



P.E. Curriculum map

All named sports are taught through a multi skills approach.

All REAL PE Units have a physical and a multi-skills emphasis: Physical skills, Dynamic balance to agility, Co-ordination, Balance, Creative, Cognitive, K & U of Health and Fitness, Personal and Social skills.

SKILLS and progression details on REAL PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Real PE Unit 1 – Personal - Gym Work on simple tasks with help, by myself and practiced and follow instructions safely.	Real PE Unit 2 – Social - Games I can work sensibly with others, taking in turns and sharing.	Real PE Unit 3 – Cognitive - Gym/Dance Name some things I’m good at, understand and follow simple instructions and rules.	Real PE Unit 4 – Creative - Games Explore and describe different movements, observe and copy others.	Real PE Unit 5- Apply physical skills - Games Perform a small range of skills and link two movements together. Perform a single skill or movement with some control. Move confidently in different ways.	Real PE Unit 6 - Health & fitness – Athletics Be aware of why PA is important and good for health. I know how different I feel when I exercise.
Year 1	What makes me marvellous? Real PE Unit 1 – Personal - Games Try several times, if at first I don’t succeed. Work on simple tasks by myself and ask for help if needed. Follow instructions and practise safely.	What’s in the toy box? Real PE Unit 2 – Social – Gym I can help, praise and encourage others learning. I can work sensibly, taking in turns and sharing.	What makes our school grounds special? Real PE Unit 3 – Cognitive – Games I can begin to order instructions, movements and skills. I can explain why someone is performing well. I can recognise similarities and differences in performance.	Where do I live? Real PE Unit 4 – Creative – Dance I can select, compare and link movements. I can explore and describe different movements.	What is the weather like today? Real PE Unit 5 - Apply physical skills – Games Perform a sequence of moves with changes in level, direction or speed with some control and consistency.	Why does Falmouth have a castle? Real PE Unit 6 - Health & fitness - Athletics I can use equipment appropriately, moving and landing safely. I can say how my body feels before, during and after exercise.
Year 2	How do I survive on a desert island? Real PE Unit 1 – Personal – Games I have begun to challenge myself and I know where I am with my learning. I try	What makes the Great Fire of London great? Real PE Unit 2 – Social – Gym I am happy to tell others about my ideas. I show patience, support and	Why are Florence Nightingale and Rosa Parks remembered today? Real PE Unit 3 – Cognitive – Games I can explain what I am doing well and have begun to identify areas for improvement. I can order	What makes Constantine special? Real PE Unit 4 – Creative - Dance I can recognise similarities and differences in movements & expression, make up my own rules and	Why are rainforests unique? Real PE Unit 5 - Apply physical skills – Games I can perform longer sequences with clear shapes and controlled movement. I can select and	What was it like to be a tin miner? Real PE Unit 6 - Health & fitness – Athletics I can explain why we need to warm up and cool down, how and why my body

	several times, if at first I don't succeed.	careful listening. I encourage others in their learning.	instructions, movements and skills. I can explain why someone is working well.	versions of activities and respond to a variety of tasks.	apply a range of skills with good control and consistency.	changes during and after exercise.
Year 3	What was life like in Stone Age?	What is it like to live in Greece?	How did the ancient Greeks change the world?	Why is fair trade important?	How have holidays in Cornwall changed over time?	Why are our coasts changing?
	Real PE Unit 1 – Personal - Football Indoor athletics I can persevere with a task and improve my performance with practice. I cope well and react positively when things become difficult.	Real PE Unit 2 – Social - Dance I co-operate well with others and give helpful feedback. I can organise my roles and responsibilities and guide a small group through a task.	Real PE Unit 3 – Cognitive- Table tennis I can identify specific parts of performance to work on. I understand ways to judge performance. I use my awareness of space and others to make good decisions deciding what is going well.	Real PE Unit 4 – Creative - Gymnastics I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Real PE Unit 5- Apply physical skills - Athletics I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.	Real PE Unit 6 – Health & Fitness – Swimming I can describe basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
Year 4	Where in the world is Nigeria?	What happened to the ancient Kingdom of Benin?	What makes our Earth angry?	What have the Romans ever done for us?	Why are the Tudors remembered?	How does the river get to the sea?
	Real PE Unit 1- Personal - Rugby Indoor athletics I cope well and react positively when things become difficult. I challenge myself.	Real PE Unit 2 - Badminton Basketball I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I recognise similarities and differences in movements.	Real PE Unit 3 –Cognitive – Dance I understand ways to judge performance. I use my awareness of space and others to make good decisions deciding what is going well. I identify areas for improvement.	Real PE Unit 4 – Creative – Tennis I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.	Real PE Unit 5 – Apply physical skills - Gym I co-operate well with others and give helpful feedback. I show patience, support others and encourage their learning.	Real PE Unit 6 - Health & Fitness – Cricket I can describe basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Year 5	Why is the planet melting?	What was it like to be a Victorian?	Why did the world go to war?	Why is London an important city?	How do forces work?	Who won the Space Race?
	Real PE Unit 1 – Cognitive – Netball I can read and react to different situations as they develop. I suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others work.	Real PE Unit 2 – Creative - Gymnastics Swimming I can effectively disguise what I am about to do next. I can use a variety and creativity to engage an audience.	Real PE Unit 3 – Social – Volleyball I can negotiate and collaborate appropriately. I can give sensitive feedback to improve myself and others	Real PE Unit 4 - Apply Physical Skills – Hockey 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.	Real PE Unit 5 – Health & Fitness - Tennis I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can self select and perform appropriate warm up and cool down activities.	Real PE Unit 6 – Personal – Rounders I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.
Year 6	What did the Egyptians teach us?	Are rainforests important?	What legacy did the Celts leave in Cornwall?	What powers Earth?	Were all Vikings vicious?	Can you find your way home?
	Real PE Unit 1&2 – Cognitive - Hockey & Swimming Netball I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents.	Real PE Unit 2 - Creative - Gymnastics I can effectively disguise what I am about to do next. I can use a variety and creativity to engage an audience.	Real PE Unit 3 – Social - Basketball I can involve others and motivate those around me to perform better.	Real PE Unit 4 - Apply Physical Skills – Dance 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.	Real PE Unit 5 – Health & Fitness – Tennis I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	Unit 6 – Personal – Athletics I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.

Subject content

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time engage in competitive sports and activities
- lead healthy, active lives

Key stage 1

Pupils should be taught to:

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should be taught to:

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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations