LONDON MEED PRIMARY SCHOOL

PE	Autumn	Spring	Summer
EYFS PE Lessons	**Music and Movement** • Know and talk about the different factors that support overall health and wellbeing: regular physical activity • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use large-muscle movements to wave flags and streamers • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. **Gymnastics/ Real PE fundamental movement skills & Physical Literacy** • Skip, hop, stand on one leg and hold a pose • Match their developing physical skills to tasks and activities • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Watch and talk about dance and performance art, expressing their feelings and responses.	**Gymnastics / Real PE fundamental movement skills & Physical Literacy** • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Revise and refine the fundamental movement skills they have already acquired: -rolling - running -crawling - hopping -walking - skipping - jumping - climbing • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Match their developing physical skills to tasks and activities • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Progress towards a more fluent style of moving, with developing control and grace. **Real PE fundamental movement skills & Physical Literacy** • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Revise and refine the fundamental movement skills they have already acquired: -rolling - running -crawling - hopping -walking - skipping - jumping - climbing • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.	**Athletics** • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Negotiate space and obstacles safely, with consideration for themselves and others. Start taking part in some group activities which they make up for themselves, or in teams • Match their developing physical skills to tasks and activities **Dance** • Respond to what they have heard, expressing their thoughts and feelings. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Combine different movements with ease and fluency. • Create collaboratively, sharing ideas, resources and skills. • Explore and engage in music making and dance, performing solo or in groups.

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EYFS CP	**Ongoing Skill Development in Continuous Provision** • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Climb up apparatus using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Revise and refine the fundamental movement skills they have already acquired: -rolling - running -crawling - hopping -walking - skipping - jumping - climbing • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • 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.		

LONDON MEED PRIMARY SCHOOL

PE	Autumn	Spring	Summer
Yr 1	**Unit 1: Real PE (Social)** **Skills:**dynamic balance, agility, jumping and landing, static balance (seated standing) **Knowledge (inc vocab):**forward / backwards / side jump.tuck jump, dish, freeze, hop, quarter turn, half turn, two footed, direction of travel, landing. **Unit 2: Real PE (Personal)** **Skills:**coordination, footwork, traveling, 1 leg balance **Knowledge (inc vocab):**gallop, side step, hop, skip,pivot, jog, run, hopscotch, march, on the spot, slow, medium, fast, **Unit 3: Real Gym (Unit 1 Cognitive)** **Skills:** Performing and holding shapes / balancing, traveling **Knowledge (inc vocab):** Shape, Tuck, star, straight, dish, arch, pike, straddle, curved, circle, run, skip, hop walk, fast, slow, posture, impact, absorb, body tension **Unit 4: Dance** **Skills:** Balance with control, balance on hands and feet facing down, moving between shapes, link 2 movements together, travel in different ways, perform a sequence with changes of level, direction and speed. **Knowledge (inc vocab):**balance, travel, sequence, shape, level, speed, direction, big, small, control, outstretched, rotating, wider, different speeds, sequence, combine, spin, high, low, middle, solo	**Unit 1: Real PE (Health and Fitness)** **Skills:**Roll, chase, bounce, collect balls, overhead throw, turn and catch (rotate). **Knowledge (inc vocab):**balance, position, opposite, direction, react. **Unit 2: Real Gym (Creative)** Explore and describe different movements and jumps on apparatus **Skills:**Jumping and landing on floor level and off apparatus, combining jumps, rolling **Knowledge (inc vocab):** jump, land, impact, flight, body tension, compare / comparison, observe and copy, pencil / tuck / rock and roll / circle (teddy bear) roll **Unit 3: Real PE (Cognitive)** **Skills:** travel forwards and backwards, dynamic balance on a line, static balance, catch, throw, release, turn,jump forwards/ backwards/sideways **Knowledge (inc vocab):** **Unit 4: Real PE (*Creative)*** **Skills:** Controlling a ball using a rolling action, rolling a ball in a straight line, throwing and catching a ball ind and with a partner, basic counter balance, traveling in different ways **Knowledge (inc vocab):** zig zag, side step, gallop, jumping, roll, throw catch how to control a ball.	**Unit 1: Real PE (Physical)** **Skills:** sending and receive with coordination, react and respond with agility **Knowledge (inc vocab):How to…** Move confidently in different ways, perform a single skill or movement with some control, perform a small range of skills and link two movements together, perform a range of skills with some control and consistency, perform a sequence of movements with some changes in level, direction or speed. **Unit 3&4 Athletics:** **Skills:** running with coordination, throwing for accuracy, jumping 2 feet to 2 feet with control, changing speed from slow to fast. **Knowledge (inc vocab):** how to run, how to jump 2 feet to 2 feet,how to throw underarm accurately to a target. **Unit : Forest school (2023/4)**

