

Individual Skill Developments – links between Real PE and The PE Hub Schemes

P.E. National Curriculum:

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The three objectives above directly link to elements of the Real PE scheme.

Real PE Progression of Skills, Knowledge and Vocabulary:

Fundamental Movement Skills (required from the National Curriculum):

- Coordination (running, catching, throwing)
- Agility (running, jumping, throwing and catching)
- [Counter] Balance (flexibility, strength, technique, control and balance)
- [Dynamic] Balance (flexibility, strength, technique, control and balance)
- [Static] Balance (flexibility, strength, technique, control, balance)

NB: Both of our main infant feeder schools use the Real PE scheme, thus providing the children with a smooth transition with skills, knowledge and vocabulary learnt.

Declarative knowledge is best described as '**knowing what**' This includes factual knowledge about movement, rules, tactics, strategies, health and participation. This knowledge is linked to the content being taught, rather than be a list of disconnected facts.

Procedural knowledge is all about '**knowing how**' This is knowing how to apply declarative knowledge and is best practised through demonstration or participation.

Subject Leader: D. Dowson (Updated September 2023)



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P.E. Long Term Plan

Autumn Term:

Autumn Term 1	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Tennis	Hockey	Football	Athletics
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 1 – Personal)	Real P.E. (Unit 1 – Personal)	Real P.E. (Unit 1 – Personal)	Real P.E. (Unit 1 – Personal)
Autumn Term 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Gymnastics	Dance	Orienteering	Gymnastics
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 2 – Social)	Real P.E. (Unit 2 – Social)	Real P.E. (Unit 2 – Social)	Real P.E. (Unit 2 – Social)

Spring Term:

Spring Term 1	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Tag Rugby (Edwardians)	Gymnastics	Dance	Dance
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 3 – Cognitive)	Real P.E. (Unit 3 – Cognitive)	Real P.E. (Unit 3 – Cognitive)	Real P.E. (Unit 3 – Cognitive)
Spring Term 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Dance	Cricket (<i>Chance To Shine</i>)	Cricket (<i>Chance To Shine</i>)	Tennis
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 4 – Creative)	Real P.E. (Unit 4 – Creative)	Real P.E. (Unit 4 – Creative)	Real P.E. (Unit 4 – Creative)

Summer Term:

Summer Term 1	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Orienteering	Swimming (Tudor Grange)	Athletics	Rounders
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 5 – Physical)	Real P.E. (Unit 5 – Physical)	Real P.E. (Unit 5 – Physical)	Real P.E. (Unit 5 – Physical)
Summer Term 2	Year 3	Year 4	Year 5	Year 6
Lesson 1 – <i>The PE Hub</i>	Tri-Golf (Union Golf)	Swimming (Tudor Grange)	Tennis	Tag Rugby (Edwardians)
Lesson 2 – <i>Real PE</i>	Real P.E. (Unit 6 – Health and Fitness)	Real P.E. (Unit 6 – Health and Fitness)	Real P.E. (Unit 6 – Health and Fitness)	Real P.E. (Unit 6 – Health and Fitness)

NC Subject Content Requirement Key:	Net / Wall Games	Striking & Fielding	Invasion Games	Gymnastics
	Dance	Athletics	Swimming	Outdoor + Adv

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **COORDINATION** (Skill Development 1 of 3)

Area of Fundamental Movement Skill Development:	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
FOOTWORK	Year 3 Autumn 1 - Personal	<ol style="list-style-type: none"> Hopscotch forwards and backwards, alternating hopping leg each time with... Move in a 3-step zigzag pattern forwards with... Move in a 3-step zigzag pattern backwards with... 	<ol style="list-style-type: none"> balance and control throughout. fluent and smooth movements. movements performed in both directions/on both sides. 	<ol style="list-style-type: none"> Keep head up and back straight. Work off balls of feet and increase speed when ready. Bend knees and use arms to help you balance. 	<ul style="list-style-type: none"> alternating pattern 3 step speed zigzag increase 	<u>Year 3:</u> Autumn 2 – Gymnastics Spring 1 – Tag Rugby Spring 2 – Dance <u>Year 4:</u> Autumn 2 – Dance Spring 1 - Gymnastics <u>Year 5:</u> Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance Summer 2 – Tag Rugby
	Year 4 Autumn 1 – Personal	<ol style="list-style-type: none"> Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with... Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with... Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with... 	<ol style="list-style-type: none"> smooth, controlled movements. fluency and rhythm. movements performed in both directions/on both sides. 	<ol style="list-style-type: none"> Keep head up and back straight throughout. Keep feet close to the ground as you move. Bend knees and use arms to help you balance. 	<u>All of the above and:</u> <ul style="list-style-type: none"> knee raise fluent consistent maximum speed rhythm perform across 	<u>Year 4:</u> Autumn 2 – Dance Spring 1 - Gymnastics <u>Year 5:</u> Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance Summer 2 – Tag Rugby

