

	Term 1 Real PE - Unit 1 Cog focus for assessment- personal	Term 2 Real PE - Unit 2 Cog focus for assessment - Social	Term 3 Real PE - Unit 6 Cog focus for assessment - Health and fitness	Term 4 Real PE - Unit 5 Cog focus for assessment – Applying physical Real Gym –	Term 5 Unit 1 Cog focus for assessment – Cognitive	Term 6 Real dance – Unit 1 Cog focus for assessment – creative
Year N	Planned through continuous provision... Coordination: Footwork (FUNS 10) Static balance: One leg (FUNS 1)	Planned through continuous provision: Jumping and landing (FUNS 6) Static balance: Seated (FUNS 2)	Planned through continuous provision: Ball chasing (FUNS 11) Floor work (FUNS 3)	Planned through continuous provision Coordination: Sending and receiving (FUNS 8) Agility: Reaction/ Response (FUNS 12)	Gym skill – Shape Gym skill – travel	Dance skills – solo and partner shapes
	Term 1 Real PE - Unit 1 Cog focus for assessment- personal	Term 2 Real PE - Unit 2 Cog focus for assessment - Social	Term 3 Real PE - Unit 6 Cog focus for assessment - Health and fitness	Term 4 Real PE - Unit 5 Cog focus for assessment – Applying physical Real Gym –	Term 5 Unit 1 Cog focus for assessment – Cognitive	Term 6 Real dance – Unit 1 Cog focus for assessment – creative
Year R	Planned through continuous provision... Coordination: Footwork (FUNS 10) Static balance: One leg (FUNS 1) Personal Objectives	Planned through continuous provision: Jumping and landing (FUNS 6) Static balance: Seated (FUNS 2) Social Objectives	Planned through continuous provision: Ball chasing (FUNS 11) Floor work (FUNS 3) Health and fitness objectives	Planned through continuous provision Coordination: Sending and receiving (FUNS 8) Agility: Reaction/ Response (FUNS 12)	3 weeks : At home theme. Gym skill – shape 3 weeks: Jungle trip theme. Gym skill travel Objectives	Dance skills Week 1 – Shapes solo Week 2 – Partnering shapes Week 3 – Artistry musicality Week 4 – Circles solo Week 5 Partnering circles

	<ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself. (exceeding) I can enjoy working on simple tasks with help. (expected) 	<ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing. (exceeding) I can play with others and take turns and share with help (expected) 	<ul style="list-style-type: none"> I am aware of why exercise is important for good health (exceeding) I am aware of the changes to the way I feel when I exercise (expected) 	<p>Applying physical objectives</p> <ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (exceeding) I can move confidently in different ways (expected) 	<ul style="list-style-type: none"> I can name some things I am good at (expected) I can understand and follow rules. (expected) I can follow simple instructions (emerging) 	<p>Week 6 – Artistry (making)</p> <p>Objectives:</p> <ul style="list-style-type: none"> I can create and link some movements together (exceeding) I can begin to explore and describe some movements from the lesson (Expected) I can understand the shapes or the circles we are exploring in the lesson (emerging)
	<i>Term 1 Real PE - Unit 1 Cog focus for assessment- personal</i>	<i>Term 2 Real PE - Unit 2 Cog focus for assessment - Social</i>	<i>Term 3 Real Gym – Unit 1 Cog focus for assessment – Cognitive</i>	<i>Term 4 Real dance – Unit 1 Cog focus for assessment – creative</i>	<i>Term 5 Real PE - Unit 5 Cog focus for assessment – Applying physical</i>	<i>Term 6 Real PE - Unit 6 Cog focus for assessment - Health and fitness</i>
Year 1	3 weeks: The Birthday Bike Surprise Coordination: Footwork (FUNS 10)	3 weeks: Journey to the Blue Planet	3 weeks: At home Skill: Shape 3 weeks: Jungle trip	Dance skills Week 1 – Shapes solo Week 2 – Artistry musicality	3 weeks: John and Jasmine Learn to Juggle Coordination: Sending and receiving (FUNS 8)	3 weeks: Sammy Squirrel Agility: Ball chasing (FUNS 11)