LONDON MEED PRIMARY SCHOOL

PE	Autumn	Spring	Summer
Yr 2	**Unit 1: Real PE (Personal)** **Skills:** Coordination, travel in different ways, footwork, pivot, static balance on 1 leg, pass and throw. **Knowledge (inc vocab):** side step, gallop, hop, skip, pivot forwards and in reverse, skip / hopscotch forwards and backwards, follow different paths - zig zag, balance **Unit 2: Real PE Social** **Skills:** jumping and landing, hopping, balance **Knowledge (inc vocab):** 2 feet to 2 feet, quarter turn jump, half turn jump,tuck jump, half turn tuck jump, 2 feet to 1 foot, star jump, side jump, balance using hands and feet and variations of. e.g 2 feet and 1 hand, seated balance. **Unit 3: Gym** **Skills:** balance & travel, creating different shapes with control and fluency, using travel and balance on low apparatus, **Knowledge (inc vocab):** Head still, tummy tight and back straight.Focus eyes on a fixed point to help with balance.Gallop, match, crouch, jump, shape, turn, spin, bunny hop, roll, chase, catch Balance, still, straight, control, points, knees, hands, elbows, feet, patches, bottom, stomach, side, legs Pairs, reflection, reflect/mirror, tuck, pike, straddle, star, straight, Zig-zag, pathways, map, travel, turn, rotate, move, forwards, backwards **Unit 4: Dance**	**Unit 1:Real PE (Cognitive)** **Skills:** walking, jumping, hopping with control.dynamic balance on a line, jumping and landing, hopping, moving in space, travel with equipment, dynamic balance on a line, throw and catch **Knowledge (inc vocab):** Marching - heel to toe landing, knees up, heel to bottom with heel to toe landing, bouncing, dribbling (hand and feet),chest pass. **Unit 2:Real PE (Creative)** **Skills:** Link movements together (throwing and catching), Controlling a ball using a rolling action on self and partner, rolling a ball in a straight line, throwing and catching a ball independently, and with a partner, basic counter balance, traveling in different ways. **Knowledge (inc vocab):** counter balance away from and towards, passing a ball by kicking / throwing / rolling / bouncing, introduction of personal challenge and time challenge. **Unit 3&4: Gym** **Skills:** Jumping incorporating flight and landing. Rotation and rolls. **Knowledge (inc vocab):**Jump and land technique, straight jump, tuck jump, star jump, straight jump 180 & 360 degree turn, tuck jump with turns, straddle jump, pike jump. HIgher and longer jumps into landing positions, different landing movements and take off positions. Jumping using hand apparatus. Rotation and rolls on floor and low apparatus. Pencil rolls, barrel turns, pirouette, turning bunny hops. Incorporating skills into an apparatus circuit.	**Unit 1: (Real PE Physical)** **Skills:** Send and receive with coordination, react and respond with agility **Knowledge (inc vocab): How to…** Perform a single skill or movement with some control, perform a small range of skills and link two movements together, perform a range of skills with some control and consistency, perform a sequence of movements with some changes in level, direction or speed, select and apply a range of skills with good control and consistency. **Unit 2: (Health and Fitness)** **Skills:** Chase a ball with agility, do a static balance on the floor **Knowledge (inc vocab):** Be aware of why exercise is important for good health, say how my body feels before, during and after exercise, know how to use equipment appropriately and move and land safely, be able to describe how and why my body changes during and after exercise. **Unit 3: Athletics** **Skills:** running with coordination, throwing for accuracy and distance, jumping 2 feet to 2 feet with control and for distance, changing speed from slow to fast and fast to slow. **Knowledge (inc vocab):** how to run ane change speed, how to jump 2 feet to 2 feet, how to jump for distance, how to throw underarm accurately to a target, how to throw for distance. Change speed, (movement arm and leg)

