



Physical Education

PE

Real PE is, first and foremost, a philosophy and approach which aims to transform how we teach PE in order to include, challenge and support EVERY child. It supports teachers and other deliverers to make small changes that will have a significant impact on their learners. The unique child centred approach that transforms how we teach PE to engage and challenge. It develops the key abilities children need to be successful within PE and sport. It has inspired teachers to enjoy teaching PE, develop their knowledge and transforms the confidence to deliver amazing PE lessons.

National Curriculum PE programmes of Study

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum - Physical education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

Intent

At Raunds Park Infants, we follow the REAL PE scheme of work while adapting it to include sport specific skills. REAL PE is a unique, child centred PE scheme which focuses on being inclusive, challenging and supportive of every child. REAL PE focuses on the development of fundamental physical skills such as agility, balance and co-ordination. Children are given the opportunities to apply these progressive skills in engaging and fun activities. The scheme also focuses on developing the emotional, social and cognitive skills by developing the ethos of healthy competition and co-operative learning. As a school we are committed to develop every child's physical and social development that will support them in their future. Through PE, children develop many non-physical skills such as creativity, resilience, perseverance, communication and confidence that can be applied in. Now that REAL PE has been embedded across the school, teachers are adapting the scheme of work so that the skills children learn via REAL PE can be applied to a sporting context while learning key sporting skills and rules.

Implementation

The teaching and implementation of the Physical Education Curriculum at Raunds Park Infants is taught by a combination of class teachers and PE specialists who provide vital mentoring and support to both teachers and teaching assistants. Through REAL PE's lesson structure and differentiated activities, every child has opportunities to take part and be successful where effort, participation and development is supported. We teach the National Curriculum via REAL PE's progression of skills. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. At Raunds Park Infants, the PE curriculum is structured to develop a range of physical and social skills that can be applied to a multitude of sporting contexts. We strive to ensure all children progress from their personal starting point by developing balance, co-ordination, agility and overall fitness.

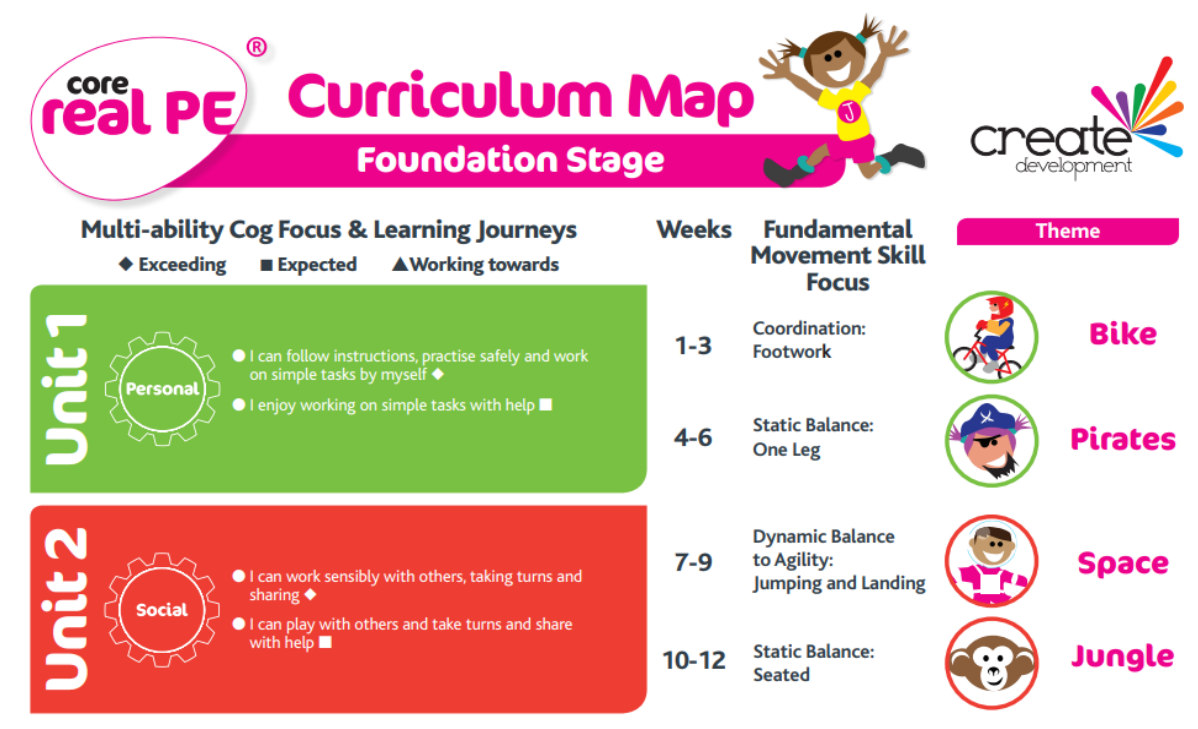
Impact

By the end of year 2, as children prepare for life at junior school, Raunds Park Infants children will have:

- Developed an in -depth knowledge of a variety of the skills that can be implemented and how they can be successful from their starting point.
- An understanding of the importance of physical health and its direct impact on well-being.
- A passion for PE that enables them to demonstrate a good level of physical skills as well as possessing positive behaviours and social skills.