	<p>3 weeks: Pirate Pranks – Static balance: One leg (FUNS 1)</p> <p>Objectives:</p> <ul style="list-style-type: none"> I can try several times if at first I don't succeed and I ask for help when appropriate. (exceeding) I can follow instructions, practice safely and work on simple tasks by myself (expected) I enjoy working on simple tasks with help (working towards) 	<p>Dynamic Balance to Agility: Jumping and Landing (FUNS 6)</p> <p>3 weeks: Monkey business! (Funs 2)</p> <p>Objectives</p> <ul style="list-style-type: none"> I can help praise and encourage others in their learning (exceeding) I can work sensibly with others, taking turns and sharing (expected) I can play with others and take turns and share with help (working towards) 	<p>Skill: Travel</p> <p>Objectives:</p> <ul style="list-style-type: none"> 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 (exceeding) I can understand and follow simple rules and can name some things I am good at (expected) I can follow simple instructions (working towards) 	<p>Week 3 – Partnering shapes Week 4 – Circles solo Week 5 – Artistry Abstraction Week 6 – Artistry (making)</p> <p>Objectives:</p> <ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (exceeding) I can explore and describe different movements. (expected) I can observe and copy others (working towards) 	<p>3 weeks: Ringo to the Rescue Agility: Reaction/ Response (FUNS 12)</p> <p>Objectives:</p> <ul style="list-style-type: none"> 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. (exceeding) I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements (expected) I can move confidently in different ways (working towards) 	<p>3 weeks: Caspar the Very Clever Cat Static Balance (FUNS 3)</p> <p>Objectives:</p> <ul style="list-style-type: none"> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (exceeding) I am aware of why exercise is important for good health. (expected) I am aware of the changes to the way I feel when I exercise (working towards)
	<p>Term 1 Real PE - Unit 1</p>	<p>Term 2 Real PE - Unit 2</p>	<p>Term 3 Real Gym – Unit 1</p>	<p>Term 4 Real dance – Unit 1</p>	<p>Term 5 Real PE - Unit 5</p>	<p>Term 6 Real PE - Unit 6</p>

	<i>Cog focus for assessment- personal</i>	<i>Cog focus for assessment - Social</i>	<i>Cog focus for assessment – Cognitive</i>	<i>Cog focus for assessment – creative</i>	<i>Cog focus for assessment – Applying physical</i>	<i>Cog focus for assessment - Health and fitness</i>
Year 2	<p>3 Weeks: Coordination: Footwork (FUNS 10) 3 Weeks: Static Balance: 1 leg (FUNS 1)</p> <ul style="list-style-type: none"> • I know where I am with my learning and have begun to challenge myself (Exceeding) • I try several times if at first I don't succeed and I ask for help where appropriate (expected) • I can follow instructions, practice safely and work on simple tasks myself (working towards) 	<p>3 Weeks: Dynamic Balance to Agility: Jumping and Landing (FUNS 6) 3 weeks Static Balance Seated (FUNS 2)</p> <ul style="list-style-type: none"> • I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas (Exceeding) • I can help praise and encourage others in their learning (expected) • I can work sensibly with others, taking turns and sharing (working towards) 	<p>3 Weeks: Balance, Theme: Toy box 3 Weeks: Travel Theme: Jungle Trip</p> <ul style="list-style-type: none"> • I can explain what I am doing well. (Exceeding) • I can begin to order instructions, movements and skills. (Expected) • I can name some things I am good at (Working towards) 	<p>Week 1: Shapes solo Week 2: Partnering shapes Week 3: Circles solo Week 4: Partnering circles Week 5: Artistry abstraction Week 6: Artistry (making)</p> <ul style="list-style-type: none"> • I can respond differently to a variety of tasks or music and I can make up my own versions of activities. (Exceeding) • I can begin to compare my movements and skills with those of others and I can select and link movements together to fit a theme. (Expected) 	<p>3 Weeks: Coordination: Sending and Receiving (FUNS Station 8) 3 Weeks: Agility: Reaction and response (FUNS 12)</p> <ul style="list-style-type: none"> • 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 (Exceeding) • 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 (Expected) • I can perform a single skill or movement with some control. I 	<p>3 Weeks: Agility: Ball Chasing (FUNS 11) 3 Weeks: Static Balance: Floor work (FUNS 3)</p> <ul style="list-style-type: none"> • 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 (Exceeding) • I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Expected) • I am aware of why exercise is important for good health

