



## Physical Education (PE) Whole School Curriculum Overview

### Principles / Rationale of Long-Term Planning

- Two one-hour sessions per week.
- At least one weekly session team taught with the class teacher/HLTA and PE specialist
- Use of 'REAL PE' a high-quality national scheme written by experts to support delivery of physical literacy development supporting staff especially those new to the profession or with limited training or background in Physical Education.
- Where possible whole federation have simultaneous focus on both the Create Unit (taken from Real PE) and NC POS to aid moderation of progression as well as intra and inter school competitions.
- The Create Units have been sequenced in an order that is felt to best support our children's development. For example, they are sequenced with the personal unit at the start of the academic year so that children learn to take responsibility for their own progress and take on challenge before they are taught how to work effectively with others. By teaching the units in this order the children are then equipped to move onto the Cognitive Unit which asks children to analyse their performances. (Please also see Create Unit table on page 3 of this document).
- The Create units are taught in the same sequence each year thus providing a familiar rhythm to the academic year cycle for children. This is possible as the fundamental movement skills and other learning focuses can be developed further and applied to all the programmes of study.
- The Create Units are discrete and so can be taught in any order. To explain this further for example, where the Year 1 unit is taught in Cycle A the Year 1 children the following Year will do the Year 2 Unit 1 first and their progress will be catered for within the skill level that that they are taught. This particularly applies in Year 5 and 6 where the Create Units are taught together for the two year groups. Therefore, the children will repeat the unit in year 6 but this will look different in how they are challenged within the skill that they are developing.
- Children learning in the Early Years setting of our School follow 'Real Foundations'. This provides a springboard into the Real PE units for when they begin Year 1 and is inline with the EYFS Curriculum. This provides fundamental movement skills that underpins Real PE.
- Real Foundations is an Early Years Foundation Stage programme that uses physical activity as the driver for children's learning. Their proven child-led approach develops children's physical, emotional and thinking skills. (Taken from Create development Website March 2021).
- One session per week is focused on one of the National Curriculum programme of study aspects and contributing to children's readiness for Harrogate Sports Partnership (HSSP) and Sporting Influence (SI) competitions (inter) as well as in school competitions (intra).
- Sequences are planned around preparing children well for intra and inter school competition opportunities with HSSP and SI partnership
- We follow a spiral curriculum – revisiting familiar games and activities to allow children to build and develop on prior knowledge and skills.
- Games/sports are used as a vehicle for learning key skills taught through REAL PE.
- 2 units are taught on games due to the breath that needs to be covered for this to be taught well.
- Swimming may move terms depending on swimming pool availability
- Half term units based on the NC POS may move places within a given academic year to accommodate the ability to work with additional specialist teachers such as the Chance to Shine cricket programme.
- In addition, children will access additional individual events such as Skip to Be Fit days and Cricket in the Classroom Headingly day.
- Alongside the OAA learning that is planned in the LTP children will also experience OAA learning in Year 3&4 during their day visit to an outdoor education centre as part of the link school project as well as their residential opportunity in Year 5&6.
- This is a working document that is edited annually (at least).

Quality first Curriculum Implementation of PE in weekly curriculum lessons	
Weekly Lesson 1	Weekly Lesson 2
<p>National Curriculum Programme of Study – One weekly based around one of the National Curriculum Programmes of study. They are;</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Athletics</li> <li>• Dance</li> <li>• Gymnastics</li> <li>• Swimming</li> <li>• Outdoor and Adventurous Activities</li> </ul>	<p>Create Aspects of Physical Literacy including fundamental movements skills</p> <ul style="list-style-type: none"> <li>• <b>Create Unit Personal</b> - Stay on task, keep trying, take control, try to improve, embrace challenge, &amp; take responsibility for learning</li> <li>• <b>Create Unit Social</b> - Play with and understand others, help and encourage others, work well with others, organise others, improve others, lead others</li> <li>• <b>Create Unit Cognitive</b> - Follow instructions, observe and describe, recognise and order, explain why, describe how to improve, make good decisions, analyse performance</li> <li>• <b>Create Unit Creative</b> - Observe and copy. Explore and describe, compare and develop, recognise and respond, refine and change, express adapt, adjust, variety and disguise</li> <li>• <b>Create Unit Applying Physical</b> - Travel in different ways, perform single skills, perform simple sequences, perform with control, link with quality, combine with fluency, apply with consistency</li> <li>• <b>Create Unit Health and Fitness</b> - Describe simple changes, explain benefits of exercise, practise safely, explain why, explain how to exercise, prepare for activity, plan my own fitness</li> </ul>