Curriculum Overview

EYFS





Curriculum Map

Foundation Stage



Learning Focus
(Select Cog)

Weeks

Dance Skills

Unit 3



- I can understand and follow simple rules and can name some things I am good at ♦
- I can follow simple instructions ■

13-1

16-1

1



Shapes Solo

2



Partnering Shapes

3



Artistry Musicality

4



Circles Solo

5



Partnering Circles

6



Artistry (Making)





Curriculum Map



Foundation Stage

Unit	Learning Focus (Select One)	Weeks	Gym Skill	Theme
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Unit 4



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

19-21



Shape



At Home

22-24



Travel



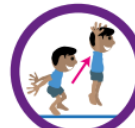
Jungle Trip

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 ■

25-27



Flight



Park Life

28-30



Rotation



Toy Box



core real PE[®]

Curriculum Map

Foundation Stage



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 ■

31-33

Agility:
Ball Chasing



Squirrel

34-36

Static Balance:
Floor Work



Cat

Year 1

core real PE[®] Curriculum Map 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 ▲

Weeks Fundamental Movement Skill Focus

- 1-3 Coordination: Footwork
- 4-6 Static Balance: One Leg



Bike



Pirates

real gym

Curriculum Map Year 1



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 ▲

7-9

Gym Skill

Theme



Shape



At Home

10-12



Travel



Jungle Trip

Unit 3



- I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance ◆
- I can understand and follow simple rules and can name some things I am good at ■
- I can follow simple instructions ▲

13-15



Flight



Park Life

16-18



Rotation



Toy Box

core real PE[®] Curriculum Map Year 1



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 ▲

19-21 Coordination: Ball Skills



Circus - Clowns

22-24 Counter Balance: With a Partner



Seaside

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 ▲

25-27 Coordination: Sending and Receiving



Circus - Jugglers

28-30 Agility: Reaction/Response



Fairy tale

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 ▲

31-33 Agility: Ball Chasing



Squirrel

34-36 Static Balance: Floor Work



Cat

Year 2

Curriculum Map

Year 2

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Weeks

Fundamental Movement Skill Focus

Unit 1

Personal

- 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 ▲

1-3

Coordination: Footwork

4-6

Static Balance: One Leg

Curriculum Map

Year 2

Unit 2

Social

- I show patience and support others, I am happy to show and tell others about my ideas ◆
- I can help praise and encourage others in their learning ■
- I can work sensibly with others, taking turns and sharing ▲

7-9

Balance

Toy Box

10-12

Travel

Jungle Trip

13-15

Flight

Park Life

16-18

Rotation

The Big City

Curriculum Map

Year 2

Unit 4

Creative

- I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music ◆
- 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 ▲

19-21

Coordination: Ball Skills

22-24

Counter Balance: With a Partner

25-27

Coordination: Sending and Receiving

28-30

Agility: Reaction/Response

31-33

Agility: Ball Chasing

34-36

Static Balance: Floor Work

Unit 5

Applying Physical

- 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

Health and Fitness

- I can describe how and why my body feels during and after exercise. ◆
- 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 ▲

What is Real PE?

Pedagogy Teaching novices

In PE most pupils should be considered as novices - even those who are high attainers. Pupils will rarely have the pre-existing knowledge to demonstrate competence across the full curriculum. Therefore, teachers need to consider the following when teaching high-quality PE:

- well-structured explanations
- modelling
- time for practice and feedback
- scaffolding learning (reduced as pupils' competence and knowledge increase.)

Modelling

It is important to demonstrate what success looks like by providing concrete examples. Novices need accurate demonstrations that provide clear representations of the movements they need to imitate and compare their actions with. It is important to check pupils' understanding throughout this process and introducing vocabulary linked to PE will support this. Novices find it demanding to observe and imitate a demonstration. Teachers should break instruction down into small segments and draw pupils' attention to key information. Partial demonstrations can be useful to mitigate the cognitive demand on pupils, particularly when adequate time for practice is provided.

Metacognitive (thinking about thinking)

Strategies can also be explicitly taught and modelled - especially those of monitoring and evaluating. When pupils have more prior knowledge, they can benefit from observing both novices and experts. Observing experts supports the development of a mental model of ideal movement; observing novices helps such pupils detect and correct errors. The effectiveness of this rests on the robustness of the prior knowledge.

Practice

Throughout the research review there is an emphasis on practice for all pupils, however, those who are struggling require more time practising the more basic movements. This applies throughout EYFS to KS4. Episodes of practice should have a clear structure and provide enough time for precise practice with increasing independence. It is important not to conflate practice with time spent being active: the practice needs to be intentional and focused. It is important not to move pupils on too quickly: instead, teachers can change the context of tasks to increase difficulty, rather than move on to new skills. Practising to mastery is important to increase and secure engagement.

SEND Pedagogy

The report suggests that there are gaps in teachers' subject and pedagogical content knowledge for SEND-specific pedagogy. Some lessons will require adaptations to be made to ensure that pupils with SEND access the curriculum alongside their peers. There are many types of adaptations that could be made, depending on the specific needs of the pupils with SEND. Where appropriate, discussing adaptations with pupils can help teachers make them appropriate. Pre-teaching of instructions and vocabulary might also be effective for some pupils with SEND. Teachers might need to adapt assessment methods to make them appropriate for pupils with SEND - importantly, these methods should not limit what pupils with SEND can achieve.

What children experience

Alongside PE lessons, our trained educators deliver fun, engaging and memorable sports clubs that link to sport competitions. During the year, whenever possible, we invite different sport coaches to deliver lessons for example 'chance to shine'. A cricket session done by Northampton Cricket Club.