



BECOMING FIT, STAYING ACTIVE AND BEING HEALTHY.




Essential Characteristics:

- Fundamental movement skills are embedded, children are increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.
- The ability to effectively transfer skills and movements across a range of activities and sports.
- The ability to perform a variety of skills consistently and effectively in challenging or competitive situations.
- A belief that new challenges are opportunities to learn and develop, underpinned by the ability to recognise personal strengths and weaknesses.
- The skill to create their own learning plan and revise that plan when necessary, seeking advice and accepting critical feedback to make changes.
- A respect for peers, using the skill of negotiation and collaborating appropriately.
- A desire to involve others and motivate those around them to perform better.
- The ability to read and react to different game situations as they develop.
- The skill to respond imaginatively to different situations, adapting and adjusting movements or tactics.
- The ability to recognise and suggest patterns of play which will increase chances of success, developing methods to outwit opponents.
- The desire to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- The ability to link actions and develop sequences of movement that express their own ideas.
- The ability to describe basic fitness components, understanding why exercise is important for good health.
- The desire to be fit, choosing to participate in activities that support a healthy lifestyle.
- Children should enjoy communicating, collaborating and competing.



Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019

	Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019		
Key stage One	National Curriculum Coverage	Keys Milestones- REAL PE	Key activities
Year 1			
Autumn 1	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<ul style="list-style-type: none"> • Can stand on one foot for 10 seconds without losing balance. • Can hold a fixed position. • Can hop, gallop and skip. 	Lesson 1 Fundamental Movement Skill (Real PE) Unit 1 Funs Station 1 – Static Balance (leg standing) Funs Station 10- Coordination (floor patterns) Lesson 2 Application of skill - YOGA
Autumn 2	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.	<ul style="list-style-type: none"> • Can keep the seated balance for 10 seconds. • Can keep the seated balance with no hands or feet touching the floor. • Can jump with two feet together- forwards, backwards, side to side in rhythm. • Can jump from two feet to two feet with a quarter turn and keep balance. 	Lesson 1 Fundamental Movement Skill (Real PE) Unit 2 Funs Station 2 – Static Balance (seated) Funs Station 6 – Dynamic Balance to Agility Lesson 2 Application of skill - DANCE

Spring 1	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Can stand on a line with feet shoulder width apart, on tip toe and hold balance. • Can stand on a line with feet shoulder width apart, on tip toe whilst alternating feet. • As above, but on a low beam. • Can walk whilst lifting knees to a 90 degree angle. • Can walk whilst lifting heels to bottom. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 3 Funs Station 4- Small Base Funs Station 5 – Dynamic Balance</p> <p>Lesson 2 Application of skill - Gymnastics</p>
Spring 2	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> • Seated balance in pairs, rock forward, backward and side to side- whilst maintaining balance. • As above with alternate and opposite hands. • Whilst seated, can roll a ball along the body using just one hand. • As above, transferring ball from one hand to the other and working across the body. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 4 Funs Station 7 – Counter balance in pairs Funs Station 9 – Coordination (ball skills)</p> <p>Lesson 2 Application of skill – Ball skills (games)</p>

Summer 1	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> • Facing a wall, can roll a large ball so it rebounds and collect effectively. • As above, with a small ball and increased distance. • Facing a wall, can throw a large ball with rebound and catch it with two hands. • As above, with smaller ball and increased distance. • Standing a metre away from partner, can catch a ball after two bounces. • As above, but two metres away and one bounce. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 5 Funs Station 8 – Coordination with Equipment Funs Station 12 – Agility (Reaction/Response)</p> <p>Lesson 2 Application of skill – Team games</p>
Summer 2	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<ul style="list-style-type: none"> • Can hold a mini front position. • Can hold a mini front position with three limbs (ie one leg outstretched not touching the floor) • Can roll a ball, chase it and collect it in a balanced position facing the opposite direction. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Funs Station 3 – Static Balance, Floor work Funs Station 11 – Agility (ball chasing)</p> <p>Lesson 2 Application of skill – Team games</p>