				<ul style="list-style-type: none"> I can explore and describe different movements. (Working towards) 	can perform a small range of skills and link two movements together (Working Towards)	(Working Towards)
	Term 1 Real PE - Unit 1 Cog focus for assessment- personal	Term 2 Real PE - Unit 2 Cog focus for assessment - Social	Term 3 Real Gym – Unit 1 Cog focus for assessment – Cognitive	Term 4 Real dance – Unit 1 Cog focus for assessment – creative	Term 5 Real PE - Unit 5 Cog focus for assessment – Applying physical	Term 6 Real PE - Unit 6 Cog focus for assessment - Health and fitness
Year 3	<p>Skill - Coordination: Footwork (FUNS 10) Cool down - Static Balance: One Leg (FUNS 1)</p> <ul style="list-style-type: none"> 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 (Exceeding) I know where I am with my learning and I have begun to challenge 	<p>Skill - Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Cool down - Static Balance: Seated (FUNS 2)</p> <ul style="list-style-type: none"> 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. (Exceeding). I show patience and support others, listening well to them 	<p>3 Weeks: Travel Theme: Mapping pathways 3 Weeks: Rotation Theme: Rotation sequences</p> <ul style="list-style-type: none"> I can identify specific parts of performance to work on. (Exceeding) I can explain what I am doing well and I have begun to identify areas for improvement. (Expected) I can explain why someone is 	<p>Week 1: Shapes solo Week 2: Partnering shapes Week 3: Circles solo Week 4: Partnering circles Week 5: Artistry abstraction Week 6: Artistry (making)</p> <ul style="list-style-type: none"> I can change tactics, rules or tasks to make activities more fun or challenging. (Exceeding) I can recognise similarities and differences in 	<p>Skill – Agility: Reaction/ Response (FUNS 2) Cool down - Static Balance: Floor work (FUNS 3)</p> <ul style="list-style-type: none"> 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. (Exceeding) I can perform and repeat longer sequences with 	<p>Skill – Agility: Ball chasing (FUNS 11) Cool Down – Static Balance: Stance (FUNS 4)</p> <ul style="list-style-type: none"> 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 u. (Exceeding) I can describe how and why my body feels

	<p>myself. (Expected)</p> <ul style="list-style-type: none"> I try several times if at first I don't succeed and I ask for help when appropriate. (Working Towards) 	<p>about our work. I am happy to show and tell them about my ideas. (Expected).</p> <ul style="list-style-type: none"> I can help praise and encourage others in their learning. (Working towards) 	<p>working or performing well. (Working Towards)</p>	<p>movements and expression (Expected)</p> <ul style="list-style-type: none"> I can select and link movement together to fit a theme. (Working towards) 	<p>clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. (Expected)</p> <ul style="list-style-type: none"> 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. (Working Towards) 	<p>during and after exercise. I can explain why we need to warm up and cool down. (Expected)</p> <ul style="list-style-type: none"> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (Working Towards)
	<p>Term 1 Real PE - Unit 1 Cog focus for assessment- personal</p>	<p>Term 2 Real PE - Unit 2 Cog focus for assessment - Social</p>	<p>Term 3 Real Gym – Unit 1 Cog focus for assessment – Cognitive</p>	<p>Term 4 Real dance – Unit 1 Cog focus for assessment – creative</p>	<p>Term 5 Real PE - Unit 5 Cog focus for assessment – Applying physical</p>	<p>Term 6 Real PE - Unit 6 Cog focus for assessment - Health and fitness</p>
Year 4	<p>Skill – Coordination: Footwork (FUNS 10) Cool down – Static Balance: One Leg (FUNS 1)</p> <ul style="list-style-type: none"> I cope well and react positively when things become difficult. I can persevere 	<p>Skill – Dynamic balance to agility: Jumping and Landing (FUNS 6) Cool down – Static Balance: Seated (FUNS 2)</p> <ul style="list-style-type: none"> I cooperate well with others and give helpful 	<p>3 Weeks: Balance Theme: Acrobatic sequences 3 Weeks: Rotation Theme: Rotation sequences</p> <ul style="list-style-type: none"> I can understand ways to judge 	<p>Week 1: Shapes solo Week 2: Circles solo Week 3: Partnering shapes Week 4: Partnering lifts Week 5: Partnering circles Week 6: Artistry (making)</p>	<p>Skill – Agility: Reaction/Response (FUNS 12). Cool down – Static Balance: Floor Work (FUNS 3).</p> <ul style="list-style-type: none"> I can perform a variety of movements and skills with good 	<p>Skill – Agility: Ball Chasing (FUNS 11) Cool down – Static Balance: Stance (FUNS 4)</p> <ul style="list-style-type: none"> I can describe the basic fitness components and explain how