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	Year 5 Spring 1 – Cognitive	<ol style="list-style-type: none"> 1. Move in 3-step zigzag pattern while alternating knee raise and foot behind with... 2. Move backwards in 3-step zigzag pattern with cross-over (swerve) with... 3. Move backwards in 3-step zigzag pattern with knee raise across body with... 	<ol style="list-style-type: none"> 1. smooth, controlled movements. 2. fluency and rhythm. 3. movements performed in both directions/on both sides. 	<ol style="list-style-type: none"> 1. Keep head up and back straight throughout. 2. Try to develop a good rhythm and perform the movements smoothly and with control. 3. Bend knees and use arms to help you balance. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • alternative • controlled • smooth • swerve 	<p><u>Year 5:</u> Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance Summer 2 – Tag Rugby</p>
	Year 6 Spring 1 – Cognitive	<ol style="list-style-type: none"> 1. Move backwards in 3-step zigzag pattern with foot behind with... 2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind with... 	<ol style="list-style-type: none"> 1. smooth, controlled movements. 2. fluency and rhythm. 3. movements performed in both directions/on both sides. 	<ol style="list-style-type: none"> 1. Keep head up and back straight throughout. 2. Try to develop a good rhythm and perform the movements smoothly and with control. 3. Focus on keeping feet close to the ground as you move. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • practice (noun) • encouragement 	<p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance Summer 2 – Tag Rugby</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **COORDINATION** (Skill Development 2 of 3)

Area of Fundamental Movement Skill Development: BALL SKILLS	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Spring 1 - Cognitive	In 20 seconds or less... 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with... 2. Move a ball round waist 17 times with... 3. Stand with legs apart and move a ball around alternate legs 16 times with...	1. control of the ball maintained throughout. 2. ability to complete challenges in both directions consistently and smoothly. 3. smooth movements with the ball.	1. Move the ball with fingers, avoiding it touching body. 2. Focus on maintaining good balance and looking straight ahead throughout. 3. Perform movements smoothly and then gradually increase speed.	<ul style="list-style-type: none"> tummy around alternate apart height 	<u>Year 3:</u> Spring 1 – Tag Rugby Summer 2 – Tri-Golf <u>Year 4:</u> Autumn 1 – Hockey Spring 2 – Cricket <u>Year 5:</u> Autumn 1 – Football Spring 2 – Cricket Summer 2 – Tennis <u>Year 6:</u> Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby
	Year 4 Spring 1 - Cognitive	In 20 seconds or less... 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times with... 2. Move ball around waist into figure of 8 around both legs 10 times with... 3. Move ball around waist and then around alternate legs 12 times with... 4. Stand with legs apart and perform 24 criss-crosses,	1. smooth movements with the ball. 2. ability to complete challenges in both directions consistently and smoothly. 3. fluidity when changing hands.	1. Keep ball moving and away from body. 2. Keep head up, looking forward. 3. Concentrate on performing the movements smoothly to begin with and then gradually	<u>All of the above and:</u> <ul style="list-style-type: none"> waist criss-cross catches bounce direction figure of 8 complete fluidity 	<u>Year 4:</u> Autumn 1 – Hockey Spring 2 – Cricket <u>Year 5:</u> Autumn 1 – Football Spring 2 – Cricket Summer 2 – Tennis <u>Year 6:</u> Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby

