Term 1 Real PE - Unit 1 Cog focus for assessment- pe	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
and wo	adventure – Dynamic balance to agility: Jumping and landing (FUNS 6) atic ag (FUNS 3 weeks: Fun in the jungle – Static balance: Seated (FUNS 2) Allow tions, a safely ark on tasks by ading) I can work sensibly with others, taking turns and sharing. (exceeding) I can play with others and take turns and share with help (expected)	3 weeks: At home theme. Gym skill – shape 3 weeks: Jungle trip theme. Gym skill travel Objectives I can name some things I am good at (expected) I can understand and follow rules. (expected) I can follow simple instructions (emerging)	Dance skills Week 1 – Shapes solo Week 2 – Partnering shapes Week 3 – Artistry musicality Week 4 – Circles solo Week 5 Partnering circles Week 6 – Artistry (making) Objectives: 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	3 weeks: John and Jasmine learn to juggle — Coordination: Sending and receiving (FUNS 8) 3 weeks: Ringo to the Rescue — Agility: Reaction/Response (RUNS 12) Objectives 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)	3 weeks: Sammy squirrel and his rolling nuts- Agility: Ball chasing (FUNS 11) 3 weeks: Casper the Very Clever Cat – Static balance: Floor work (FUNS 3) Objectives 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)

				exploring in the		
				lesson		
				(emerging)		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real PE - Unit 1	Real PE - Unit 2	Real Gym – Unit 1	Real dance – Unit 1	Real PE - Unit 5	Real PE - Unit 6
	Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for assessment –	Cog focus for
	assessment- personal	assessment - Social	assessment – Cognitive	assessment – creative	Applying physical	assessment - Health
	assessment personal	ussessment soonun	dosessiment Cogimuse	ussessiment or cutive	7.66.79 675.00	and fitness
Year 1	3 weeks: The Birthday	3 weeks: Journey to the	3 weeks: At home	Dance skills	3 weeks: John and Jasmine	3 weeks: Sammy
	Bike Surprise	Blue Planet	Skill: Shape	Week 1 – Shapes solo	Learn to Juggle	Squirrel
	Coordination: Footwork	Dynamic Balance to		Week 2 – Artistry	Coordination: Sending and	Agility: Ball chasing
	(FUNS 10)	Agility: Jumping and	3 weeks: Jungle trip	musicality	receiving (FUNS 8)	(FUNS 11)
		Landing (FUNS 6)	Skill: Travel	Week 3 – Partnering		
	3 weeks: Pirate Pranks –			shapes	3 weeks: Ringo to the	3 weeks: Caspar the
	Static balance: One leg	3 weeks: Monkey	Objectives:	Week 4 – Circles solo	Rescue	Very Clever Cat
	(FUNS 1)	business! (Funs 2)	 I can begin to 	Week 5 – Artistry	Agility: Reaction/ Response	Static Balance (FUNS 3)
			order	Abstraction	(FUNS 12)	
	Objectives:	Objectives	instructions,	Week 6 – Artistry		Objectives:
	 I can try several 	 I can help praise 	movements and	(making)	Objectives:	I can say how
	times if at first I	and encourage	skills. With help		I can perform a	my body feels
	don't succeed	others in their	I can recognise	Objectives:	range of skills with	before, during
	and I ask for	learning	similarities and	 I can begin to 	some control and	and after
	help when	(exceeding)	differences in	compare my	consistency. I can	exercise. I use
	appropriate.	 I can work 	performance	movements and	perform a	equipment
	(exceeding)	sensibly with	and I can	skills with those	sequence of	appropriately
	I can follow	others, taking	explain why	of others. I can	movements with	and move and
	instructions,	turns and	someone is	select and link	some changes in	land safely.
	practice safely	sharing	working or	movements	level, direction or	(exceeding)
	and work on	(expected)	performing well	together to fit a	speed. (exceeding)	I am aware of
	simple tasks by	 I can play with 	(exceeding)	theme	I can perform a	why exercise is
	myself	others and take	• I can	(exceeding)	single skill or	important for
	(expected)	turns and share	understand and	I can explore	movement with	good health.
		with help	follow simple	and describe	some control. I can	(expected)