Create Unit	Phase	Progression within Create Unit	Fundamental Movement
<b>Create Unit Personal</b>  <i>Stay on task, keep trying, take control, try to improve, embrace challenge, &amp; take responsibility for learning</i>	KS1	Enjoy working on simple tasks with help Following instructions, work on simple tasks by myself practising safely Try several times if I don't succeed and ask for help when appropriate.	Footwork and static balance
	LKS2	Knowing where I am with learning and begin to challenge myself	
	UKS2	Cope well and react positively when things become difficult. Perseverance with a task, undertaking regular practice to improve performance I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.	Co-ordination and agility
<b>Create Unit Social</b>  <i>Play with and understand others, help and encourage others, work well with others, organise others, improve others, lead others</i>	KS1	I can play with others and take turns and share with help I can work sensibly with others, taking turns and sharing. I can help, praise and encourage others in their learning.	Dynamic balance and agility (jump & land) Static balance Seated balance
	LKS2	I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	
	UKS2	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. I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.	Dynamic balance on a line Counter balance with a partner
<b>Create Unit Cognitive</b>  <i>Follow instructions, observe and describe, recognise and order, explain why, describe how to improve, make good decisions, analyse performance</i>	KS1	I can follow simple instructions. I can understand and follow simple rules. I can name some things I am good at. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	Dynamic balance on a line Static balance stance
	LKS2	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.	Dynamic balance on a line Coordination – ball skills
	UKS2	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. 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. I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.	Co-ordination - ball skills Agility – reaction response

Create Unit	Phase	Progression within Create Unit	Fundamental Movement
<b>Create Unit Creative</b>  <i>Observe and copy. Explore and describe, compare and develop, recognise and respond, refine and change, express adapt, adjust, variety and disguise</i>	KS1	I can observe and copy others. I can explore and describe different movements. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	Co-ordination – balls skills Counter balance with a partner
	LKS2	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.	Co-ordination sending and receiving Counter balance
	UKS2	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. 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. I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.	Static balance seated Static balance floor work
<b>Create Unit Applying Physical</b>  <i>Travel in different ways, perform single skills, perform simple sequences, perform with control, link with quality, combine with fluency, apply with consistency</i>	KS1	I can move confidently in different ways. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. 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.	Co-ordination sending and receiving Agility reaction and response
	LKS2	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.	Agility reaction and response Static balance floor work
	UKS2	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. I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. 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.	Dynamic balance to agility jumping and manding Static balance one leg
<b>Create Unit Health and Fitness</b>  <i>Describe simple changes, explain benefits of exercise, practise safely, explain why, explain how to exercise, prepare for activity, plan my own fitness</i>	KS1	I am aware of the changes to the way I feel when I exercise. I am aware of why exercise is important for good health. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	Agility – ball chasing # Static balance floor work
	LKS2	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.	Agility – ball chasing Static balance stance
	UKS2	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. I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 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.	Static balance stance Co-ordination footwork

