

We follow the REAL PE by Create Development scheme of work for all our pupils from Foundation to Year 6. The scheme allows us to teach fundamental skills in a practical and fun way whilst ensuring consistency and progression. As well as physical fundamental skills, the scheme allows us to effectively teach skills that involve developmental cognitive function and mental wellbeing. The children will learn to work effectively as a team, evaluate and assess theirs and others performances and think creatively about their performances. The children are taught the scheme incorporating Games, Gymnastics, Swimming, Athletics and Dance. In Year 6 children build and strengthen the skills learnt within Year 5 to firmly cement and solidify those skills in preparation for Secondary education.

PE 	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	
KS1 Statements KS2 Statements	KS1 -Participate in team games, developing simple tactics for attacking and defending. -Perform dances using simple movement patterns.	KS2 -Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. -Take part in gymnastics activities. -Take part in athletics activities. -Perform dances -Take part in outdoor and adventurous challenges both individually and within a team.
Swimming	Swimming and water safety should be taught in either Key Stage 1 or Key Stage 2. Top up swimming lessons for non-swimmers in Year 6 occurs in Summer 2 to ensure 100% of children leave ABB able to swim 25m independently and perform basic self-rescue and water safety. Swimming is taught at a local leisure pool by qualified instructors.	
	This grid includes our curriculum taken from REAL PE (Create development) as well as threshold concepts and milestones from 2019 Chris Quigley Education. Alongside the physical skills required to develop a child successfully in Sport and Physical Education, we teach the children the following abilities: -Cognitive -Creative -Physical -Social -Personal -Health and Fitness 	

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Skill coverage	Reception	Year 1	Year 2	Year 3	Year 4	Year 5/6
	Exceeding plus	Exceeding	Expected	Working Towards		
Personal	-I can follow instructions, practise safely and work on simple tasks by myself -I enjoy working on simple tasks with help	-I try several times if at first I don't succeed and I ask for help when appropriate. -I can follow instructions, practise safely and work on simple tasks by myself. -I enjoy working on simple tasks with help.	-I know where I am with my learning and I have begun to challenge myself -I try several times if at first I don't succeed and I ask for help when appropriate -I can follow instructions, practise safely and work on simple tasks by myself	-I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice -I know where I am with my learning and I have begun to challenge myself -I try several times if at first I don't succeed and I ask for help when appropriate	-I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice -I know where I am with my learning and I have begun to challenge myself -I try several times if at first I don't succeed and I ask for help when appropriate	-I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes -I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets -I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice
Social	-I can work sensibly with others, taking turns and sharing -I can play with others and take	-I can help, praise and encourage others in their learning	-I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas	-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 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 involve others and motivate those around me to perform better -I can give and receive sensitive feedback to improve myself and

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	turns and share with help	-I can work sensibly with others, taking turns and sharing -I can play with others and take turns and share with help	-I can help, praise and encourage others in their learning -I can work sensibly with others, taking turns and sharing	-I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas -I can help praise and encourage others in their learning	-I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas -I can help praise and encourage others in their learning	others. I can negotiate and collaborate appropriately -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
Cognitive	-I can understand and follow simple rules and can name some things I am good at -I can follow simple instructions	-I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well -I can understand and follow simple rules and can name some things I am good at -I can follow simple instructions	-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 -I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	-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 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 -I can begin to order instructions, movements and skills.	-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 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 -I can begin to order instructions, movements and skills.	-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 -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 understand ways (criteria) to judge performance and I can

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			-I can understand and follow simple rules and can name some things I am good at	With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions
Creative	-I can explore and describe different movements -I can observe and copy others	-I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme -I can explore and describe different movements -I can observe and copy others	-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 -I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme -I can explore and describe different movements	-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 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 -I can begin to compare my movements and skills with those of others. I can select and	-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 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 -I can begin to compare my movements and skills with those of others. I can select and	-I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience -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 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