	<p>with a task and I can improve my performance through regular practice. (Exceeding)</p> <ul style="list-style-type: none"> I know where I am with my learning and I have begun to challenge myself. (Expected) I try several times if at first I don't succeed and I ask for help when appropriate. (Working Towards) 	<p>feedback. I help organise roles and responsibilities and I can guide a small group through a task. (Exceeding)</p> <ul style="list-style-type: none"> I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. (Expected) I can help praise and encourage others in their learning. (Working Towards) 	<p>performance (Exceeding)</p> <ul style="list-style-type: none"> I can explain what I am doing well and I have begun to identify areas for improvement. (Expected). I can begin to order instructions, movements and skills (Working Towards) 	<ul style="list-style-type: none"> I can change tactics, rules or tasks to make activities more fun or challenging. (Exceeding) I can recognise similarities and differences in movements and expression (Expected) I can select and link movement together to fit a theme. (Working towards) 	<p>body tension. I can link actions together so that they flow in running, jumping and throwing activities. (Exceeding)</p> <ul style="list-style-type: none"> 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. (Expected) 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. (Working Towards) 	<p>often and how long I should exercise to be healthy. I can record and monitor how hard I am working. (Exceeding)</p> <ul style="list-style-type: none"> 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. (Expected) I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (Working Towards)
	<p>Term 1 Real Gym – Unit 1</p>	<p>Term 2 Real dance – Unit 1</p>	<p>Term 3 Real PE - Unit 3</p>	<p>Term 4 Real PE - Unit 4</p>	<p>Term 5 Real PE - Unit 5</p>	<p>Term 6 Real PE- Unit 6</p>

	<i>Cog focus for assessment – Cognitive</i>	<i>Cog focus for assessment – creative</i>	<i>Cog focus for assessment - Social</i>	<i>Cog focus for assessment – Applying physical</i>	<i>Cog focus for assessment - Health and fitness</i>	<i>Cog Focus for assessment - Personal</i>
Year 5	3 Weeks: Hand Apparatus 3 Weeks: Low Apparatus <ul style="list-style-type: none"> • I review, analyse and evaluate my own and others' strengths and weaknesses. (Exceeding) • I have a clear idea of how to develop my own and others' work (Expected) • I can understand ways (criteria) to judge performance. (Working Towards) 	Week 1: Shapes Solo Week 2: Circles solo Week 3: Artistry Abstraction Week 4: Artistry Musicality Week 5: Partnering lifts Week 6: Artistry (Making) <ul style="list-style-type: none"> • I can use variety and creativity in the making and performance of my dance. (Exceeding) • I can respond in varied and imaginative ways to different situations and tasks. (Expected) • I can change tactics, creative choices and movements to make activities more fun or challenging, and when I feel that 	Dynamic Balance: On a line (FUNS 5) Counter Balance With a partner (FUNS 7) <ul style="list-style-type: none"> • I can involve others and motivate those around me to perform better. (Exceeding) • I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (Expected) • 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. 	Static Balance: One Leg (FUNS 1) Dynamic Balance to Agility: Jumping and landing (FUNS 6) <ul style="list-style-type: none"> • 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. (Exceeding) • I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice 	Static Balance: Stance (FUNS 4) Coordination: Footwork (FUNS 10) <ul style="list-style-type: none"> • 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. (Exceeding) • I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. (Expected) • I can describe the basic fitness components and explain how often 	Agility: Ball Chasing (FUNS 11) Coordination (Sending And Receiving (FUNS 8)) <ul style="list-style-type: none"> • I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. (Exceeding) • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. (Expected) • I cope well and react positively when things