	Skills: Artistry Partnering Circles Shapes (Standing Shapes, Floor Shapes) Moving between shapes working with a partner to create shapes, low / high shapes, making circles movements with different body parts, creating sequences with above skills ind and with partner. **Knowledge (inc vocab):**Shapes, body shapes, standing, floor, moving between, movement, turn, jump, step		

PE	Autumn	Spring	Summer
Yr 3	**Unit 1: Real PE (Personal)** **Skills:** Travelling and footwork, side step, hop scotch, forward and backwards, zig zag travel patterns, 3 step zig zag with crossover, fluency	**Unit 1: Real PE (Cognitive)** **Skills:** Dynamic balance & ball skills **Knowledge (inc vocab):** Travelling with control and balance in a straight line forwards and backwards heel	**Unit 1: Real PE (Physical)** **Skills:** React and respond with agility, do a static floor balance **Knowledge (inc vocab): Be able to…**

	in moving, smooth movement, performing movements in both directions and using both sides. static 1 leg balance on both legs, squatting while maintaining balance, maintaining balance with eyes closed. **Knowledge (inc vocab):** Keep your head up and back straight. Work off the balls of your feet.Bend your knees to push off and land, balance / balancing, still, posture, strength. **Unit 2:Real PE (Social)** **Skills:** Jumping and landing 2 feet to 2 feet, 2 feet to 2 feet with a quarter turn, tuck jump, tuck jump with a turn, jumping sideways, jumping from 1 foot to the other, seated static balance, combining jumps in a sequence, jumping for distance, **Knowledge (inc vocab):** jump, land, turn, rotate, quarter turn, tuck jump, balance, bend your knees on take-off and on landing. Swing arms to help gain height and use them to help balance on landing, land softly so there is no noise. **Unit 3: Dance** **Skills:** Create multiple standing and floor shapes - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. Travel between shapes including stepping into jumping. Rotate in jumps.Create standing and floor shapes - opposite and entwined with my partner. - as close as possible without touching. - facing up, down and sideways. - jumping with rotation when moving between shapes. - in canon. **Knowledge (inc vocab):** Travel, point of contact, rotate, sideways, jump, shape, rotation **Unit 4: Forest school**	to toe, knees up, heels to bottom, lunge walking and all of the above with eyes closed. Sidestepping, continuous pivots 180 deg forward and backwards. Lateral step overs, grapevines and elbow to knee lunges. Ball control along and around own body and with a partner in different movement patterns, front to back catches through the legs, long circle throw and catch front to back. Passing games with a partner. Twist and bounce to a partner, over under, sit up and throw. **Unit 2: Real PE (Creative)** **Skills:** Sending and receiving a ball & counterbalance with a partner **Knowledge (inc vocab):** Sending and receiving a selection of balls accurately by throwing, bouncing, kicking and rolling using a backswing and moving feet in line with the ball.Using both hands / 2 balls at a time. Balances with a partner and counterbalances. Maintaining balance through movement.Sequence, pass, receive, hold **Unit 3 & 4 : Real Gym** **Skills: Travel, rotation, flight and balance** using different body parts. Explore rotations (rolls and spins) and begin to link these to create a sequence. Develop travel and pathways within sequences. Perform sequences using a variety of rotations, levels, directions and speeds both on floor , low apparatus and large apparatus. **Knowledge (inc vocab):** Travel Pathways Posture Pattern Sliding Skip Roll Rotate Sequence Jump Roll Balance, cat leap, jete, hop with leg at 90 degree, scissor kick, stag, arch jump, cosasck jump, takeoff and landing.	**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, perform and repeat longer sequences with clear shapes and controlled movement, select and apply a range of skills with good control and consistency, perform a variety of movements and skills with good body tension, link actions together so that they flow.** **Unit 2: Real PE (Health and Fitness)** **Skills:** Chase a ball with agility, hold a balance / stance **Knowledge (inc vocab): Be able to…** Use equipment appropriately and move and land safely, say how my body feels before, during and after exercise, describe how and why my body changes during and after exercise, explain why we need to warm-up and cool down, explain how often and how long I should exercise to be healthy, describe the basic fitness components. **Unit 3: Athletics** **Skills:** running with coordination, throwing for accuracy and distance, jumping 2 feet to 2 feet with control and for distance, changing speed from slow to fast and fast to slow. **Knowledge (inc vocab):** how to run ane change speed, how to jump 2 feet to 2 feet, how to jump for distance, how to throw underarm accurately to a target, how to throw for distance. Change speed, (movement arm and leg) **Unit 4: Striking and fielding multiskills** **Skills:** Striking using a variety of apparatus, fielding, catching, throwing (overarm, underarm, short and long distance) **Knowledge (inc vocab):**

