



How our PE curriculum is constructed

We use the Real PE scheme, a flexible and progressive whole school curriculum with a clear Intent and progression of skills aligned to the National Curriculum, supplemented by sport specific planning. Our **'progression'** details how our pupils learn the National Curriculum content

'Overview' details what is taught and when.

Our **'key objectives' (end points)** are what we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

Protected characteristics and British Values are actively promoted at Appledore School by how we act, treat one another and in what we learn. Examples of how we actively teach protected characteristics in PE include using videos showing children of different race, religion, disability and age in our lessons to show the skills or activities we are learning. We also make sure our PE lessons are accessible to all children by having alternative activities that are needed for any children with physical disabilities.

P.E. Progression We use the Real PE scheme



FSU	1	2	3	4	5	6
<i>Explorers</i>	<i>Gatherers</i>		<i>Explainers</i>		<i>Evaluators</i>	
FSU Real PE Curriculum Map 	Year 1 Real PE Curriculum Map 	Year 2 Real PE Curriculum Map 	Year 3 Real PE Curriculum Map 	Year 4 Real PE Curriculum Map 	Year 5&6 Real PE Curriculum Map 	
<p><i>Physical Development:</i> Negotiate spaces and obstacles safely with consideration of themselves and others.</p> <p><i>Physical Development:</i> Demonstrate strength, balance and co-ordination when playing.</p> <p>Move energetically running, skipping, jumping, dancing, hopping and climbing</p>	<p>Participate in team games.</p> <p>Perform dances using simple movement patterns.</p>	<p>Participate in team games, developing simple tactics for attacking and defending (Tag rugby, tennis)</p> <p>Perform dances using simple movement patterns.</p>	<p>Play competitive games (football, tennis, tag rugby)</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games (netball, football, tennis) and apply basic principles suitable for attacking and defending</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games (handball, cricket, tennis) and apply basic principles suitable for attacking and defending</p> <p>Perform dances using a range of movement patterns</p>	<p>Play competitive games, modified where appropriate (handball, cricket, tennis) and apply basic principles suitable for attacking and defending</p> <p>Perform dances using a range of movement patterns</p>
					<p>a) Pupils swim at least 25m (ideally 100m) competently, confidently & proficiently</p> <p>b) Pupils use a range of strokes efficiently (eg front crawl, backstroke and breaststroke.)</p> <p>c) Pupils perform safe self-rescue in different water-based situations.</p>	<p>Pupils who are unable to swim competently, confidently and proficiently over a distance of at least 25 metres (ideally 100 metres.) and are unable to perform safe-self rescue continue to receive swimming provision.</p>

PE Curriculum Overview

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Real PE- Coordination & static balance Dance	Real PE- Coordination & static balance Dance	Real PE- Coordination & static balance Tag rugby (TES)	Real PE- Coordination & static balance Dance	Real PE- Coordination & static balance Dance	Real PE- Coordination & agility Handball (Get Set 4 PE)	Real PE- Coordination & agility Handball (Get Set 4 PE)
Autumn 2	Real PE- Dynamic balance to agility & static balance Basketball (TES)	Real PE- Dynamic balance to agility & static balance Basketball (TES)	Real PE- Dynamic balance to agility & static balance Dance	Real PE- Dynamic balance to agility & static balance Football (Get Set 4 PE)	Real PE- Dynamic balance to agility & static balance Netball (Get Set 4 PE)	Real PE- Static balance Dance	Real PE- Static balance Dance
Spring 1	Real PE- Dynamic balance & static balance Gymnastics	Real PE- Dynamic balance & static balance Gymnastics	Real PE- Dynamic balance & static balance Gymnastics	Real PE- Dynamic balance & coordination Swimming	Real PE- Dynamic balance & coordination Gymnastics	Real PE- Dynamic balance & counter balance Gymnastics	Real PE- Dynamic balance & counter balance Gymnastics
Spring 2	Real PE- Coordination & counter balance Gymnastics	Real PE- Coordination & counter balance Gymnastics	Real PE- Coordination & counter balance Gymnastics	Real PE- Coordination & counter balance Swimming	Real PE- Coordination & counter balance Gymnastics	Real PE- Dynamic balance to agility & static balance Gymnastics	Real PE- Dynamic balance to agility & static balance Gymnastics
Summer 1	Real PE- Coordination & agility Dance	Real PE- Coordination & agility Athletics- Get Set 4 PE	Real PE- Coordination & agility Athletics- Get Set 4 PE	Real PE- Agility & static balance Tennis- external coach	Real PE- Agility & static balance Tennis- external coach	Real PE- Static balance & coordination Cricket- external coach	Real PE- Static balance & coordination Cricket- external coach
Summer 2	Real PE- Agility & static balance Ball skills	Real PE- Agility & static balance Tennis- external coach	Real PE- Agility & static balance Tennis- external coach	Real PE- Agility & static balance Tag rugby (Get Set 4 PE)	Real PE- Agility & static balance Football (Get Set 4 PE)	Real PE- Coordination & agility Tennis- external coach	Real PE- Coordination & agility Tennis- external coach