		<ul style="list-style-type: none"> • Can complete the above task but with a bouncing ball and with a partner. 	
Year 2			
Autumn 1	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> • Can stand on one foot for 30 seconds. • Can stand on one foot and complete a mini squat, can do five in a row without losing balance. • Can complete the above with alternate foot without losing balance. • Can skip to meet opposite elbow. • Can hop-scotch, alternating hopping on one foot with two footed jumps. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 1 Funs Station 1 – Static Balance (leg standing) Funs Station 10- Coordination (floor patterns)</p> <p>Lesson 2 Application of skill – YOGA</p>
Autumn 2	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • In the seated balance position (without feet touching the floor): pick up a cone from one side of the body, swap hands and place it at the other side of the body. Then bring back the opposite way. • Standing on a line, jump two feet to one foot and freeze on landing without losing balance. • Can jump two feet to two feet with 180 degree turn and land with balance facing the opposite direction. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 2 Funs Station 2 – Static Balance Funs Station 6 – Dynamic Balance to Agility</p> <p>Lesson 2 Application of skill - GYMNASTICS</p>

Spring 1	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Can stand on a low beam with feet shoulder width apart, weight on balls of feet and hold balance for 10 seconds. • Standing on a low beam, on the balls of feet, can keep balance whilst picking up alternate feet 5 times. • Can perform a marching action, lifting knees to 90 degree angle. • Can fluidly walk heel to toe (heel down first and roll foot forward to toe) 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 3 Funs Station 4- Small Base Funs Station 5 – Dynamic Balance</p> <p>Lesson 2 Application of skill – DANCE</p>
Spring 2	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> • Can move in and out of a counter balance with partner, including leaning back and with legs out stretched. • As above, with one hand. • Can roll a ball all around body with one hand in standing position, with feet staying completely still. • As above but changing hands whilst moving ball. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 4 Funs Station 7 – Counter balance in pairs Funs Station 9 – Coordination (ball skills)</p> <p>Lesson 2 Application of skill – BALL SKILLS</p>

Summer 1	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> • Can throw a tennis ball and catch from rebound. • As above, no rebound and from between 3 and 5 metres. • As above, throwing with one hand and catching with the other. • From 2 metres away, can catch a ball dropped by partner after one bounce. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 5 Funs Station 8 – Coordination with Equipment Funs Station 12 – Agility (Reaction/Response)</p> <p>Lesson 2 Application of skill – TEAM GAMES</p>
Summer 2	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> • Whilst holding a mini front position, can place a cone on back and remove it with opposite hand. • As above, but with stomach facing upwards. • Can throw a large bouncing ball, chase after it and collect it in a balanced position facing the opposite direction. • Can complete the above task but with a partner feeding the ball. • As above with a medium sized ball. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Funs Station 3 – Floor work Funs Station 11 – Agility (ball chasing)</p> <p>Lesson 2 Application of skill – TEAM GAMES</p>



Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019

	Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019		
Key stage Two	National Curriculum Coverage	Keys Milestones- REAL PE	Key activities
Year 3			
Autumn 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> • Can hold a full front support position (like the start position for a press up) for 30 seconds. • Can hold a full front support position, lifting one arm towards the ceiling. • Can hold a full front support position whilst transferring a cone on and off back, using alternate hands. • Can hop- scotch, but using alternate leg each time. • As above, backwards. • Compete a Z pattern using side steps, changing lead leg and direction every two steps. • The above with rhythm. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 1 Coordination- Floor Movement Patterns (card 10) Balance – Static Balance Floor Work (card 3)</p> <p>Lesson 2 Application of skill – DANCE</p>

<p>Autumn 2</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> • Dish shape seated balance, held for at least 10 seconds. • Can jump two feet to two feet with a 180 degree turn and land with balance facing the opposite direction. Can do it the opposite way. • Can complete a tucked jump and land with balance. • Can complete a tucked jump with a 180 degree turn at the same time, landing with balance. Can do it the opposite way. • Can combine the above with other movements, ie running or skipping. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 2 Dynamic Balance to Agility (card 6) Balance- Static Balance Seated (card 2)</p> <p>Lesson 2 Application of skill- GYMNASTICS</p>
<p>Spring 1</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<ul style="list-style-type: none"> • Can walk fluidly, lifting heels to bottom, brining knees up to chest and landing heel to toe. Can complete backwards. • Can remain balanced whilst lunge walking. Can freeze and remain balanced. • Standing with legs apart, can move a medium sized ball around one leg 16 times. Can alternate legs and direction of ball. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 3 Cardio- Dynamic Balance (Card 5) Co-ordination- Ball Skills (Card 9)</p> <p>Lesson 2 Application of skill – Netball</p>

