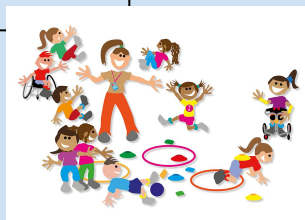




Year 1

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I try several times if at first I don't succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely	Social Skills I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	Cognitive Skills I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help. I can recognise similarities and differences in performance. I can name some things I am good at. I can understand and follow simple rules.	Creative Skills I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements.	Physical Skills I can perform a range of movements with some changes in direction, level and speed. I can perform a range of skills with some control and consistency I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.	Health and Fitness I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.
Coordination Footwork Static Balance One Leg	Dynamic Balance to agility Jumping and Landing Static Balance Seated	Dynamic Balance On a line Static Balance Stance	Coordination Ball Skills Counter Balance With a Partner	Coordination Sending and Receiving Agility Reaction/Response	Agility Ball Chasing Static Balance Floor Work



Year 1 Curriculum Overview

REAL PE runs alongside the application curriculum except Forest School half terms.

Autumn 1 • Fundamentals & Games

Travel, stop/start, change direction, throw/catch, space and simple cooperation.

Autumn 2 • Forest School

Outdoor movement, safe exploration, teamwork and simple physical challenges.

Spring 1 • Gymnastics

Shapes, balances, rolls, jumps and linking two or more actions.

Spring 2 • Dance

Copy and create simple movement patterns using level, direction and rhythm.

Summer 1 • Athletics

Run, jump and throw; compare performance and pursue a personal best.

Summer 2 • Striking & Fielding

Strike a stationary ball, throw/catch and begin simple fielding games.

Year 1 • Autumn 1 • Fundamentals & Games

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Travel, stop/start, change direction, throw/catch, space and simple cooperation.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- control • balance • coordination • space • technique • feedback

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 1 • Autumn 2 • Forest School

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Outdoor movement, safe exploration, teamwork and simple physical challenges.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- navigate • route • challenge • risk
- cooperate • lead • evaluate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve safe movement and teamwork
2. Physical team challenge
3. Navigation / route-finding challenge
4. Problem-solving under changing constraints
5. Leadership and independent decision-making
6. Apply, reflect and evaluate

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 1 • Spring 1 • Gymnastics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Shapes, balances, rolls, jumps and linking two or more actions.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- balance • travel • roll • jump • flight • sequence • control • tension

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 1 • Spring 2 • Dance

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Copy and create simple movement patterns using level, direction and rhythm.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- motif • phrase • level • pathway • unison • canon • dynamics • expression

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 1 • Summer 1 • Athletics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Run, jump and throw; compare performance and pursue a personal best.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- sprint • pace • relay • jump • throw • distance • personal best

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 1 • Summer 2 • Striking & Fielding

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Strike a stationary ball, throw/catch and begin simple fielding games.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- strike • bowl • field • catch • retrieve • score • accuracy • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

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