	I enjoy working on simple tasks with help (working towards)	(working towards)	rules and can name some things I am good at (expected) I can follow simple instructions (working towards)	different movements. (expected) I can observe and copy others (working towards)	perform a small range of skills and link two movements (expected) I can move confidently in different ways (working towards)	I am aware of the changes to the way I feel when I exercise (working towards)
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real PE - Unit 1 Cog focus for	Real PE - Unit 2 Cog focus for	Real Gym – Unit 1 Cog focus for	Real dance – Unit 1 Cog focus for	Real PE - Unit 5 Cog focus for assessment –	Real PE - Unit 6 Cog focus for
	assessment- personal	assessment - Social	assessment – Cognitive	assessment – creative	Applying physical	assessment - Health
	ussessment personal	ussessment social	ussessment cogmitive	ussessment creative	Applying physical	and fitness
Year 2	3 Weeks: Coordination:	3 Weeks: Dynamic	3 Weeks: Balance,	Week 1: Shapes solo	3 Weeks: Coordination:	3 Weeks: Agility: Ball
	Footwork (FUNS 10)	Balance to Agility:	Theme: Toy box	Week 2: Partnering	Sending and Receiving	Chasing (FUNS 11)
	3 Weeks: Static Balance:	Jumping and Landing	3 Weeks: Travel	shapes	(FUNS Station 8)	3 Weeks: Static Balance:
	1 leg (FUNS 1)	(FUNS 6)	Theme: Jungle Trip	Week 3: Circles solo	3 Weeks: Agility: Reaction	Floor work (FUNS 3)
	I know where I	3 weeks Static Balance		Week 4: Partnering	and response (FUNS 12)	I can describe
	am with my	Seated (FUNS 2)	I can explain	circles	 I can perform and 	how and why
	learning and	 I show patience 	what I am doing	Week 5: Artistry	repeat longer	my body feels
	have begun to	and support	well.	abstraction	sequences with	during and after
	challenge	others, listening	(Exceeding)	Week 6: Artistry	clear shapes and	exercise. I can
	myself	well to them	 I can begin to 	(making)	controlled	explain why we
	(Exceeding)	about our work.	order		movement. I can	need to warm
	 I try several 	I am happy to	instructions,	 I can respond 	select and apply a	up and cool
	times if at first I	show and tell	movements and	differently to a	range of skills with	down
	don't succeed	them about my	skills. (Expected)	variety of tasks	good control and	(Exceeding)
	and I ask for	ideas	I can name	or music and I	consistency	I can say how
	help where	(Exceeding)	some things I	can make up my	(Exceeding)	my body feels
	appropriate	I can help praise	am good at	own versions of	I can perform a	before, during
	(expected)	and encourage	(Working	activities.	range of skills with	and after
		others in their	towards)	(Exceeding)	some control and	exercise. I use

	I can follow instructions, practice safely and work on simple tasks myself (working towards)	learning (expected) I can work sensibly with others, taking turns and sharing (working towards)		 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) I can explore and describe different movements. (Working towards) 	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 can perform a small range of skills and link two movements together (Working Towards)	equipment appropriately and move and land safely (Expected) I am aware of why exercise is important for good health (Working Towards
	Term 1 Real PE - Unit 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Cog focus for	Real PE - Unit 2 Cog focus for	Real Gym – Unit 1 Cog focus for	Real dance – Unit 1 Cog focus for	Real PE - Unit 5 Cog focus for assessment –	Real PE - Unit 6 Cog focus for
	assessment- personal	assessment - Social	assessment – Cognitive	assessment – creative	Applying physical	assessment - Health
	,				77 37 7	and fitness
Year 3	Skill - Coordination:	Skill - Dynamic Balance	3 Weeks: Travel	Week 1: Shapes solo	Skill – Agility: Reaction/	Skill – Agility: Ball
	Footwork (FUNS 10)	to Agility: Jumping and	Theme: Mapping	Week 2: Partnering	Response (FUNS 2)	chasing (FUNS 11)
	Cool down - Static	Landing (FUNS 6)	pathways	shapes	Cool down - Static Balance:	Cool Down – Static
	Balance: One Leg (FUNS	Cool down - Static	3 Weeks: Rotation	Week 3: Circles solo	Floor work (FUNS 3)	Balance: Stance (FUNS
	1)	Balance: Seated (FUNS	Theme: Rotation	Week 4: Partnering		4)
	I cope well and	2)	sequences	circles	II can perform a	I can describe
	react positively	I cooperate well	I can identify	Week 5: Artistry	variety of	the basic fitness
	when things	with others and	specific parts of	abstraction	movements and	components
	become difficult. I can	give helpful	performance to work on.	Week 6: Artistry (making)	skills with good	and explain how often and how
	αιπισμίτ. I can persevere with	feedback. I help organise roles	(Exceeding)	(IIIakiiig)	body tension. I can link actions	long I should
	persevere with	organise roles	(Exceeding)		IIIIK actions	iong i should