	tennis], and apply basic principles suitable for attacking and defending.	<ul style="list-style-type: none"> • Can move a medium sized ball around the stomach to the back, travelling around the body. Can use alternate hands and travel in opposite direction. 	
Spring 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Can stand on a line and hold balance whilst a partner applies a small force from various angles. • Can stand on a line and keep balancing whilst raising alternate knees. • Can stand on a line and keep balance while catching a ball at chest level and throw it back. • From 3 metres away, can catch a ball dropped by partner after one bounce. • From 2 metres away, can catch a ball dropped by partner after one bounce. • From 1 metre away, can step across the body- bringing hand across the body- to catch the ball after one bounce. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Spring 2 Unit 5 Cardio- Agility- Reaction/ Response (card 12) Static Balance- Small Base (card 4)</p> <p>Lesson 2 Application of skill – Basketball</p>
Summer 1	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.	<ul style="list-style-type: none"> • Can roll a large ball, chase and get in front of it, let the ball roll through legs and then chase to collect it in a balanced position facing the opposite direction. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 6 Agility – Ball Chasing (card 11) Static Balance- Small Base</p>

	<p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Can do the above with a small ball. • Can do the above with a bouncing feed. • Standing on a line, can keep balance whilst lifting alternate knees to elbows. • Can hold balance whilst catching a ball at knee height and then raise above head. 	<p>(card 4)</p> <p>Lesson 2 Application of skill – Cricket</p>
Summer 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> • Can kick a large ball against a wall with alternate feet, stopping the ball on return with foot. • With a ball in each hand, can alternately roll the ball against a wall, sending one ball as the other returns. • As above but kicking with feet. • In a pair, can complete a standing leaning backwards with short base-one handed. • As above, with eyes closed. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 4 Coordination with Equipment (card 8) Counter Balance in pairs (card 7)</p> <p>Lesson 2 Application of skill – Football</p>




Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019

Key stage Two	National Curriculum Coverage	Keys Milestones- REAL PE	Key activities
Year 4			
Autumn 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> • Can squat and slowly move up onto the ball of one foot (ankle extension). • Can do 10 squats in a row with ankle extension, without losing balance. • Can complete a three step zigzag with a cross over when the lead leg is changed. • Can complete a three step zigzag pattern, lifting heel behind the body just before changing lead leg and direction. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 1 Coordination- Floor Movement Patterns (card 10) Balance – Static balance (card 1)</p> <p>Lesson 2 Application of skill – Dance</p>
Autumn 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<ul style="list-style-type: none"> • Can complete a V- sit and hold for 10 seconds. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 2 Dynamic Balance to Agility</p>

	<p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> • Starting from one foot, can hop forwards and backwards freezing on landing. • As above, but with one foot to the other. • Starting from one foot, can hop sideways, jumping from one foot to the other, freezing on landing with one foot still in the air. 	<p>(card 6) Balance- Static Balance Seated (card 2)</p> <p>Lesson 2 Application of skill- Hockey</p>
Spring 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<ul style="list-style-type: none"> • Can remain balanced whilst lunge walking, where knee nearly touches floor. • Can remain balanced whilst lunge walking, bringing opposite elbow u to 90 degree angle. • Can complete above with eyes closed. • Standing with legs apart, can take the ball through the legs and round the back completing a figure of eight. • Standing with legs apart, can hold the ball between them with one hand round the front and one hand round the back of legs. Can quickly swap hand position, initially with a bounce in-between and then no bounce. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 3 Cardio- Dynamic Balance (Card 5) Co-ordination- Ball Skills (Card 9)</p> <p>Lesson 2 Application of skill – Rugby</p>