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				link movements together to fit a theme	link movements together to fit a theme	
Applying Physical	-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 move confidently in different ways	-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 -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 move confidently in different ways	-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 -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 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 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 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 -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	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 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 -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	-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 -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 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
Health and fitness	-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	-I can describe how and why my body feels during and after exercise. I can explain	-I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I	-I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I	-I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I

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	-I am aware of the changes to the way I feel when I exercise	appropriately and move and land safely -I am aware of why exercise is important for good health -I am aware of the changes to the way I feel when I exercise	why we need to warm up and cool down - I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely -I am aware of why exercise is important for good health	can record and monitor how hard I am working -I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down -I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	can record and monitor how hard I am working -I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down -I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	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 -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
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				- Pass to team mates at appropriate times. - Lead others and act as a respectful team member.		- Use forehand and backhand when playing racket games. - Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model within a team.	
Dance	-Experiments with different ways of moving. -Children show good control and co-ordination in large and small movements.	-Can explore movements. -Can move confidently and safely. -Can perform phrases. -Can recognise how their body feels after exercise. -Can discuss dance ideas.	-Can explore, remember and repeat dance actions. -Can compose and perform dance and short phrases. -Can describe how different dance movements make them feel. -Can watch and describe dance phrases and dances and use what they learn to improve.	-Can improvise freely on their own or with a partner. -Can translate ideas into a dance. -Can create and link phrases using a simple dance structure. -Can perform dances with an awareness of rhythm on their own or in a group	-Can explore and create characters and narratives. -Can create motifs. -Can describe the need to warm up. -Can evaluate their own performance and comment on improvements.	-Can explore ideas from different dance styles. -Can compose dances expressively. -Can organise their own warm up and cool down to suit activities. -Can understand why it's important to warm up.	-Can explore improvise and combine movements. -Can create structure in sections of dance. -Can understand why dance is good for fitness. -Can comment on their own work and the work of others.

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		Milestone 1 - Copy and remember moves and positions. - Move with careful control and coordination. - Link two or more actions to perform a sequence. - Choose movements to communicate a mood, feeling or idea.		Milestone 2 - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Create dances and movements that convey a definite idea. - Change speed and levels within a performance. - Develop physical strength and suppleness by practising moves and stretching.		Milestone 3 - Compose creative and imaginative dance sequences. - Perform expressively and hold a precise and strong body posture. - Perform and create complex sequences. - Express an idea in original and imaginative ways. - Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. - Perform complex moves that combine strength and stamina gained through gymnastics activities.	
Gymnastics ABB Teachers have access to REAL GYM. Progression of cogs can be found on the platform.	-Jumps off an object and lands appropriately -They move confidently in a range of ways, safely negotiating space	-Can explore gymnastics and still movements. -Can move safely and with confidence. -Can know how to carry and place equipment. -Can watch, copy and describe what others have done. -Can perform movement phrases using a range of body parts and actions.	-Can remember, repeat and link gymnastics and still movements -Can move safely and with confidence. -Can know how to carry, lift and place equipment. -Can watch, copy and describe what others have done. -Can improve their work using information they have gained by watching and listening.	-Can improve the quality of their actions, body shapes and balance. Can select appropriate actions and consolidate simple ideas. -Can know the importance of strength. -Can evaluate their work and quality of their performance. -Can recognise how their work can be improved.	-Can develop a range of actions, body shapes and include in a performance. -Can create gymnastic sequences that meet a theme or set of objectives. -Can describe how their body reacts to different situations. -Can make simple judgments on their own and others work. -Can suggest ways performances can be improved.	-Can perform actions in a fluent and consistent performance. -Can create sequences and adapt. -Can know and understand the basic the principles of warming up and why it is important. -Can understand why physical activity is good for overall health. -Can evaluate and improve their own and others work.	-Can combine and perform gymnastic actions, shapes and balances fluently. -Can develop their own sequences. -Can understand why warming up and cooling down is important. -Can evaluate their own work and the work of others. -Can suggest ways of improvements.

