8 ( <b>Coordination</b> Sending and Receiving and Agility Ball Chasing)
6B	Year 5/6 Real Gym – Unit 2 (large apparatus)	Invasion Games Netball (GetSet4PE)	Swimming	Swimming	Athletics / OAA- (GetSet4PE) (Gala Prep- Swimming)	Cricket- Striking and Fielding (Get Set 4 PE) Dance (production)
Assessment	12: Agility Reaction / Response	3: Static Balance Floor work	7: Coordination Footwork	1: Static Balance One leg	4: Dynamic Balance to Agility Jumping and Landing	8: Coordination Sending and Receiving