a task and I can improve my	and responsibilities	I can explain what I am doing	I can change tactics, rules or	together so that they flow in	exercise to be healthy. I can
performance	and I can guide	well and I have	tasks to make	running, jumping	record and
through regular	a small group	begun to	activities more	and throwing	monitor how
practice	through a task.	identify areas	fun or	activities.	hard I am
(Exceeding)	(Exceeding).	for	challenging.	(Exceeding)	working u.
I know where I	I show patience	improvement.	(Exceeding)	I can perform and	(Exceeding)
am with my	and support	(Expected)	I can recognise	repeat longer	I can describe
learning and I	others, listening	I can explain	similarities and	sequences with	how and why
have begun to	well to them	why someone is	differences in	clear shapes and	my body feels
challenge	about our work.	working or	movements and	controlled	during and after
myself.	I am happy to	performing well.	expression	movement. I can	exercise. I can
(Expected)	show and tell	(Working	(Expected)	select and apply a	explain why we
I try several	them about my	Towards)	I can select and	range of skills with	need to warm
times if at first I	ideas.		link movement	good control and	up and cool
don't succeed	(Expected).		together to fit a	consistency.	down.
and I ask for	 I can help praise 		theme.	(Expected)	(Expected)
help when	and encourage		(Working	 I can perform a 	I can say how
appropriate.	others in their		towards)	range of skills with	my body feels
(Working	learning.			some control and	before, during
Towards)	(Working			consistency. I can	and after
	towards)			perform a	exercise. I use
				sequence of	equipment
				movements with	appropriately
				some changes in	and move and
				level, direction or	land safely.
				speed. (Working	(Working
				Towards)	Towards)
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Real PE - Unit 1	Real PE - Unit 2	Real Gym – Unit 1	Real dance – Unit 1	Real PE - Unit 5	Real PE - Unit 6
Cog focus for	Cog focus for	Cog focus for	Cog focus for	Cog focus for assessment –	Cog focus for
assessment- personal	assessment - Social	assessment – Cognitive	assessment – creative	Applying physical	assessment - Health
					and fitness

Year 4	Skill – Coordination:	Skill – Dynamic balance	3 Weeks: Balance	Week 1: Shapes solo	Skill – Agility: Reaction/	Skill – Agility: Ball
	Footwork (FUNS 10)	to agility: Jumping and	Theme: Acrobatic	Week 2: Circles solo	Response (FUNS 12).	Chasing (FUNS 11)
	Cool down – Static	Landing (FUNS 6)	sequences	Week 3: Partnering	Cool down – Static	Cool down – Static
	Balance: One Leg (FUNS	Cool down – Static	3 Weeks: Rotation	shapes	Balance: Floor Work (FUNS	Balance: Stance (FUNS
	1)	Balance: Seated (FUNS	Theme: Rotation	Week 4: Partnering lifts	3).	4)
	I cope well and	2)	sequences	Week 5: Partnering		
	react positively		• I can	circles	 I can perform a 	 I can describe
	when things	 I cooperate well 	understand	Week 6: Artistry	variety of	the basic fitness
	become	with others and	ways to judge	(making)	movements and	components
	difficult. I can	give helpful	performance		skills with good	and explain how
	persevere with	feedback. I help	(Exceeding)	 I can change 	body tension. I can	often and how
	a task and I can	organise roles	I can explain	tactics, rules or	link actions	long I should
	improve my	and	what I am doing	tasks to make	together so that	exercise to be
	performance	responsibilities	well and I have	activities more	they flow in	healthy. I can
	through regular	and I can guide	begun to	fun or	running, jumping	record and
	practice.	a small group	identify areas	challenging.	and throwing	monitor how
	(Exceeding)	through a task.	for	(Exceeding)	activities.	hard I am
	I know where I	(Exceeding)	improvement.	 I can recognise 	(Exceeding)	working.
	am with my	 I show patience 	(Expected).	similarities and	I can perform and	(Exceeding)
	learning and I	and support	 I can begin to 	differences in	repeat longer	I can describe
	have begun to	others, listening	order	movements and	sequences with	how and why
	challenge	well to them	instructions,	expression	clear shapes and	my body feels
	myself.	about our work.	movements and	(Expected)	controlled	during and after
	(Expected)	I am happy to	skills (Working	 I can select and 	movement. I can	exercise. I can
	I try several	show and tell	Towards)	link movement	select and apply a	explain why we
	times if at first I	them about my		together to fit a	range of skills with	need to warm
	don't succeed	ideas.		theme.	good control and	up and cool
	and I ask for	(Expected)		(Working	consistency.	down.
	help when	I can help praise		towards)	(Expected)	(Expected)
	appropriate.	and encourage			I can perform a	I can say how
	(Working	others in their			range of skills with	my body feels
	Towards)	learning.			some control and	before, during
					consistency. I can	and after

