

Implementation- Teaching standards

Learning Nutrient	1 star	2 star	3 star	4 star	5 star
 Ambition	Positive routines Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	Positive learning environment Create a safe, stimulating and purposeful learning environment	Engaged learners Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	Motivated learners A desire to improve and succeed permeates every lesson	Ambitious learners No ceiling to learners' ambition and challenge is demanded
 Clear personalised outcome (shared and agreed)	Shared outcome State outcome near start of lesson/session	Defined outcomes Communicate outcomes in learners' language, with check for understanding	Tiered outcomes Learners choose from tiers or a spectrum of appropriate outcomes	Negotiated outcomes Learners/groups negotiate and agree next steps/learning goals with support	Personalised outcomes Learners proactively take responsibility for choosing and communicating their individual goals
 Success and failure (appropriate challenge)	Early success Ensure early success for all learners in each lesson/episode	Stretch and challenge Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	Accepting failure Each learner embraces progression through planned sequences of success and failure	Learning through failure With support, learners identify areas of strength and weakness and select appropriate interventions to progress	Embracing failure Learners proactively seek challenge and demonstrate a willingness to work on weaknesses
 Praise for positive behaviours	Whole group praise Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	Individual praise/feedback Give regular, specific praise for positive behaviours before suggesting improvements	Peer praise With support, learners take opportunities to give praise for identified learning behaviours	Peer feedback Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	Unprompted peer praise/feedback A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established
 Celebration and review of progress	Whole group review Lead whole group plenary at the end of each episode/lesson	Review through questioning Question and funnel answers following small group/partner review	Clear learner voice Learners use a broad range of review methods including non-verbal communication and/or voting with feet	Learner led review Peer led plenaries celebrate partner/group members' progress	Habitual review A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established
 Coach and support others	Observe and encourage Provide opportunities for learners to observe and encourage others	Demonstrate and discuss Enable learners to demonstrate/show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	Feedback sensitively Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	Collaborate and learn Learners share and learn from each other through planned, collaborative opportunities	Peer coach A culture of reciprocal peer coaching is an integral part of all lessons
 Control	Work safely Encourage learners to select safe space for work and to gather, select and safely return equipment	Single choice Provide at least one learner choice of direction and/or task from pre-planned menu	Supported choices Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions	Negotiated choices Learners regularly negotiate with teacher to agree direction and pace	Independent choices Learners take active responsibility, create own learning plans and adjust them independently or with support

Year R PE curriculum- Implementation

Curriculum Map



Foundation Stage

Multi-ability Cog Focus & Learning Journeys		Weeks	Fundamental Movement Skill Focus	Theme
◆ Exceeding ■ Expected ▲ Working towards				
Unit 1	Personal <ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself ◆ I enjoy working on simple tasks with help ■ 	1-3	Coordination: Footwork (FUNS Station 10)	The Birthday Bike Surprise
		4-6	Static Balance: One Leg (FUNS Station 1)	Pirate Pranks!
Unit 2	Social <ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing ◆ I can play with others and take turns and share with help ■ 	7-9	Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)	Journey to the Blue Planet
		10-12	Static Balance: Seated (FUNS Station 2)	Monkey Business!
Unit 3	Cognitive <ul style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at ◆ I can follow simple instructions ■ 	13-15	Dynamic Balance: On a Line (FUNS Station 5)	Tilly the Train's Big Day
		16-18	Static Balance: Stance (FUNS Station 4)	Thembi Walks the Tightrope

The Jasmine portal

This has been taken from the Real PE website. In the first few weeks of Year R, the children will be working on the personal cog. The skills they are focusing on are: being able to follow simple instructions, and to work on simple tasks independently.

There is a progressive skills document on each task, which allows for challenge. There are also supporting videos, which allow for clear implementation by practitioners, and ensures the development of the FMS.

Unit 4



- I can explore and describe different movements ♦
- I can observe and copy others ■

Unit 5



- 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 ■

Unit 6



- 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 ■

19-21

Coordination:
Ball Skills
(FUNS Station 9)



Clowning
Around!

