



Cabot
Learning
Federation

I am... an Athlete.

I am... an Athlete. I believe anything is possible whilst being an athlete. I feel energised and motivated throughout my day. I have the knowledge and understanding to participate in sport. I enjoy being a team player and communicating to improve my own and others physical literacy. I view failures as an opportunity to improve and use my resilience to come back motivated. This supports me to achieve my very best. I am developing a lifelong active mindset.



Key Concepts for

What is?	Key Concepts		Contexts				
	Year	1. Real PE (Bold text links to ARE)	2. Activities/Sports		3. School Games Activities		
<p>Physical Literacy Through Real PE:</p> <ul style="list-style-type: none"> • Cognitive • Creative • Health and Fitness • Physical • Social • Personal <p>Sport and Activity Based Concepts</p> <ul style="list-style-type: none"> • Problem solving • Outwitting opponents • Personal Best • Teamwork and Leadership • Learning and Adapting sporting skills <ul style="list-style-type: none"> ○ Striking ○ Catching ○ Throwing ○ Balancing ○ Jumping ○ Moving • Tactics and Strategy • Self and peer analysis 	1	Fundamental skill development and application <ul style="list-style-type: none"> • Yellow • Green 	<i>ABC's of movement developed throughout year every year.</i>	Potential activity types: <ul style="list-style-type: none"> • Gymnastics and Dance • Throwing and Catching • Striking and fielding • Personal Fitness 		Futsal – Year 1 & 2 Dodgeball Sports hall Athletics Boccia Sitting Volleyball New age curling Sports Festival Cricket	
	2	<ul style="list-style-type: none"> • Red • Blue • Pink • Black 					
	3	Personal Best <ul style="list-style-type: none"> • Yellow • Green • Red 		Potential activity types: <ul style="list-style-type: none"> • Strategy Games (e.g. bench ball) • Problem Solving Activities • Outdoor adventurous activities (e.g. orienteering) • Basic Team Games • Athletics • Personal Fitness • Dance and Gymnastics 	<i>Swimming</i>	Futsal Boccia Sitting Volleyball New age curling Rugby (Magafest) Mini Tennis Gymnastics Tri Golf Tri Golf Inclusive Cricket	
	4	<ul style="list-style-type: none"> • Blue • Pink • Black 					
	5	Team Sports Real PE SOW: <ul style="list-style-type: none"> • Yellow • Green • Red • Blue • Pink • Black 		Potential Activity Types: <ul style="list-style-type: none"> • Invasion games (e.g. football) • Net and Wall Games (e.g. badminton and tennis) • Striking and Fielding • Dance and Gymnastics • Outdoor Adventurous Activity • Athletics • Personal Fitness 		Cross Country Boccia Sitting Volleyball New age curling Futsal Hockey (quicksticks) TAG Rugby Basketball Mini Tennis Football – Girls and Boys Gymnastics Kwik Cricket Inclusive Cricket Quad Kids Athletics	
	6						

Key Concepts, Knowledge, Vocabulary and Skills -

Year 1

Key Concepts	Contexts	Key Knowledge and Vocabulary	Skills
	Real PE	<p>What key things are they going to learn?</p> <p>Personal</p> <ul style="list-style-type: none"> • Perseverance to succeed • Being able to ask for help • Work independently and safely <p>Social</p> <ul style="list-style-type: none"> • Help, praise and support others • Take turns and share <p>Cognitive</p> <ul style="list-style-type: none"> • Understand and follow simple rules • Name things I am good at <p>Creative</p> <ul style="list-style-type: none"> • Explore and describe different movements • Link movements to a theme • Compare movement and skills <p>Physical</p> <ul style="list-style-type: none"> • Perform a small range of skills and link 2 movements together • Perform a single skill or movement with some control <p>Health and fitness</p> <ul style="list-style-type: none"> • Aware of why exercise is important for good health • Talk about how my body feels before, during and after exercise. 	<p>Fundamental Movement Skills</p> <p><i>Linked to national curriculum outcomes for KS1</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>
	Activity/ Sports	<ul style="list-style-type: none"> • Dance and Gymnastics • Throwing and catching skills • Obstacle course games/routines 	

		<ul style="list-style-type: none"> • Personal health and fitness 		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> • Perseverance • Working in a team • Following simple rules 		

