

## Oasis Academy Byron Progression of Skills in Real PE

	KS1 Skills	Lower KS2 Skills	Upper KS2 Skills
Evaluation	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>



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## Progression of Skills in Real PE

### Our scheme of work for PE and Sport

Our curriculum maps for PE and sport were devised by merging the National Curriculum aims and purposes with the 'Real PE' scheme of work. Our core values and vision for PE and sport are embedded throughout. We aim to teach one session per week based around the fundamental movement skills and multi abilities outlined the 'Real PE' units of work. The other session will then consolidate the teaching and learning from the 'Real PE' session but will allow children to apply skills in a range of contexts, with an emphasis on specific sports such as dance, gymnastics, athletics and competitive team games. We make cross-curricular links to themes and topics where appropriate.

### What is Real PE?

The Real PE programme provides fun and simple to follow schemes of work and support for Early Years Foundation Stage, Key Stage 1 and Key Stage 2 practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to the National Curriculum and OFSTED requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique approach to teaching and learning.

### Aims of Real PE

1. To support the development of positive attitudes by young people towards physical activity.
2. To improve pupils' core skills and confidence in PE and sport, enabling greater access to the PE curriculum and sports specific pursuits.
3. To support identification, extension and development of more able and talented.
4. To provide an effective assessment for learning tool

### Core Values of Real PE

Real PE focusses on 3 central philosophies, these are;

- Creating clear, shared learning journeys
- Providing quality personalised learning opportunities
- Shifting responsibility towards the learner

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## Progression of Skills in Real PE

### Key elements of Real PE

- 12 fundamental skills focusing on balance, agility and coordination (these skills progress from Reception to Year 1 to Year 2)
- 6 multi-abilities (colour coded) ; **personal**, **social**, **cognitive**, **creative**, **physical**, health and fitness

### Physical Education and Sport Long Term Curriculum Mapping Overview

#### Schools Overall Aim

The aim of Lenthall Infant and Nursery School is to create a stimulating, challenging environment where children learn to think logically, communicate with confidence, attain high standards and develop pleasure from their achievements.

#### Core Values for Physical Education and Sport

The core values which underpin our schools vision for PE and sport are: friendship, excellence, respect, courage, determination, honesty, fairness, equality and inspiration.

#### Our Vision for Physical Education and Sport

<b>Head (thinking)</b> 	<b>Heart (feeling)</b> 	<b>Hands (doing)</b> 
<p>We want our pupils to;</p> <ul style="list-style-type: none"> <li>• Embed values and behaviours</li> <li>• Use initiative</li> <li>• Evaluate and improve</li> <li>• Reflect critically</li> <li>• Make decisions</li> <li>• Demonstrate independence</li> <li>• Take risks and keep safe</li> </ul>	<p>We want our pupils to;</p> <ul style="list-style-type: none"> <li>• Build character and values</li> <li>• Be motivated, engaged and inspired</li> <li>• Show perseverance</li> <li>• Have positive attitudes and learning behaviours</li> <li>• Feel confident to participate and contribute</li> <li>• Develop self-esteem</li> </ul>	<p>We want our pupils to;</p> <ul style="list-style-type: none"> <li>• Develop core strength, stability and spatial awareness</li> <li>• Access a broad range of physical activity</li> <li>• Apply skills across a wide range of physical activity</li> <li>• Have opportunity and access to a wide range of physical activity</li> <li>• Be physically active for sustained periods of time</li> <li>• Be physically competent</li> <li>• Be faced with increasingly challenging situations</li> <li>• Engage in competitive and cooperative physical activity</li> </ul>



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<ul style="list-style-type: none"><li>• Display knowledge and understanding of concepts</li><li>• Know about healthy, active lifestyles</li></ul>	<ul style="list-style-type: none"><li>• Feel involved and included</li><li>• Choose healthy and active lifestyles</li><li>• Show good sportsmanship</li></ul>	<ul style="list-style-type: none"><li>• Master basic movement skills</li><li>• Develop fundamental movement skills</li><li>• Extend their balance, agility and co-ordination</li><li>• Perform dances using simple movement patterns</li></ul>
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### National Curriculum Programme of Study for Key stage 1

#### Purpose of Study

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### National Curriculum Aims

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.