22-24

Counter Balance:
With a Partner
(FUNS Station 7)



Wendy's
Water-ski
Challenge

25-27

Coordination:
Sending and Receiving
(FUNS Station 8)



John and
Jasmine Learn
to Juggle

28-30

Agility:
Reaction/Response
(FUNS Station 12)



Ringo to the
Rescue

31-33

Agility:
Ball Chasing
(FUNS Station 11)



Sammy
Squirrel and his
Rolling Nuts

34-36

Static Balance:
Floor Work
(FUNS Station 3)



Caspar the
Very Clever
Cat

This is the yearly curriculum overview for Year R.

Each lesson follows the same format, and each topic is designed to focus on a different cog.

Therefore this allows educators to be confident in their implementation of each lesson, ensuring their PE lessons are consistent

Year 1 PE curriculum

Curriculum Map



core
real PE[®]

create
development

Year 1

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Unit 1



- 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 ▲

Unit 2



- I can help praise and encourage others in their learning ◆
- I can work sensibly with others, taking turns and sharing ■
- I can play with others and take turns and share with help ▲

Unit 3



- 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 ▲

Weeks

Fundamental Movement Skill Focus

Theme

1-3

Coordination:
Footwork
(FUNS Station 10)



The Birthday
Bike Surprise

4-6

Static Balance:
One Leg
(FUNS Station 1)



Pirate
Pranks!

7-9

Dynamic Balance
to Agility:
Jumping and Landing
(FUNS Station 6)



Journey to
the Blue
Planet

10-12

Static Balance:
Seated
(FUNS Station 2)



Monkey
Business!

13-15

Dynamic Balance:
On a Line
(FUNS Station 5)



Tilly the
Train's Big
Day

16-18

Static Balance:
Stance
(FUNS Station 4)



Thembi
Walks the
Tightrope

Unit 4



- 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 ▲

Unit 5



- 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 ▲

Unit 6



- 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 ■
- I am aware of the changes to the way I feel when I exercise ▲

19-21

Coordination:
Ball Skills
(FUNS Station 9)



Clowning
Around!

22-24

Counter Balance:
With a Partner
(FUNS Station 7)



Wendy's
Water-ski
Challenge

25-27

Coordination:
Sending and Receiving
(FUNS Station 8)



John and
Jasmine Learn
to Juggle

28-30

Agility:
Reaction/Response
(FUNS Station 12)



Ringo to the
Rescue

31-33

Agility:
Ball Chasing
(FUNS Station 11)



Sammy
Squirrel and his
Rolling Nuts

34-36

Static Balance:
Floor Work
(FUNS Station 3)



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Year 2 PE curriculum

Curriculum Map



Year 2

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Unit 1



- 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 ▲

Unit 2



- 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 can work sensibly with others, taking turns and sharing ▲

Unit 3



- 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 and follow simple rules and can name some things I am good at ▲

Weeks

Fundamental Movement Skill Focus

1-3

Coordination:
Footwork
(FUNS Station 10)

4-6

Static Balance:
One Leg
(FUNS Station 1)

7-9

Dynamic Balance
to Agility:
Jumping and Landing
(FUNS Station 6)

10-12

Static Balance:
Seated
(FUNS Station 2)

13-15

Dynamic Balance:
On a Line
(FUNS Station 5)

16-18

Static Balance:
Stance
(FUNS Station 4)

Unit 4



- 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 ▲

Unit 5



- 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 ▲

Unit 6



- 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 ■
- I am aware of why exercise is important for good health ▲

19-21

Coordination:
Ball Skills
(FUNS Station 9)

22-24

Counter Balance:
With a Partner
(FUNS Station 7)

25-27

Coordination:
Sending and Receiving
(FUNS Station 8)

28-30

Agility:
Reaction/Response
(FUNS Station 12)

31-33

Agility:
Ball Chasing
(FUNS Station 11)

34-36

Static Balance:
Floor Work
(FUNS Station 3)