			Different throwing skills and which to use when. How to catch accurately using a range of ball sizes and materials. How to work as part of a team. Strike, field, catch, throw, overarm, underarm, attach, defend.

PE	Autumn	Spring	Summer
Yr 4	**Unit 1: Real PE (Personal)** **Skills:**Travelling with increased fluency and control and using changes of speed, hopscotch forwards and backwards, alternating hopping leg each time. 3 step zigzag patterns forwards and backwards	**Unit 1: Real PE (Cognitive)** **Skills:** dynamic balance, ball skills **Knowledge (inc vocab):**Travelling with control and balance in a straight line forwards and backwards heel to toe, knees up, heels to bottom, lunge walking and all of the above with eyes closed. Sidestepping, continuous pivots 180 deg forward and backwards.	**Unit 1: Real PE (Physical)** **Skills:** Reaction and response with agility, static floor balances, **Knowledge (inc vocab):** Perform a range of skills with some control and consistency, perform a sequence of movements with some changes in level,

	Knowledge (inc vocab): Keep your head up and back straight. Work off the balls of your feet.Bend your knees to push off and land, balance / balancing, still, posture, strength. **Unit 2: Real PE (social)** **Skills:** Jumping and landing 2 feet to 2 feet, 2 feet to 2 feet with a quarter turn, tuck jump, tuck jump with a turn, jumping sideways, jumping from 1 foot to the other, seated static balance, combining jumps in a sequence, jumping for distance, **Knowledge (inc vocab):** jump, land, turn, rotate, quarter turn, tuck jump, balance, bend your knees on take-off and on landing. Swing arms to help gain height and use them to help balance on landing, land softly so there is no noise. **Unit 3: Dance** **Skills:** Create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways.Travel between shapes including rotation - on the floor and in the air in different directions.Create standing and floor shapes - at different levels. - without contact. - with 1 hand contact.Jump with backward rotation when moving between shapes. **Knowledge (inc vocab):**points of contact with floor, travel between shapes to link, jumping with backward rotation. **Unit 4: Real Gym Unit 1** **Skills:** Balance and rotation, acrobatic sequences and rotation sequences with partners.	Lateral step overs, grapevines and elbow to knee lunges. Creating dynamic balance pathways in pairs or groups using a range of small apparatus (hoops, spots, benches etc) Teaching pathways and skills to others, evaluating performance / techniques. Match (travel exactly the same), mirror (travel as a mirror image) or contrast with (do the opposite) the 'leader's' movements in pairs using a variety of apparatus. Explore the following competition formats: Personal Best: Try to better your score on the second attempt, against another in turn, keep score for your opponent and then try and beat their score, against another at same time: Try to achieve a better score than your opponent. Ball control along and around own body and with a partner in different movement patterns,using different levels and directions - front to back catches through the legs, long circle throw and catch front to back. Passing games with a partner. Twist and bounce to a partner, over under, sit up and throw. **Unit 2: Real PE (creative)** **Skills:**Sending and receiving balls, counter balance with a partner **Knowledge (inc vocab):** Sending and receiving a selection of balls accurately by throwing, bouncing, kicking and rolling using a backswing and moving feet in line with the ball. Using both hands / 2 balls at a time. Juggling. Using skills in a game situation - Throw squash - adaptive game.Sending and receiving circuits.- beat the buzzer Balances with a partner and counterbalances. Weight supporting balances. Developing partner balance sequences. Sequence, pass, receive, hold **Unit 3: Real Gym Unit 2**	direction or speed, select and apply a range of skills with good control and consistency, perform and repeat longer sequences with clear shapes and controlled movement, perform a variety of movements and skills with good body tension, link actions together so that they flow. **Unit 2: Real PE (Health and Fitness)** **Skills:** agility and balance **Knowledge (inc vocab): How to…** Use equipment appropriately and move and land safely, say how my body feels before, during and after exercise, describe how and why my body changes during and after exercise, explain why we need to warm-up and cool down, explain how often and how long I should exercise to be healthy, describe the basic fitness components. **Unit 3 & 4: Athletics (2023)** **Skills:** running with coordination, throwing for accuracy and distance, jumping 2 feet to 2 feet with control and for distance, changing speed from slow to fast and fast to slow. **Knowledge (inc vocab):** how to run ane change speed, how to jump 2 feet to 2 feet, how to jump for distance, how to throw underarm accurately to a target, how to throw for distance. Change speed, (movement arm and leg) **Unit 4: OAA (2024)** •