PE Sticky' (substantive) Knowledge and Key Objectives (end points)

FSU	<p>By the end of Reception our young athletes are developing into <i>secure explorers</i> & demonstrate they can be physically active for sustained periods of time while learning to:</p> <ol style="list-style-type: none"> 1. Work on simple tasks with help. 2. Play games with others and take turns. 3. Move confidently in different ways. 4. Follow simple instructions. 5. Observe the movements of others and copy them. 6. Be aware of the changes to the way I feel when I exercise.
Year 1	<p>By the end of Year 1 our young athletes are developing into <i>gatherers</i> & beginning to demonstrate they can be physically active for sustained periods of time while learning to:</p> <ol style="list-style-type: none"> 1. Follow instructions, practise safely and work on simple tasks by myself. 2. Work sensibly with others, taking turns and sharing. 3. Perform a single skill or movement with some control. Perform a small range of skills and link two movements together. 4. Understand and follow simple rules. Name some things I am good at. 5. Explore and describe different movements. 6. Be aware of why exercise is important for good health. 7. Participate in team games.
Year 2	<p>By the end of Year 2 our young athletes will have become secure <i>gatherers</i> & demonstrated they can be physically active for sustained periods of time while learning to:</p> <ol style="list-style-type: none"> 1. Try several times if at first I don't succeed, I ask for help when appropriate. 2. Help, praise and encourage others in their learning. 3. Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction or speed. 4. Begin to order instructions, movements and skills. With help, recognise similarities and differences in performance and explain why someone is working or performing well. 5. Begin to compare my movements and skills with those of others. Select and link movements together to fit a theme. 6. Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely. 7. Participate in team games, understanding the difference between attacking and defending
Year 3	<p>By the end of Year 3 our young athletes are developing into <i>explainers</i> & beginning to demonstrate they can support their health and fitness by becoming physically confident, developing an understanding of how to improve and to:</p> <ol style="list-style-type: none"> 1. Know where I am with my learning and begin to challenge myself. 2. Begin to show patience and support others, listening carefully to them about our work. Be happy to show and tell others about my ideas. 3. Perform and repeat longer sequences with clear shapes and controlled movement. Begin to select and apply a range of skills with developing control and consistency. 4. Understand the simple tactics of attacking and defending. Begin to explain what I am doing and start to identify areas for improvement. 5. Begin to make up some of my own rules and versions of activities. Respond differently to a variety of tasks or music.

	<ol style="list-style-type: none"> 6. Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down. 7. Participate in team games and start to develop simple tactics for attacking and defending. 8. Swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue.
Year 4	<p>By the end of Year 4 our young athletes will have become secure <i>explainers</i> & demonstrated they can support their health and fitness by becoming physically confident, developing an understanding of how to improve and to:</p> <ol style="list-style-type: none"> 1. Know where I am with my learning and suggest ways to challenge myself. 2. Show patience and support others, listening carefully to them about our work. Be happy to show and explain my ideas to others. 3. Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency. 4. Understand the simple tactics of attacking and defending. Explain what I am doing well and identify areas for improvement. 5. Make up my own rules and versions of activities. Respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression. 6. Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down. 7. Play competitive games and use simple tactics for attacking and defending. 8. Swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue.
Year 5	<p>By the end of Year 5 our young athletes are developing into <i>evaluators</i> & beginning to demonstrate they can compete, while exhibiting the importance of respect and fairness and will be able to recognise and evaluate their own success to:</p> <ol style="list-style-type: none"> 1. Cope well and react positively when things become difficult. Persevere with a task and begin to improve performance through regular practice. 2. Cooperate well with others and give helpful feedback. Help organise roles and responsibilities. 3. Begin to perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities. 4. Understand ways (criteria) to critique performance. Develop my awareness of space and others to make good decisions. 5. Link actions and develop sequences of movements that express my own ideas. Begin to explore changing tactics, rules or tasks to make activities more fun or challenging. 6. Describe the basic fitness components and explain how often and how long I should exercise to be healthy. 7. Play competitive games and begin to apply basic principles suitable for attacking and defending.
Year 6	<p>By the end of Year 6 our young athletes will have become secure <i>evaluators</i> & demonstrated they can compete, while exhibiting the importance of respect and fairness and will be able to recognise and evaluate their own success to:</p> <ol style="list-style-type: none"> 1. Cope well and react positively when things become difficult. Persevere with a task and improve my performance through regular practice. 2. Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task. 3. Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities 4. Understand ways (criteria) to critique performance and identify specific parts to continue to work upon. Use my awareness of space and others to make good decisions. 5. Link actions and develop sequences of movements that express my own ideas. Change tactics, rules or tasks to make activities more fun or challenging. 6. Describe the basic fitness components and explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working. 7. Play competitive games and apply basic principles suitable for attacking and defending.