	Term 1 Real Gym – Unit 1 Cog focus for assessment – Cognitive	(Working Towards) 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	perform a sequence of movements with some changes in level, direction or speed. (Working Towards) Term 5 Real PE - Unit 5 Cog focus for assessment - Health and fitness	exercise. I use equipment appropriately and move and land safely. (Working Towards) Term 6 Real PE- Unit 6 Cog Focus for assessment - Personal
Year 5	3 Weeks: Hand Apparatus 3 Weeks: Low Apparatus 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.	Week 1: Shapes Solo Week 2: Circles solo Week 3: Artistry Abstraction Week 4: Artistry Musicality Week 5: Partnering lifts Week 6: Artistry (Making) 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	Dynamic Balance: On a line (FUNS 5) Counter Balance With a partner (FUNS 7) • 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)	Static Balance: One Leg (FUNS 1) Dynamic Balance to Agility: Jumping and landing (FUNS 6) 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)	Static Balance: Stance (FUNS 4) Coordination: Footwork (FUNS 10) 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	Agility: Ball Chasing (FUNS 11) Coordination (Sending And Receiving (FUNS 8) I 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

	(Working Towards)	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)	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)	 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) 	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)	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)
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Real Gym – Unit 2 Cog focus for	Real dance – Unit 1 Cog focus for	Real PE - Unit 3 Cog focus for	Real PE - Unit 4 Cog focus for	Real PE - Unit 5	Real PE- Unit 6 Cog Focus for
		assessment – creative	assessment - Social		Cog focus for assessment - Health and fitness	assessment - Personal
	assessment – Cognitive	ussessment – creative	ussessment - Social	assessment – Applying	Health and Jitness	ussessment - Personal
VC	2 Marahar Danta and Marah	Maria de Chamas Cal	Dunamia Balanaa C	physical	Chatia Balancas Chana	A -: lite or Dell Charains
Year 6	3 Weeks: Partner Work	Week 1: Shapes Solo	Dynamic Balance: On a	Static Balance: One Leg	Static Balance: Stance	Agility: Ball Chasing
		Week 2: Circles solo	line (FUNS 5)	(FUNS 1)	(FUNS 4)	(FUNS 11)

3 Weeks: Large Apparatus

- I can read and react to difference gymnastics situations as they develop. (Exceeding)
- 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)

Week 3: Artistry Abstraction Week 4: Artistry Musicality Week 5: Partnering lifts Week 6: Artistry (Making)

- 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 what I am doing isn't right for me. (Working Towards)

Counter Balance With a partner (FUNS 7)

- 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. (Working Towards)

Dynamic Balance to Agility: Jumping and landing (FUNS 6)

- 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 situations. (Expected)
- I can perform a variety of movements and

Coordination: Footwork (FUNS 10)

- 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 and how long I should exercise to be healthy. I can record and monitor how hard I

Coordination (Sending And Receiving (FUNS 8)

- I 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 become difficult. I can persevere with a task and I can improve my performance

		skills with good	am working.	through regular
		body tension. I	(Working Towards)	practice.
		can link actions		(working
		together so that		Towards)
		they flow in		
		running,		
		jumping and		
		throwing		
		activities.		
		(Working		
		Towards)		