



YEAR: 1

TERM: Autumn Term 1:1

TITLE: RealPE Unit 1

REVISION / REMIND / REVISIT - Builds on FS RealPE Unit	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Develop balance, agility and co-ordination, and begin to apply these in a range of activities Perform dances using simple movement patterns 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Co-ordination - Floor movement patterns (FUNS Station 10) Static balance- one leg standing (FUNS Station 1) <p>End of KS Expectation- Green/Red</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Personal: Some L2- I ask for help when appropriate. I try several times if at first I don't succeed Many L1- I can work on simple tasks by myself. All L1- I can follow instructions and practise safely 	<ul style="list-style-type: none"> Application to Dance- Copy and repeat actions. Put a sequence on actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, mirroring and canon. Begin to improvise independently to create a simple dance. <p>Resources\Dance</p>	<p>School Games Values:</p> <p>Teamwork</p> <p>Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.</p>	<p>Inter competitions:</p> <p>SZapp</p>

	<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none"> ▪ I can travel at different speeds. ▪ I can find a space and stop safely. ▪ I can copy movement sequences and repeat them. ▪ I can choose simple movements and link them together. <p>Social/Personal</p> <ul style="list-style-type: none"> ▪ All Y1 Objectives <p>Cognitive/ Creative</p> <ul style="list-style-type: none"> ▪ All Y1 Objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>	<p>PERSONAL BEST CHALLENGE:</p> <p>FUNS 1 Yellow level</p> <p>How long can you stand on one leg?</p>
	<p>KEY VOCABULARY</p> <p>Sequence; motif; choreograph; unison; canon; mirroring; improvise.</p>	



YEAR: 1

TERM: Autumn Term 1:2

TITLE: RealPE Unit 2

REVISION / REMIND / REVISIT- Builds on FS RealPE Unit 2	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none">NC LINKSDevelop balance, agility and co-ordination, and begin to apply these in a range of activities	Knowledge and Skills acquired: <ul style="list-style-type: none">Dynamic balance to agility (FUNS Station 6)Static balance- seated (FUNS Station 2) End of KS Expectation- Green/Red	<ul style="list-style-type: none">Application to Gymnastics-create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognising and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Resources\Gymnastics	School Games Values: Self- Belief You've got to believe to achieve. Have the self-belief and confidence to succeed and achieve your personal best.	Inter competitions: SZapp
		<ul style="list-style-type: none">Real PE Learning Behaviour- SocialSome L2- I can help, praise and encourage others in their learning.All L1- I can work sensibly with others, taking turns and sharing			
	ASSESSMENT CRITERIA (Physical): <ul style="list-style-type: none">I can travel in lots of different ways and directions e.g. rolling, climbing, skipping, running, side steppingI can travel at different speeds			PERSONAL BEST CHALLENGE: FUNS 6 Yellow/ Green level How far can you turn on a two-footed jump?	

	<ul style="list-style-type: none"> ▪ I can balance using different parts of my body ▪ I can copy movement sequences and repeat them ▪ I can choose simple movements and link them together <p>Social/Personal</p> <ul style="list-style-type: none"> ▪ All Y1 Objectives <p>Cognitive/ Creative</p> <ul style="list-style-type: none"> ▪ All Y1 Objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>	
	<p>KEY VOCABULARY</p> <p>Log roll; teddy bear roll; straight jump; tuck jump; jumping jack; half turn jump; cat spring; hopscotch; skipping; galloping; pike; straddle.</p>	



YEAR: 1

TERM: Spring Term 2:1

TITLE: RealPE Unit 3

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on FS RealPE 3	<ul style="list-style-type: none"> NC LINKS Develop balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic balance- on a line (FUNS Station 5) Static balance- stance (FUNS Station 4) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Gymnastics- Build on previous half term: hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over and through different objects and equipment. Begin to move with control and care. <p>Resources\Gymnastics</p>	<p>School Games Values:</p> <p>Honesty</p> <p>With others and with yourself, have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat.</p>	<p>Inter competitions:</p> <p>Gymnastics (Arden)</p> <p>Gymnastics (Lode Heath)</p> <p>SZapp</p>

		<ul style="list-style-type: none">▪ All L1- I can name some things I am good at. I can understand and follow simple rules.			
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">▪ I can travel in lots of different ways and directions e.g. rolling, climbing, skipping, running, side stepping▪ I can travel at different speeds▪ I can balance using different parts of my body▪ I can copy movement sequences and repeat them▪ I can choose simple movements and link them together Social/Personal <ul style="list-style-type: none">▪ All Y1 Objectives Cognitive/ Creative <ul style="list-style-type: none">▪ All Y1 Objectives Pupils also use FUNS cards to self and peer-assess throughout lessons			PERSONAL BEST CHALLENGE: FUNS 4 Yellow How long can you balance with your feet facing forward on a low beam?		
KEY VOCABULARY Log roll; teddy bear roll; straight jump; tuck jump; jumping jack; half turn jump; cat spring; hopscotch; skipping; galloping; pike; straddle.					