Year 2

Key Concepts	Contexts	Key Knowledge and Vocabulary	Skills
•	Real PE	<p>What key things are they going to learn?</p> <p>Personal</p> <ul style="list-style-type: none"> • Perseverance and not giving up in order to succeed • Being able to ask for help <p>Social</p> <ul style="list-style-type: none"> • Helping, praising and supporting others <p>Cognitive</p> <ul style="list-style-type: none"> • Ordering instructions, movements and skills • Understanding what makes a good performance • Recognising similarities and differences in performances <p>Creative</p> <ul style="list-style-type: none"> • Linking movements to fit a theme • Compare own movements and skills with others <p>Physical</p> <ul style="list-style-type: none"> • Perform a sequence of movements with changes in level, direction or speed • Perform a sequence with control and consistency <p>Health and Fitness</p> <ul style="list-style-type: none"> • Use equipment to move and land safely • Describe effects on body during and after exercise 	<p>Fundamental Movement Skills <i>Linked to national curriculum outcomes for KS1</i> Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response</p>
	Activity/ Sports	<ul style="list-style-type: none"> • Gymnastics and Dance • Throwing and Catching • Striking and fielding 	

		<ul style="list-style-type: none"> Personal Fitness 		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> Perseverance Working in a team Following simple rules 		

Year 3

Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
<ul style="list-style-type: none"> 	Real PE	<p>What key things are they going to learn?</p> <p>Personal</p> <ul style="list-style-type: none"> Knowledge of own physical ability Challenge <p>Social</p> <ul style="list-style-type: none"> Patience Supporting others Listening to others Communicating ideas <p>Cognitive</p> <ul style="list-style-type: none"> Understand simple attacking and defending tactics Evaluating my own successes and areas for development. <p>Creative</p> <ul style="list-style-type: none"> Create rules/adapt activities Respond differently to a variety of different tasks and music 		<p>Fundamental Movement Skills</p> <p><i>Linked to national curriculum outcomes for KS2</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>

		<ul style="list-style-type: none"> Recognise similarities and differences in movements and expressions <p>Physical</p> <ul style="list-style-type: none"> Perform and repeat sequences with clear shapes and controlled movements Select and apply a range of skills with good control and consistency <p>Health and Fitness</p> <ul style="list-style-type: none"> Describe effects on body during and after exercise Explain why warm ups and cool downs are important 		
	Activity/ Sports	<ul style="list-style-type: none"> Strategy Games (e.g. bench ball) Problem Solving Activities Outdoor adventurous activities (e.g. orienteering) Basic Team Games Athletics Personal Fitness Dance and Gymnastics 		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> Perseverance Working in a team Following simple rules Knowing and applying rules correctly Cooperation Resilience 		

Year 4

Key Concepts	Contexts	Key Knowledge and Vocabulary	Skills
•	Real PE	<p>What key things are they going to learn?</p> <p>Personal</p> <ul style="list-style-type: none"> Perseverance and Improving own performance. Challenge <p>Social</p> <ul style="list-style-type: none"> Cooperate with others and give feedback. Show patience and support others 	<p>Fundamental Movement Skills</p> <p><i>Linked to national curriculum outcomes for KS2</i></p> <ul style="list-style-type: none"> Static balance one leg Static balance seated Static balance floor work Static balance stance Dynamic balance on a line

		<ul style="list-style-type: none"> • Share ideas <p>Cognitive</p> <ul style="list-style-type: none"> • Understand ways to judge performance • Understand tactics of attack and defense • Explain what I or someone else has done well • Identify areas for improvement <p>Creative</p> <ul style="list-style-type: none"> • Develop sequences of movements • Use own ideas to adapt rules and activities • Recognise similarities and differences in movements and expression <p>Physical</p> <ul style="list-style-type: none"> • Perform and repeat longer sequences with clear shapes and controlled movements. • Perform a range of skills with control and consistency. <p>Health and Fitness</p> <ul style="list-style-type: none"> • Describe effects on body before, during and after exercise • Explain why warm ups and cool downs are important 		<p>Dynamic balance jumping and landing Counter balance in pairs Co-ordination sending and receiving Co-ordination ball skills Co-ordination footwork Agility ball chasing Agility reaction and response</p>
	<p>Activity/ Sports</p>	<p>What activity or specific knowledge will they need?</p> <ul style="list-style-type: none"> • Strategy Games (e.g. bench ball) • Problem Solving Activities • Outdoor adventurous activities (e.g. orienteering) • Basic Team Games • Athletics • Personal Fitness • Dance and Gymnastics 		
	<p>School Games</p>	<p>How will competition help?</p> <ul style="list-style-type: none"> • Perseverance • Working in a team • Following simple rules • Knowing and applying rules correctly 		