<p>Spring 2</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Can complete a one handed catch with a step across the body and hand across the body. • Can hold a full back support position whilst transferring a tennis ball on and off back, using alternate hands. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 5 Cardio- Agility- Reaction/ Response (card 12) Static Balance- Floor Work (card 3)</p> <p>Lesson 2 Application of skill – Cricket</p>
<p>Summer 1</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<ul style="list-style-type: none"> • With a tennis ball in each hand, can throw them alternately at a wall and catch them with the same hand that has thrown it. • With a tennis ball in each hand, can throw them at a wall and catch them with opposing hands (cross over) • In a pair, can complete a standing counter balance leaning back whilst on one leg. • In a pair, can complete a standing counter balance leaning back whilst on one leg and holding their partners opposite leg. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 4 Coordination with equipment (card 8) Counter balance in pairs (card 7)</p> <p>Lesson 2 Application of skill- Tennis</p>

	Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		
Summer 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Standing on a line, on balls of feet, can raise opposite knee to elbow repeatedly with balance. • Standing on a line, can stay balanced whilst catching distal feeds (away from the body). • Using a small ball, can stay balanced whilst catching proximal (close to body) and distal feeds. • Can roll a large ball, chase after it and stop the ball with sideways knee (long barrier position) facing the opposite direction. • As above, but stopping the ball with head in front support position. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 6 Agility- Ball Chasing (card 11) Static balance- small base (card 4)</p> <p>Lesson 2 Application of skill – Football</p>
	Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019		
Key stage Two	National Curriculum Coverage	Keys Milestones- REAL PE	Key activities
Year 5			

<p>Autumn 1</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<ul style="list-style-type: none"> • Can complete 'Front to back catch' • Can complete 'Overhead throw and catch' • In pairs, can react quickly to the sound of a bounce, to turn and catch a ball after one bounce – with a distance of 3 metres between pupils. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 1 Coordination – Ball Skills (card 9) Agility- Reaction/ Response (card 12)</p> <p>Lesson 2 Application of skill - Basketball</p>
<p>Autumn 2</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Can hold a front support position but with only foot in contact with the floor. Can transfer a cone on and off back. • Can start in the front support position, lift one arm and rotate fluently until in the back support position. • Can do the above starting from each foot and can continue to rotate. • Can complete a V-sit whilst retrieving items from behind the body and transferring them to the front. • Can complete a V- sit with a partner gently applying force. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 2 Static balance- seated (card 2) Static balance- floor work (card 3)</p> <p>Lesson 2 Application of skill - Gymnastics</p>

	Pupils should perform dances using a range of movement patterns		
Spring 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Can complete an ankle extension on an uneven surface with eyes closed, using both right and left foot. • Can complete a two feet to two feet tucked jump with a 180 degree turn landing in balance. • Standing straight legs together (vertical stance) can jump into lunge position, then back into vertical stance landing in balance. Can lead with both legs. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 4 Static Balance – One leg (card 1) Dynamic Balance to Agility (card 6)</p> <p>Lesson 2 Application of skill - Rugby</p>
Spring 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>On a line and then a low beam:</p> <ul style="list-style-type: none"> • Can stay balanced while throwing and catching two balls alternately, using both left and right hands. Can do with both proximal and distal feeds. <p>On a line and then a low beam:</p> <ul style="list-style-type: none"> • Can stay balanced whilst striking a ball with a racket across the body. • Can do a three step zigzag with knee raised across the body whilst moving backwards. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 5 Static Balance – Small base (card 4) Coordination- Floor movement (card 10)</p> <p>Lesson 2 Application of skill - Tennis</p>

	<p>tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>		
Summer 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<p>Complete the following using both right and left hands/ feet.</p> <ul style="list-style-type: none"> Working with a partner, can simultaneously pass a ball along the floor using feet, whilst throwing and catching a tennis ball. <p>Complete the following with a distance of 10 metres.</p> <ul style="list-style-type: none"> Working with a partner, feed a ball over the head, turn to chase and collect after one bounce. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 6 Agility- Ball chasing (card 11) Coordination with equipment (card 8)</p> <p>Lesson 2 Application of skill - Football</p>
Summer 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<ul style="list-style-type: none"> Can complete 'Front to back catch' Can complete 'Overhead throw and catch' In pairs, can react quickly to the sound of a bounce, to turn and catch 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Dynamic Balance (card 5) Coordination – Ball Skills (card 9) Agility- Reaction/ Response (card 12)</p>