YEAR: 1

TERM: Spring Term 2:2

TITLE: RealPE Unit 4

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on FS RealPE 4	<ul style="list-style-type: none"> NC LINKS Participate in team games, developing simple tactics for attacking and defending. 	Knowledge and Skills acquired: <ul style="list-style-type: none"> Co-ordination- ball skills (FUNS Station 9) Counter balance in pairs (FUNS Station 7) End of KS Expectation- Green/Red	<ul style="list-style-type: none"> Application to Invasion games - Resources\t-mov-448-twinkl-move-pe-y1-invasion-games-unit-overview-english_ver_1.pdf Practise basic striking, sending and receiving. Throw underarm and overarm, catch and bounce a ball. Use rolling skills in a game. Practice accurate throwing and consistent catching. Travel with a ball in different ways and in different	School Games Values: Determination Never give up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best they can be.	Inter competitions: SZapp
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Creative Many L2- I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. All L1- I can explore and describe different movements. 			

			directions. Know how to pass the ball in different ways. Resources\Invasion Games Ball Skills		
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">I can send a ball or other objects in different ways e.g. throwing underarm/ rolling/ kicking/ striking using different equipment/ body parts.I can sometimes intercept, retrieve and stop an object Social/Personal <ul style="list-style-type: none">All Y1 Objectives Cognitive/ Creative <ul style="list-style-type: none">All Y1 Objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 9- Yellow Level How many times can you roll a ball around your body and under your legs when sitting on the floor in 30 seconds?		
KEY VOCABULARY Striking; sending; receiving; travelling; accurate; attacking; defending; dodging.					



YEAR: 1

TERM: Summer Term 3:1

TITLE: RealPE Unit 5

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on FS RealPE 5	<ul style="list-style-type: none"> NC LINKS 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. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Co-ordination-sending and receiving (FUNS Station 8) Agility- Reaction/ Response (FUNS Station 12) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Games- Tennis <p>Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Run at different speeds. Begin to use space in a game.</p> <p>Resources\Invasion Games Ball Skills</p>	<p>School Games Values:</p> <p>Passion</p> <p>Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.</p>	<p>Inter competitions:</p> <p>KS1 Cheerleading</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Physical Many L2- I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency All L1- I can perform a small range of skills 			

		and link two movements together. I can perform a single skill or movement with some control.			
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">I can send a ball or other objects in different ways e.g. throwing underarm/ rolling/ kicking/ striking using different equipment/ body parts.I can sometimes intercept, retrieve and stop an object.I can use equipment safely. Social/Personal <ul style="list-style-type: none">All Y1 Objectives Cognitive/ Creative <ul style="list-style-type: none">All Y1 Objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 8- Yellow level How many times can you roll the ball against a wall and collect it effectively in 30 seconds?		
KEY VOCABULARY Striking; sending; receiving; travelling; accurate; bouncing; directions.					



YEAR: 1

TERM: Summer Term 3:2

TITLE: RealPE Unit 6

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on FS RealPE 6	<ul style="list-style-type: none"> NC LINKS 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. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Static Balance- Floor Work (FUNS Station 3) Agility- Ball Chasing (FUNS Station 11) <p>End of KS Expectation- Green/Red</p>	<ul style="list-style-type: none"> Application to Games- Athletics <p>Vary their pace and speed when running. Run with basic technique over different distances. Show good posture and balance. Change direction when jogging and sprinting, maintaining control. Perform different types of jumps e.g. two feet to two feet, two feet to one foot. Perform a short jumping sequence. Land safely and with control. Throw underarm and over arm. Improve the distance they can</p>	<p>School Games Values:</p> <p>Respect</p> <p>For the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and for everyone.</p>	<p>Inter competitions:</p> <p>School Games Day</p> <p>SZapp</p>

			throw by using more power. Resources\Athletics		
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">I can travel in lots of different ways and directions e.g. rolling, climbing, skipping, running, side stepping.I can travel at different speeds.I can use equipment safely. Social/Personal <ul style="list-style-type: none">All Y1 Objectives Cognitive/ Creative <ul style="list-style-type: none">All Y1 Objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: FUNS 11- Yellow level How many times can you toll a ball, chase it and collect it in 30 seconds?		
KEY VOCABULARY Pace, speed, distance, posture, balance, spring, jog, underarm, overarm.					