

PE Curriculum Overview

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.

The [National Curriculum PE Programme of Study](#) provides the statutory content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our PE teaching for EYFS and each year group in KS1 and KS2.

EARLY YEARS (RECEPTION)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	REAL PE – Unit 1 Coordination – Floor Movement Patterns Static Balance – One Leg Standing Personal – I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help	REAL PE – Unit 2 Dynamic – Balance to Agility Static Balance – Seated Social – I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help	REAL PE – Unit 3 Dynamic Balance Static Balance – Small Base Cognitive – I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.	REAL PE – Unit 4 Coordination – Ball Skills Counter Balance - In Pairs Creative – I can explore and describe different movements. I can observe and copy others.	REAL PE – Unit 5 Coordination - With Equipment Agility – Reaction/Response Physical – I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.	REAL PE – Unit 6 Agility – Ball Chasing Static Balance – Floor Work Health and Fitness- I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise.

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	REAL PE – Unit 1 Coordination – Floor Movement Patterns Static Balance – One Leg Standing Personal – I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself.	REAL PE – Unit 2 Dynamic Balance to Agility Static Balance – Seated Social - I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	REAL PE – Unit 3 Dynamic Balance Static Balance – Small Base Cognitive - 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 and follow simple rules and can name some things I am good at.	REAL PE – Unit 4 Coordination – Ball Skills Counter Balance – In Pairs Creative – 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 explore and describe different movements.	REAL PE – Unit 5 Coordination with Equipment Agility – Reaction/Response Physical – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	REAL PE – Unit 6 Agility – Ball Chasing Static Balance – Floor Work Health and Fitness- I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.
	Multi-skills Focus on ball skills and point scoring games	Multi-skills Focus on throwing and catching	Multi-skills Bat and ball skills – aiming and striking	Multi-skills Developing partner work	Multi-skills Throwing and catching – aiming games	Multi-skills Bat and ball skills – aiming and striking

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	REAL PE – Unit 1 Coordination – Floor Movement Patterns Static Balance – One Leg Standing Personal – I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself.	REAL PE – Unit 2 Dynamic Balance to Agility Static Balance – Seated Social – I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	REAL PE – Unit 3 Dynamic Balance Static Balance – Small Base Cognitive – 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 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 and follow simple rules and can name some things I am good at.	REAL PE – Unit 4 Coordination – Ball Skills Counter Balance – In Pairs Creative – 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. 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 explore and describe different movements.	REAL PE – Unit 5 Coordination with Equipment Agility – Reaction/Response Physical – 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 range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	REAL PE – Unit 6 Agility – Ball Chasing Static Balance – Floor Work Health and Fitness- I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.
	Multi-skills Throwing and catching	Multi-skills Dribbling, kicking and hitting	Multi-skills Throwing, catching and aiming	Multi-skills Making up a game	Multi-skills Dribbling, kicking and hitting	Multi-skills Making up group games and inventing rules.
			Swimming – Programme of Study	Swimming – Programme of Study		

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	REAL PE – Unit 1 Cardio - Coordination – Floor Movement Patterns Cool Down - Static Balance - One Leg Standing Personal – I cope well and react positively when things become difficult. I can persevere with a task and I can improve my	REAL PE – Unit 2 Cardio – Dynamic Balance to Agility Cool Down - Static Balance – Seated Social – I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a	REAL PE – Unit 3 Cardio – Dynamic Balance Cool Down - Coordination - Ball Skills Cognitive – 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	REAL PE – Unit 4 Cool Down – Coordination with Equipment Cool Down – Counter Balance in Pairs Creative – I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make	REAL PE – Unit 5 Cardio – Agility – Ball Chasing Cool Down – Static Balance – Floor Work Physical – 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	REAL PE – Unit 6 Cardio – Agility – Ball Chasing Cool Down – Static Balance – Small Base Health and Fitness- 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

	<p>performance through regular practice.</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>task.</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>I can help praise and encourage others in their learning.</p>	<p>good decisions.</p> <p>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.</p> <p>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.</p>	<p>activities more fun or challenging.</p> <p>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.</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>and throwing activities.</p> <p>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.</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p>working.</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>
	<p>Gym</p> <p>Flight, exploring jumps and movement</p>	<p>Invasion games</p> <p>Basic techniques and rules</p>	<p>Dance</p> <p>Exploring movements and linking to music</p>	<p>OAA</p> <p>Team building</p>	<p>Striking and Fielding games</p> <p>Rounders and kick rounders</p>	<p>Net and wall games</p> <p>Ball control</p>
					<p>Swimming</p>	<p>Swimming</p>