		what I am doing isn't right for me. (Working Towards)	(Working Towards)	<p>situations. (Expected)</p> <ul style="list-style-type: none"> 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. (Working Towards) 	and how long I should exercise to be healthy. I can record and monitor how hard I am working. (Working Towards)	become difficult. I can persevere with a task and I can improve my performance through regular practice. (working Towards)
	Term 1 Real Gym – Unit 2 Cog focus for assessment – Cognitive	Term 2 Real dance – Unit 1 Cog focus for assessment – creative	Term 3 Real PE - Unit 3 Cog focus for assessment - Social	Term 4 Real PE - Unit 4 Cog focus for assessment – Applying physical	Term 5 Real PE - Unit 5 Cog focus for assessment - Health and fitness	Term 6 Real PE- Unit 6 Cog Focus for assessment - Personal
Year 6	<p>3 Weeks: Partner Work 3 Weeks: Large Apparatus</p> <ul style="list-style-type: none"> I can read and react to difference gymnastics situations as they develop. (Exceeding) 	<p>Week 1: Shapes Solo Week 2: Circles solo Week 3: Artistry Abstraction Week 4: Artistry Musicality Week 5: Partnering lifts Week 6: Artistry (Making)</p> <ul style="list-style-type: none"> I can use variety and creativity in the making and 	<p>Dynamic Balance: On a line (FUNS 5) Counter Balance With a partner (FUNS 7)</p> <ul style="list-style-type: none"> I can involve others and motivate those around me to perform better. (Exceeding) 	<p>Static Balance: One Leg (FUNS 1) Dynamic Balance to Agility: Jumping and landing (FUNS 6)</p> <ul style="list-style-type: none"> I can effectively transfer skills and movements across a range of activities and sports. I can 	<p>Static Balance: Stance (FUNS 4) Coordination: Footwork (FUNS 10)</p> <ul style="list-style-type: none"> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. 	<p>Agility: Ball Chasing (FUNS 11) Coordination (Sending And Receiving (FUNS 8)</p> <ul style="list-style-type: none"> I can create my own learning plan and revise that plan when necessary. I can accept critical

	<ul style="list-style-type: none"> • I can recognise and suggest patterns of play which will increase chances of success. (Expected) • I can identify specific parts of performance to work on. (Working towards) 	<p>performance of my dance. (Exceeding)</p> <ul style="list-style-type: none"> • I can respond in varied and imaginative ways to different situations and tasks. (Expected) • I can change tactics, creative choices and movements to make activities more fun or challenging, and when I feel that what I am doing isn't right for me. (Working Towards) 	<ul style="list-style-type: none"> • I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. (Expected) • 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. (Working Towards) 	<p>perform a variety of skills consistently and effectively in challenging or competitive situations. (Exceeding)</p> <ul style="list-style-type: none"> • I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. (Expected) • 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. (Working Towards) 	<p>I can plan and follow my own basic fitness programme. (Exceeding)</p> <ul style="list-style-type: none"> • I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. (Expected) • 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. (Working Towards) 	<p>feedback and make changes. (Exceeding)</p> <ul style="list-style-type: none"> • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. (Expected) • 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. (working Towards)
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