Cycle A & Cycle B								
		Years 1&2	Years 1&2	Years 1&2	Years 3&4	Years 3&4	Years 5&6	Years 5&6
		Early Years	Key Stage One		Key Stage Two			
Term	Weekly Lesson		Annual Cycle A	Annual Cycle B	Annual Cycle A	Annual Cycle B	Annual Cycle A	Annual Cycle B
Autumn 1	Weekly lesson 1	Real Foundations – Cat & Squirrel Themes	Create Unit 1 (Yr 1)- Personal	Create Unit 1 (Yr2) Personal	Create Unit 1 (Yr 3)- Personal	Create Unit 1 (Yr 4)- Personal	Create Unit 1 - (Yr 5/6) -Personal	Create Unit 1 - (Yr 5/6) personal
	Weekly lesson 2	Physical development continuous provision	Athletics - Cross Country & Sports Hall Challenges	Sporting Influence Invasion Games – emphasis on attack/defence, winning and losing, tactics and communication	Cross country (2/3 weeks) Games Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games	Sporting Influence Football	Cross country (2/3 weeks) Games Invasion Football/basketball (4/6 weeks)	Sporting Influence Football
Autumn 2	Weekly lesson 1	Real Foundations – Bike & Train Themes	Create Unit 2 (Yr 1)- Social	Create Unit 2 (Yr 2)- Social	Create Unit 2 (Yr 3) - Social	Create Unit 2 (Yr 4)- Social	Create Unit 2 - (Yr 5/6) Social	Create Unit 2 - (Yr 5/6) Social
	Weekly lesson 2	Physical development continuous provision	Football	Sporting Influence Gymnastics	Football	Sporting Influence Gymnastics	Football?	Sporting Influence Gymnastics
Spring 1	Weekly lesson 1	Real Foundations – Clown & Juggling Themes	Real Dance	Create Unit 3 (Yr 2)- Cognitive	Real Dance	Create Unit 3 (Yr 4)- Cognitive	Dance – Real Dance	Create Unit 3 - (Yr 5/6) Cognitive
	Weekly lesson 2	Activities leading to Gymnastics	Create Unit 3 (Yr 1)- Cognitive Sporting Influence	Sporting Influence Team Games and problem solving	Create Unit 3 (Yr 3)- Cognitive Sporting Influence	Sporting Influence OAA Outdoor adventurous	Create Unit 3 - (Yr 5/6) Cognitive Sporting Influence	Sporting Influence OAA
Spring 2	Weekly lesson 1	Real Foundations – Fairy Tale & Space Themes	Create Unit 4 (Yr 1)- Creative	Create Unit 4 (Yr 2)-Creative	Create Unit 4 (Yr 3)- Creative	Create Unit 4 (Yr 4)- Creative	Create Unit 4 - (Yr 5/6)- Creative	Create Unit 4 - (Yr 5/6) - Creative
	Weekly lesson 2	Running, Throwing and Jumping – Sports Day readiness	Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games  Netball/basket ball Tennis?	Sporting Influence  Throwing/Catching Sending/Receiving leading into hand-passing games	Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games  Netball/basket ball Tennis?	Sporting Influence  Tag Rugby	Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games  Netball/basket ball Tennis?	Sporting Influence  Tag rugby
Summer 1	Weekly lesson 1	Real Foundations Seaside & Pirate Themes	Create Unit 5 (Yr 1)- Applying Physical	Create Unit 5(Yr 2)-Applying Physical	Create Unit 5 (Yr 3) Applying Physical leading into Athletics Sports Day readiness  Running, Throwing and Jumping (Athletics) Sports Day	Create Unit 5 (Yr 4)- Applying Physical leading into Athletics Sports Day readiness  Swimming Sports Day	Create Unit 5 - (Yr 5/6) Applying Physical	Create Unit 5 - (Yr 5/6) Applying Physical
	Weekly lesson 2	Athletics – Sports Day readiness & Games Sports Day	Running, Throwing and Jumping (Athletics) Sports Day	Sporting Influence Athletics (Sports Day prep)	Swimming	Sporting Influence Athletics- Sports Day Readiness	Running, Throwing and Jumping (Athletics) Sports Day	Sporting Influence Athletics- Sports Day Readiness
Summer 2	Weekly lesson 1	Real Foundations – Monkey & Tight Rope themes	Create Unit 6 (Yr 1)- Health and Fitness	Create Unit 6 (Yr 2)-Health and Fitness	Create Unit 6 (Yr 3) Health and Fitness Athletics - Rounders	Create Unit 6 (Yr 4)- Health and Fitness	Create Unit 6 - (Yr 5/6) - Health and Fitness	Create Unit 6- (Yr 5/6)- Health and Fitness
	Weekly lesson 2	Games	Activities leading to games – Strike and Field	Activities leading to games – Strike and Field & cricket	Swimming (Yr 3 Basic, Yr 4 Developing)	Swimming (Yr 3 Basic, Yr 4 Developing)	Athletics - Rounders	Athletics & cricket

