

Easton Royal Academy: PE Curriculum



Progression of disciplinary knowledge

	KS1	LKS1	UKS2	Transition
Personal	<p>Stay on task with help I enjoy working on simple tasks with help.</p> <p>Stay on task I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>Keep trying I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p>Take Control I know where I am with my learning and I have begun to challenge myself.</p>	<p>Consistently try to improve I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p>	<p>Embrace Challenge I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>Take Responsibility for my own learning I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>
Social	<p>Play with others with help I can play with others and take turns and share with help.</p> <p>Understand others I can work sensibly with others, taking turns and sharing.</p> <p>Help and Encourage I can help, praise and encourage others in their learning.</p>	<p>Work well with others I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<p>Organise and Guide Others 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.</p>	<p>Lead Others I can involve others and motivate those around me to perform better.</p> <p>Improve others I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p>
Applying Physical	<p>Travel in different ways I can move confidently in different ways.</p> <p>Perform Single Skills I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> <p>Perform simple sequences 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.</p>	<p>Perform with control 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.</p>	<p>Link with quality 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.</p>	<p>Combine With Fluency I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p>Apply with Consistency 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 situation.</p>
Cognitive	<p>Follow instructions I can follow simple instructions.</p> <p>Observe and describe I can understand and follow simple rules. I can name some things I am good at.</p> <p>Recognise and Order I can begin to order instructions, movements and skills. With help, I can recognise similarities and</p>	<p>Explain Why I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>Describe how to improve I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>	<p>Make good decisions I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.</p> <p>Analyse Performance I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to</p>

	differences in performance and explain why someone is working or performing well.			different game situations as they develop.
Creative	<p>Observe and Copy I can observe and copy others.</p> <p>Explore and Describe I can explore and describe different movements.</p> <p>Compare and Develop I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>Recognise and Respond I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p>Refine and Change 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 challenging.</p>	<p>Express, Adapt and Adjust I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p> <p>Variety and Disguise I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>
Health and Fitness	<p>Describe Simple Changes I am aware of the changes to the way I feel when I exercise.</p> <p>Explain Benefits of Exercises I am aware of why exercise is important for good health.</p> <p>Practise Safely I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p>Explain Why I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</p>	<p>Explain how to Exercise 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.</p>	<p>Prepare Myself for Activity I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> <p>Plan my Own Fitness 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.</p>

EYFS & KS1 – For planning, see Real PE unit and PH Sports planning

	Autumn 1 Personal/Social	Autumn 2 Personal/Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Cycle A REAL PE	Y1 Unit 1 FUNS 10 FUNS 1	Y2 Unit 2 FUNS 6 FUNS 2	Y2 Unit 3 FUNS 5 FUNS 4	Y1 Unit 4 FUNS 7 FUNS 9	Y2 Unit 5 FUNS 8 FUNS 12	Y1 Unit 6 FUNS 11 FUNS 3
Cycle A Games	Swimming	Gymnastics	Large ball	Dance	Bat and Ball	Sports Day Activities
Cycle B REAL PE	Y1 Unit 2 FUNS 6 FUNS 2	Y2 Unit 1 FUNS 10 FUNS 1	Y1 Unit 3 FUNS 5 FUNS 4	Y2 Unit 4 FUNS 7 FUNS 9	Y1 Unit 5 FUNS 8 FUNS 12	Y2 Unit 6 FUNS 11 FUNS 3
Cycle B Games	Swimming	Gymnastics	Large ball	Dance	Bat and Ball	Sports Day Activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Health and Fitness
KS2						
Cycle A REAL PE	Y3 Unit 1 FUNS 1 FUNS 10	Y5/6 Unit 2 FUNS 2 FUNS 3	Y4 Unit 3 FUNS 7 FUNS 8	Y3 Unit 4 FUNS 5 FUNS 9	Y5/6 Unit 5 FUNS 4 FUNS 10* teach FUNS 12 here	Y4 Unit 6 FUNS 11 FUNS 4* (teach 6
Cycle A Games	Gymnastics	Swimming	Rugby	Tennis	Cricket	Sports Day Activities
Cycle B REAL PE	Year 4 Unit 1 FUNS 1 FUNS 10	Y3 Unit 2 FUNS 6 FUNS 2	Y5/6 Unit 3 FUNS 5 FUNS 7	Year 4 Unit 4 FUNS 8 FUNS 7 *(teach FUNS 4 here)	Y3 Unit 5 FUNS 12 FUNS 3	Y5/6 Unit 6 FUNS 11 FUNS 8 *(teach FUNS 9 here)
Cycle B Games	Gymnastics	Swimming	Dance	Football	Tennis	Sports Day Activities
Cycle C REAL PE	Y5/6 Unit 1 FUNS 9 FUNS 12* teach FUNS 10 here	Y4 Unit 2 FUNS 6 FUNS 2	Y3 Unit 3 FUNS 5 FUNS 9* teach FUNS 8 here	Year 5/6 Unit 4 FUNS 1 FUNS 6* teach FUNS 7 here	Year 4 Unit 5 FUNS 12 FUNS 3	Y3 Unit 6 FUNS 11 FUNS 4
Cycle C Games	Gymnastics	Swimming	Rugby	Tennis	Cricket	Sports Day Activities
Cycle D REAL PE	Y3 Unit 1 FUNS 1 FUNS 10	Y5/6 Unit 2 FUNS 2 FUNS 3	Y4 Unit 3 FUNS 7 FUNS 8	Y3 Unit 4 FUNS 5 FUNS 9	Y5/6 Unit 5 FUNS 4 FUNS 10* teach FUNS 12 here	Y4 Unit 6 FUNS 11 FUNS 4* (teach
Cycle D Games	Gymnastics	Swimming	Dance	Football	Tennis	Sports Day Activities