		<ul style="list-style-type: none"> • Cooperation • Resilience 		
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Year 5

Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
•	Real PE	<p>What key things are they going to learn?</p> <p>Cognitive</p> <ul style="list-style-type: none"> • Understand ways to judge performance • Identify specific parts to work on • Use awareness of space and others to make good decisions <p>Creative</p> <ul style="list-style-type: none"> • Link actions and develop sequences of movements that express my own ideas • Change tactics, rules or tasks to make activities more fun and challenging <p>Social</p> <ul style="list-style-type: none"> • Cooperate well with others • Give helpful feedback • Help to organise roles and responsibilities and guide a small group through a task <p>Physical</p> <ul style="list-style-type: none"> • Perform a variety of movements and skills with good body tension • Link actions together so that they flow in running, jumping and throwing activities <p>Health and Fitness</p> <ul style="list-style-type: none"> • Describe the basic fitness components • Explain how often and how long someone should exercise to be healthy • Record and monitor effort <p>Personal</p> <ul style="list-style-type: none"> • Cope well and react positively when things become difficult • Persevere with a task and improve own performance through regular practice 		<p>Fundamental Movement Skills</p> <p><i>Linked to national curriculum outcomes for KS2</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p> <p>Agility ball chasing</p> <p>Agility reaction and response</p>

	Activity/ Sports	<ul style="list-style-type: none"> • Invasion games (e.g. football) • Net and Wall Games (e.g. badminton and tennis) • Striking and Fielding • Dance and Gymnastics • Outdoor Adventurous Activity • Athletics • Personal Fitness 		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> • Perseverance in developing skills • Using team mates effectively and cooperatively • In depth understanding of rules • Apply rules strategically • Resilience and good sportsmanship 		

Year 6

Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
•	Real PE	<p>What key things are they going to learn?</p> <p>Cognitive</p> <ul style="list-style-type: none"> • Know how to develop my own and others' work. • Recognise and suggest patterns of play which will increase chances of success. • Develop methods to outwit opponents <p>Creative</p> <ul style="list-style-type: none"> • Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics so they are different from or in contrast to others <p>Social</p>		<p>Fundamental Movement Skills</p> <p><i>Linked to national curriculum objectives for KS2</i></p> <p>Static balance one leg</p> <p>Static balance seated</p> <p>Static balance floor work</p> <p>Static balance stance</p> <p>Dynamic balance on a line</p> <p>Dynamic balance jumping and landing</p> <p>Counter balance in pairs</p> <p>Co-ordination sending and receiving</p> <p>Co-ordination ball skills</p> <p>Co-ordination footwork</p>

		<ul style="list-style-type: none"> • Give and receive sensitive feedback to improve myself and others • Negotiate and collaborate appropriately <p>Physical</p> <ul style="list-style-type: none"> • Use a combination of skills confidently in sport specific contexts. • Perform a range of skills fluently and accurately in practice situations <p>Health and Fitness</p> <ul style="list-style-type: none"> • Self-select and perform appropriate warm-up and cool down activities • Identify possible dangers when planning an activity <p>Personal</p> <ul style="list-style-type: none"> • See all new challenges as opportunities to learn and develop • Recognise own strengths and weaknesses • Set myself appropriate targets 		<p>Agility ball chasing Agility reaction and response</p>
	Activity/ Sports	<ul style="list-style-type: none"> • Invasion games (e.g. football) • Net and Wall Games (e.g. badminton and tennis) • Striking and Fielding • Dance and Gymnastics • Outdoor Adventurous Activity • Athletics • Personal Fitness 		
	School Games	<p>How will competition help?</p> <ul style="list-style-type: none"> • Perseverance in developing skills • Using team mates effectively and cooperatively • In depth understanding of rules • Apply rules strategically • Resilience and good sportsmanship 		

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Appendix 1: Curriculum Rationale

Why have particular contexts been chosen? Why is it organised in this way? Why will it help children?

The answers to these questions are rooted in the rationale in the design of the curriculum.

Research sources:

- Real P.E. curriculum resources
- P.E. national curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf
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