	Partner and group balance and shape on floor and apparatus performing sequences of shapes using different body parts. and linking movements. Develop travel and pathways within sequences. Perform sequences using a variety of rotations, levels, directions and speeds **Knowledge (inc vocab):**tuck star straddle pike contrast, Focus eyes on a fixed point. Keep whole body tight and extended. Ensure all partners involved and contributing to the balance. When supporting on the back, ensure stomach is engaged and back flat. Control (minimum wobble). Both/all partners in a static position. Holding balance for at least 3 seconds.	**Skills:** Flight (jumps) and travel both individual and group sequences **Knowledge (inc vocab):** Using skipping ropes and small apparatus.(hoops, balls) to create rhythmic sequences. Cat leap, jete, hop with leg at 90 degree, scissor kick, stag, arch jump, cosasck jump, takeoff and landing, stag ring, split jump, ring jump, pass, throw, flick, bounce.link, flow, sequence. **Unit 4: Forest School (2024)**	

PE	Autumn	Spring	Summer
Yr 5	**Unit 1: Real PE (Personal) ENDBALL** **Skills:** Coordination, Sending and Receiving balls, Agility, Ball Chasing, accuracy of passing sending balls,Reaction / Response when using balls in activities, using a variety of equipment, individually, in pairs and in teams. **Knowledge (inc vocab):** Using prior taught ball skills in a game that requires reaction and response. How to send	**Unit 1: Real PE (Creative) SCORPION HANDBALL** **Skills:** seated / floor static balance **Knowledge (inc vocab):** Adapt and adjust skills, movements or tactics so they are different to others. Respond imaginatively to different situations, change tactics, rules or tasks to make activities more fun or more challenging, link actions and develop sequences of movements that express my own ideas, make up rules and versions of activities.	**Unit 3: Athletics** **Skills:** running with coordination, throwing for accuracy and distance, jumping 2 feet to 2 feet with control and for distance, changing speed from slow to fast and fast to slow. **Knowledge (inc vocab):** how to run ane change speed, how to jump 2 feet to 2 feet, how to jump for distance, how to throw underarm accurately to a target, how to throw for distance.