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		<u>Milestone 1</u> - Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved and wide/narrow). - Travel by rolling forwards, backwards and sideways. - Hold a position whilst balancing on different points of the body. - Climb safely on equipment. - Stretch and curl to develop flexibility. - Jump in a variety of ways and land with increasing control and balance.	<u>Milestone 2</u> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Show changes of direction, speed and level during a performance. - Travel in a variety of ways, including flight, by transferring weight to generate power in movements. - Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). - Swing and hang from equipment safely (using hands).	<u>Milestone 3</u> - Create complex and well-executed sequences that include a full range of movements including: - Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, linking skills. - Hold shapes that are strong, fluent and expressive. - Include set pieces in a sequence, choosing the most appropriate linking elements. - Vary speed, direction, level and body rotation during floor performances. - Practise and refine the gymnastic techniques used in performances. - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). - Use equipment to vault and to swing (remaining upright).
Athletics		<u>Milestone 1</u> - Athletic activities are combined with games in Years 1 and 2.	<u>Milestone 2</u> - Sprint over a short distance up to 60m. - Run over a longer distance, conserving energy in order to sustain performance. - Use a range of throwing techniques (such as under arm, over arm.) - Throw with accuracy to hit a target or cover a distance. - Jump in a number of ways, using a run up where appropriate.	<u>Milestone 3</u> - Combine sprinting with low hurdles over 60m. - Choose the best place for running over a variety of distances. - Throw accurately and refine performance by analysing technique and body shape.

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			- Compete with others and aim to improve personal best performances.	- Show control in take-off and landings when jumping. - Compete with others and keep track of personal best performances, setting targets for improvement.
Competition	KS1 multi-skills festivals and dance competitions (FeetBeat) allow the children to become accustomed to representing their school in sport.		Children will get the opportunity to compete in a range of sports including games, gymnastics, dance, cycling, swimming, multi-skills etc culminating with the Cornwall School Games. The children will represent their school behaving in a manner that the school would be proud of. ABB aims for 100% of children in Year 6 to have represented the school in competition before they transition to KS3.	
Other sporting promoters	- Sports day - Bike lessons for Foundation stage - After school and lunch time clubs		- Sports day. - Inter-house competitions. - Years 5 and 6 sports leaders have the opportunity to lead sporting games and activities in the playground at lunch and break times, this helps promote the ACTIVE 30, promotes good behaviour, teamwork, patience, resilience and respect for others. Children work towards rewards (certificates, tie, badge) exchanged for hours volunteering and promoting sport and physical activity positively. - After school and lunch time clubs. - Year 4 residential trip at Porthpean. - Year 6 Summer beach days/games/surfing.	
Whole class physical activity	-Teachers are required to evidence on their weekly plans physical breaks or active starters/active lessons. -The school is equipped with imoves and REAL PE curriculum planning so that the teachers can deliver well planned lessons meeting the objectives listed above. The planning also ensures consistency throughout the school and a progression of skills matched to the skills mentioned above. imoves is a resource that enables teachers to encourage the ACTIVE 30 each day. Alongside other activities namely ‘The Daily Mile’ and ‘The Daily Ten’ we aim to provide our children with the opportunity to take part in 30 minutes of vigorous exercise each day in addition to their PE lessons.			
Mental health and well-being	ABB has an imoves subscription, within imoves are activities for all ages to help develop things such as anxiety, confidence, self-esteem etc through meditation and calming activities. REAL PE also has a huge emphasis on team work, self-evaluation and all manner of cognitive skills that help develop a strong, resilient and well-rounded individual.			
Displaying sporting achievements and participation	In the lower KS2 corridor is a sports display showing pictures and teams for every competition competed in throughout the year. This will also include festivals of a non-competitive nature to remain inclusive to all and encourage those less active into sport. The schools trophy cabinet is situated at the front of the school for all to see. All sporting achievements and participation are posted on to the school social media accounts. Certificates are presented during assemblies to celebrate and share successes and participation.			