#### Attainment Targets

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in brackets.**

#### Subject Content - Key stage 1

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 cooperative physical activities, in a range of increasingly challenging situations.



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## Progression of Skills in Real PE

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. **PE1**
- Participate in team games, developing simple tactics for attacking and defending. **PE2**
- Perform dances using simple movement patterns. **PE3**

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### **Aims of Real PE**

5. To support the development of positive attitudes by young people towards physical activity.
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7. To support identification, extension and development of more able and talented.
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### **Core Values of Real PE**

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u>						
<b>Session 1 - Real PE</b>	Unit 1 Coordination through floor movement patterns  Static balances – one leg standing  <b>Personal</b>	Unit 2 Dynamic balance to agility  Seated static balances  <b>Social</b>	Unit 3 Dynamic balance  Static balance – small base  <b>Cognitive</b>	Unit 4 Coordination – ball skills Counter balance in pairs  <b>Creative</b>	Unit 5 Coordination with equipment  Agility – reaction and response  <b>Physical</b>	Unit 6 Agility – ball chasing  Static balance – floor work  <b>Health and Fitness</b>
	Unit 1 Fundamental movement skills through dance and movement activities with links to Unit 1  <b>Personal</b>	Unit 2 Fundamental movement skills through gymnastics and floor movement activities with links to Unit 2  <b>Social</b>	Unit 3 Fundamental movement skills through dance and gymnastics skills with links to Unit 3  <b>Cognitive</b>	Unit 4 Fundamental movement skills through games with links to Unit 4  <b>Creative</b>	Unit 5 Fundamental movement skills through athletics activities with links to Unit 5  <b>Physical</b>	Unit 6 Fundamental movement skills through competitive team games with links to Unit 6  <b>Health and Fitness</b>
<b>Topic</b>						
<u>Year 1</u>						

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	<b>Session 2</b>	Fundamental movement skills through dance and movement activities with links to Unit 1 <b>Personal</b>	Fundamental movement skills through gymnastics and floor movement activities with links to Unit 2 <b>Social</b>	Fundamental movement skills through dance and gymnastics skills with links to Unit 3 <b>Cognitive</b>	Fundamental movement skills through games with links to Unit 4 <b>Creative</b>	Fundamental movement skills through athletics activities with links to Unit 5 <b>Physical</b>	Fundamental movement skills through competitive team games with links to Unit 6 <b>Health and Fitness</b>
		<b>Topic</b>	What a wonderful world!	Let's study Lenthall!	'Whatever the weather'	'How does your garden grow?'	'Let's Explore!'
<b><u>Year 2</u></b>							
<b>Session 1 - Real PE</b>	Unit 1 Coordination through floor movement patterns Static balances – one leg standing <b>Personal</b>	Unit 2 Dynamic balance to agility Seated static balances <b>Social</b>	Unit 3 Dynamic balance Static balance – small base <b>Cognitive</b>	Unit 4 Coordination – ball skills Counter balance in pairs <b>Creative</b>	Unit 5 Coordination with equipment Agility – reaction and response <b>Physical</b>	Unit 6 Agility – ball chasing Static balance – floor work <b>Health and Fitness</b>	



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<b>Session 2</b>	Fundamental movement skills through dance and movement activities with links to Unit 1  <span style="color: green;">Personal</span>	Fundamental movement skills through gymnastics and floor movement activities with links to Unit 2  <span style="color: red;">Social</span>	Fundamental movement skills through dance and gymnastics skills with links to Unit 3  <span style="color: orange;">Cognitive</span>	Fundamental movement skills through games with links to Unit 4  <span style="color: purple;">Creative</span>	Fundamental movement skills through athletics activities with links to Unit 5  <span style="color: blue;">Physical</span>	Fundamental movement skills through competitive team games with links to Unit 6  <span style="color: blue;">Health and Fitness</span>
<b>Topic</b>						

\*Please see Medium Term Curriculum Map Overviews for Reception, Year 1 and Year 2 to support this document and provide more detailed learning objectives, progressive skills and differentiated unit content.

\*Please note that the Real PE units can be swapped and changed around if staff prefer, the units are flexible. They do not have to be taught in a specific order e.g. unit 1 doesn't have to be taught in Autumn 1. You may feel that particular units/skills link better elsewhere depending on your cohort and topics/themes.