	and receive accurately, how to work as part of a team, how to follow rules / create rules, **Unit 2: Real PE (Social) STEAL THE TREASURE/BEANBAG RAID** **Skills:** Invasion games, attacking and defending, tactical moves. **Knowledge (inc vocab):** How to work as a team and organise roles and responsibilities within a team as well as work collaboratively in a game situation. Understanding of invasion games - attacking and defending. Participating in round robin tournaments. **Unit 3: Real PE (Cognitive)** **Skills:** Static balance, stance and footwork **Knowledge (inc vocab):** Being able to maintain stance and balance whilst using a selection of small apparatus to send and receive. Move in a variety of ways with skills and speed. Understand simple tactics of attacking and defending. Use awareness of space and people / players, to make good decisions. Understand patterns of play that will improve chances of success.Develop methods to outwit opponents. Identify areas for improvement.	**Unit 2: Real PE (Physical)** **Skills:** Jumping and landing, balancing on 1 leg **Knowledge (inc vocab): How to:** Perform a range of skills fluently and accurately. Travelling, throwing, jumping, defending, attacking. Use combinations of skills confidently in specific contexts. Link actions together so that they flow. Perform a variety of movements and skills with good body tension. Select and apply a range of skills with good control and consistency. Perform and repeat sequences with clear shapes and controlled movement. **Unit 3: Real PE (Health and Fitness)** **Skills:** Coordination when sending and receiving, agility **Knowledge (inc vocab):Be able to:** Explain why we need to warm-up and cool down, describe basic fitness components, explain how often and how long I should exercise to be healthy, describe how and why my body changes during and after exercise, record and monitor how hard I am working, identify possible dangers when planning an activity self select and perform appropriate warm-up and cool down activities.Play as part of a team, use a variety of equipment correctly and safely to throw and bat and say why it has been chosen, send and receive balls in a variety of ways.	Change speed, (movement arm and leg) **Unit 3: Real Gym** **Skills:** Using hand apparatus and low apparatus, creating rhythmic sequences with hand apparatus keeping momentum and while travelling, and bench sequences, jumping and turning in the air, slide balance run and jump onto and off apparatus **Knowledge (inc vocab):** balance points and patches, low apparatus, tuck, straddle, star jumps, **Skills: balance, shape, travel, flight and rotation** **Knowledge (inc vocab):Be able to:** Work with a partner or in a group, create a variety of supported balances, acrobatic sequences and climbing sequences using large apparatus. Create a sequence to music. **Unit: 4 Dance (2023-24)** **Skills:** Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support.Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds.Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. Travel with a partner - incorporating spirals, rotation on the floor, jumping and cross bodied finishing positions. **INDOOR Unit 4&5: Swimming (2022-23)** **Skills:** swim competently, confidently and proficiently over a distance of at least 25 and up to 50 meters, use a range of strokes effectively including front crawl, backstroke and breaststroke, perform safe self-rescue in different water-based situations.

			Knowledge (inc vocab): How to swim unaided in deeper water, use arms and legs to propel themselves, confidently control their breathing, treadwater, use a range of effective strokes.

PE	Autumn	Spring	Summer
Yr 6	**Unit 1: Real PE (Personal)** **Skills:** Coordination, Sending and Receiving balls, Agility, Ball Chasing, accuracy of passing sending balls,Reaction / Response when using balls in activities, using a variety of equipment, individually, in pairs and in teams. **Knowledge (inc vocab):** Using prior taught ball skills in a game that requires reaction and response. How to send and receive accurately, how to work as part of a team,	**Unit 1: Real PE (Cognitive)** **Skills:** Static balance, stance and footwork **Knowledge (inc vocab):** Being able to maintain stance and balance whilst using a selection of small apparatus to send and receive. Move in a variety of ways with skills and speed. Understand simple tactics of attacking and defending. Use awareness of space and people / players, to make good decisions. Understand patterns of play that will improve chances of success.Develop methods to outwit opponents.	**Unit 1: Real PE (Physical)** **Skills:** Jumping and landing, balancing on 1 leg **Knowledge (inc vocab): How to:** Perform a range of skills fluently and accurately. Travelling, throwing, jumping, defending, attacking. Use combinations of skills confidently in specific contexts. Link actions together so that they flow. Perform a variety of movements and skills with good body tension. Select and apply a range of skills with good control and consistency.