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>REAL PE – Unit 1</p> <p>Cardio –</p> <p>Coordination –</p> <p>Floor Movement Patterns</p> <p>Cool Down – Static Balance –</p> <p>One Leg Standing</p> <p>Personal –</p> <p>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.</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>REAL PE – Unit 2</p> <p>Cardio –</p> <p>Dynamic Balance to Agility</p> <p>Cool Down – Static Balance –</p> <p>Seated</p> <p>Social –</p> <p>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.</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>I can help praise and encourage others in their learning.</p>	<p>REAL PE – Unit 3</p> <p>Cardio –</p> <p>Dynamic Balance</p> <p>Cool Down –</p> <p>Coordination –</p> <p>Ball Skills</p> <p>Cognitive –</p> <p>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.</p> <p>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.</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and</p>	<p>REAL PE – Unit 4</p> <p>Cool Down –</p> <p>Coordination and Equipment</p> <p>Cool Down –</p> <p>Counter Balance in Pairs</p> <p>Creative –</p> <p>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.</p> <p>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.</p> <p>I can begin to compare my</p>	<p>REAL PE – Unit 5</p> <p>Cardio – Agility –</p> <p>Reaction/Response</p> <p>Cool Down –</p> <p>Static Balance –</p> <p>Floor Work</p> <p>Physical –</p> <p>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.</p> <p>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.</p> <p>I can perform a range of skills with some control and consistency. I can</p>	<p>REAL PE – Unit 6</p> <p>Cardio - Agility –</p> <p>Ball Chasing</p> <p>Cool Down –</p> <p>Static Balance –</p> <p>Small Base</p> <p>Health and Fitness-</p> <p>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.</p> <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>

			differences in performance and I can explain why someone is working or performing well.	movements and skills with those of others. I can select and link movements together to fit a theme.	perform a sequence of movements with some changes in level, direction or speed.	
	Gym Flight, exploring jumps and movement	Invasion games Passing and dribbling	Dance Exploring movements and linking to music – feelings	OAA Team building	Striking and Fielding games Throwing and catching	Net and wall games Improve ball control and continue rallies

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	REAL PE – Unit 1 Coordination – Ball Skills Agility – Reaction/Response Cognitive – 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. 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. 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.	REAL PE – Unit 2 Static Balance – Seated Static Balance – Floor Work Creative – I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. 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 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.	REAL PE – Unit 3 Dynamic Balance Counter Balance in Pairs Social – I can involve others and motivate those around me to perform better. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. 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.	REAL PE – Unit 4 Static Balance – One Leg Standing Dynamic Balance to Agility Physical – 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. 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 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.	REAL PE – Unit 5 Static Balance – Small Base Coordination – Floor Movement Patterns Health and 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. I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 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.	REAL PE – Unit 6 Agility – Ball Chasing Coordination with Equipment Personal – I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. 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.
	Gym Transfer of weight, longer sequences produced	Invasion games Sport specific tactics introduced. Teacher to choose	Dance Movement to music – following the beat	OAA Team building	Striking and Fielding games Rounders, learning roles	Net and wall games Playing games and using tactics to win

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	REAL PE – Unit 1 Coordination – Ball Skills Agility – Reaction/Response Cognitive – 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. 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. 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.	REAL PE – Unit 2 Static Balance – Seated Static Balance – Floor Work Creative – I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. 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 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.	REAL PE – Unit 3 Dynamic Balance Counter Balance in Pairs Social – I can involve others and motivate those around me to perform better. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. 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.	REAL PE – Unit 4 Static Balance – One Leg Standing Dynamic Balance to Agility Physical – 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. 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 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.	REAL PE – Unit 5 Static Balance – Small Base Coordination – Floor Movement Patterns Health and 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. I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 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.	REAL PE – Unit 6 Agility – Ball Chasing Coordination with Equipment Personal – I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. 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.
	Gym Lifting, lowering meeting and parting, sequences in pairs.	Invasion Games Tactics, attacking and defending	Dance/sporting dance Create using movements and gesture a HAKA	OAA Team building	Striking and Fielding games Rounders, learning roles	Net and wall games Playing games and using tactics to win