	<p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<p>a ball after one bounce – with a distance of 3 metres between pupils</p> <ul style="list-style-type: none"> • Standing sideways, can complete continuous 180 degree front pivots along a line. Can also complete in reverse. • Standing sideways, can move along a line by stepping across the body with leg (lateral step- over) 	<p>Lesson 2 Application of skill - Rounders</p>
	Subject Leaders Skills and Concepts Layering Plan for Physical Education 2019		
Key stage Two	National Curriculum Coverage	Keys Milestones- REAL PE	Key activities
Year 6			
Autumn 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p>	<ul style="list-style-type: none"> • Complete an ‘overhead throw’ from behind back to catch at front, followed by a ‘front to back’ catch. Complete 12 ‘long circles’, first forwards then backwards. (see pink card 9 for details of throws and catches) <p>Complete the following with a small ball, stepping across body to catch the ball with one hand- balancing on one leg:</p>	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 1 Agility – Reaction/ response (card 12) Coordination – Ball Skills (card 9)</p> <p>Lesson 2 Application of skill - Netball</p>

	<p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<ul style="list-style-type: none"> • Standing 2 metres away from partner, react to a call when they drop the ball, turn quickly and catch the ball after one bounce. Repeat from 3 metres. Repeat responding to the sound of the bounce, rather than the call. 	
Autumn 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> • Sitting lengthways on a beam with hands and feet in the air and knees bent, can reach and transfer items from the floor whilst keeping balance. • In the same position, can turn 360 degrees without putting feet or hands down- first on the floor and then on a beam. • Can complete a front support position on one foot with tennis ball transfer. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 2 Static Balance – Seated (card 2) Static Balance – Floor work (card 3)</p> <p>Lesson 2 Application of skill – Gymnastics</p>
Spring 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton,</p>	<ul style="list-style-type: none"> • Can remain balanced on one foot, whilst retrieving items from the floor placed at 12, 3, 6 and 9 o'clock position. • Can complete the above on an uneven surface and/ or with eyes closed. • Can complete a vertical stance to lunge, holding a piece of equipment off centre as they move. Can move 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 4 Static balance- One leg standing (card 1) Dynamic balance to Agility (card 6)</p> <p>Lesson 2 Application of skill- Hockey</p>

	<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>the equipment to the opposite side each time they lunge.</p> <ul style="list-style-type: none"> • Can complete the above backwards. • Can jump two feet to two feet with a 360 degree turn and land in balance. 	
Spring 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<ul style="list-style-type: none"> • Can remain balanced on a low beam whilst throwing and catching tennis ball alternately, catching across the body (both right and left hands) • Can remain balanced on a low beam whilst they volley a larger ball with foot (both left and right feet). • Can do a 3 step zig zag with heel lifts, whilst moving backwards. • Can do a 3 step zig zag with alternating knee and heel lifts, whilst moving backwards. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 5 Static balance- small base (card 4) Coordination- Floor movement (card 10)</p> <p>Lesson 2 Application of skill - Cricket</p>
Summer 1	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p>	<ul style="list-style-type: none"> • Facing away from a partner, can be fed a ball from over their head, reacting quickly to turn and collect the ball by catching it between the knees or feet after one bounce. • Working with a partner, can simultaneously pass a ball along the 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 6 Agility- Ball Chasing (card 11) Coordination with equipment (card 8)</p> <p>Lesson 2</p>

	<p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>floor using feet and throw two tennis balls continuously.</p> <ul style="list-style-type: none"> • Working with a partner, can simultaneously volley a tennis ball with a racket and pass a ball along the floor continuously. 	<p>Application of skill -Tennis</p>
Summer 2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<ul style="list-style-type: none"> • Can remain balanced on a low beam whilst throwing and catching tennis ball alternately, catching across the body (both right and left hands) • Can remain balanced on a low beam whilst they volley a larger ball with foot (both left and right feet). • Can do a 3 step zig zag with heel lifts, whilst moving backwards. • Can do a 3 step zig zag with alternating knee and heel lifts, whilst moving backwards. 	<p>Lesson 1 Fundamental Movement Skill (Real PE) Unit 5 Static balance- small base (card 4) Coordination- Floor movement (card 10)</p> <p>Lesson 2 Application of skill - Football</p>