	how to follow rules / create rules, how to adapt using STEP. **Unit 2: Real PE (Social)** **Skills:** Invasion games, attacking and defending, tactical moves. **Knowledge (inc vocab):** How to work as a team and organise roles and responsibilities within a team as well as work collaboratively in a game situation. Understanding of invasion games - attacking and defending. Participating in round robin tournaments. Footwork throw curl roll receive jump strike catch. How to adapt using STEP. **Unit 3: Real Gym** **Skills:** Using hand apparatus and low apparatus, creating rhythmic sequences with hand apparatus keeping momentum and while travelling, and bench sequences, jumping and turning in the air, slide balance run and jump onto and off apparatus **Knowledge (inc vocab):** balance points and patches, low apparatus, tuck, straddle, star jumps, **Unit 4: Dance** **Skills:** Create multiple standing and floor shapes - balanced on the ball of each foot higher than 45°. - with torso forward. - with arms short. - with 2 points of contact supported on hands, arms and/ or shoulders. - with limbs outstretched. Travel between shapes, including jumps with backward rotation (barrel roll jump). Create standing and floor shapes - with contact. - balanced on the ball of 1 foot, arms short. - with 2 points of contact using hands, arms and/or shoulders for support. Travel together with a partner - using spirals, rotation on the floor and in the air. - in different directions and at different speeds.	Identify areas for improvement. Use step principles to adapt games and challenge. **Unit 2: Real PE (Creative)** **Skills:** seated / floor static balance **Knowledge (inc vocab):** Adapt and adjust skills, movements or tactics so they are different to others. Respond imaginatively to different situations, change tactics, rules or tasks to make activities more fun or more challenging, link actions and develop sequences of movements that express my own ideas, make up rules and versions of activities.How to adapt using step. **Unit 3: Real Gym** **Skills: balance, shape, travel, flight and rotation** **Knowledge (inc vocab):Be able to:** Work with a partner or in a group, create a variety of supported balances, acrobatic sequences and climbing sequences using large apparatus. Create a sequence to music. **Unit 4:OAA** **Skills:** Develop a broad range of Skills in OAA, Making and applying decisions in a range of contexts, developing improved physical capacity, developing effective performance and collaboration, using teamwork to solve problems. **Knowledge (inc vocab):** Reading and understanding maps, working as part of a team using collaboration.	Perform and repeat sequences with clear shapes and controlled movement. Use step principles to adapt games and challenge. **Unit 2: Real PE (Health and Fitness)** **Skills:** Coordination when sending and receiving, agility **Knowledge (inc vocab):Be able to:** Explain why we need to warm-up and cool down, describe basic fitness components, explain how often and how long I should exercise to be healthy, describe how and why my body changes during and after exercise, record and monitor how hard I am working, identify possible dangers when planning an activity self select and perform appropriate warm-up and cool down activities.Play as part of a team, use a variety of equipment correctly and safely to throw and bat and say why it has been chosen, send and receive balls in a variety of ways in and out of a game situation. **Unit 3&4: Athletics** **Skills:** running with coordination, throwing for accuracy and distance, jumping 2 feet to 2 feet with control and for distance, changing speed from slow to fast and fast to slow. **Knowledge (inc vocab):** how to run and change speed, how to jump 2 feet to 2 feet, how to jump for distance, how to throw underarm accurately to a target, how to throw for distance. Change speed, (movement arm and leg)

	Knowledge (inc vocab):spiral, rotate, balance, backward rotation,		

Strategies to Scaffold Learning in PE

Communication

Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays.Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.

Space

Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for learners with a range of physical needs.Increasing the space and ensuring there is room can help make a PE lesson fully inclusive and accessible for all.

Task

Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself. Adapting a volleyball lesson by playing a match of seated volleyball is a great way to practise key skills and make the activity accessible to all learners.

Equipment

The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.

- Using balloons with rice in to support visually impaired learners in a tennis session.
- Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.
- Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.

People

The support learners receive from key people throughout a PE lesson can make arguably the biggest impact on their skills, attitudes and progress. A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners. Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become

over-reliant on the support of a key adult. Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.