Individual Skill Developments – links between Real PE and The PE Hub Schemes

		with and then without a bounce with...		increase their speed.		
	Year 5 Autumn 1 – Personal	In 20 seconds or less... 1. Stand with legs apart and complete 20 front to back catches with a bounce in between with... 2. Perform above 30 times without ball bouncing in between. with... 3. Complete above tasks with head up throughout with... 4. Complete 11 overhead throw and catches with...	1. smooth movements with the ball. 2. ability to complete challenges in both directions consistently and smoothly. 3. fluidity when changing hands.	1. Concentrate on performing movements smoothly and with control. 2. Keep back straight throughout. 3. Focus on using 'soft hands' throughout.	<u>All of the above and:</u> • to back catches • overhead throws • soft hands	<u>Year 5:</u> Autumn 1 – Football Spring 2 - Cricket Summer 2 - Tennis <u>Year 6:</u> Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby
	Year 6 Autumn 1 – Personal	In 20 seconds or less... 1. Complete 12 long circles (forwards and then backwards) with... 2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions) with...	1. smooth movements with the ball. 2. ability to complete challenges in both directions consistently and smoothly. 3. fluidity when changing hands.	1. Perform movements smoothly and with control. 2. Try to develop a good rhythm when completing the challenges. 3. Concentrate on weight of throws, avoiding throwing the ball too hard, and move your hands into position. support.	<u>All of the above and:</u> • long circles • opposite • combine	<u>Year 6:</u> Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **COORDINATION** (Skill Development 3 of 3)

Area of Fundamental Movement Skill Development: SENDING & RECEIVING	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Spring 2 - Creative	<ol style="list-style-type: none"> Strike a ball with alternate hands in a rally with... Kick a ball with the same foot with... Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with... 	<ol style="list-style-type: none"> accuracy and weight when sending. a good position when receiving. fluency/rhythm throughout. 	<ol style="list-style-type: none"> Vary the speed you send the ball to find which is most effective. Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball. Use backswing and follow through when striking/kicking. 	<ul style="list-style-type: none"> alternately same foot position kick return accuracy 	<u>Year 3:</u> Autumn 1 – Tennis Spring 1 – Tag Rugby Summer 2 – Tri-Golf <u>Year 4:</u> Autumn 1 – Hockey Spring 2 – Cricket <u>Year 5:</u> Autumn 1 – Football Spring 2 – Cricket Summer 1 – Athletics Summer 2 – Tennis <u>Year 6:</u> Autumn 1 – Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby
	Year 4 Spring 2 - Creative	<ol style="list-style-type: none"> 1. Alternately throw and catch 2 tennis balls against a wall with... 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with... 3. Throw 2 tennis balls against a wall in a circuit, in both directions with... 	<ol style="list-style-type: none"> accuracy and weight of throws. fluency/rhythm throughout. a good position when receiving. 	<ol style="list-style-type: none"> Explore the strength of your throw to work out how much force is needed. Take up a balanced position, making sure hands are in a 	<u>All of the above and:</u> <ul style="list-style-type: none"> cross-over opposite consistency circuit fluency repeatable 	<u>Year 4:</u> Autumn 1 – Hockey Spring 2 – Cricket <u>Year 5:</u> Autumn 1 – Football Spring 2 – Cricket Summer 1 – Athletics Summer 2 – Tennis <u>Year 6:</u> Autumn 1 – Athletics Spring 2 – Tennis

Individual Skill Developments – links between Real PE and The PE Hub Schemes

				<p>good ready position.</p> <p>3. Try repeating several times. movements.</p>		<p>Summer 1 – Rounders</p> <p>Summer 2 – Tag Rugby</p>
Year 5 Summer 2 – Health & Fitness	<p>1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes with...</p> <p>2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds with...</p>	<p>1. movement and timing to get in a good position.</p> <p>2. accuracy and weight of throws.</p> <p>3. fluency/rhythm throughout</p>	<p>1. Adopt a 'ready position' and communicate with partner so you know when they are ready.</p> <p>2. Focus on accuracy and speed of passes/throws.</p> <p>3. Keep this going in a circuit for 30 seconds.</p>	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • communicate • speed • pass • movement 	<p><u>Year 5:</u></p> <p>Autumn 1 – Football</p> <p>Spring 2 - Cricket</p> <p>Summer 1 - Athletics</p> <p>Summer 2 - Tennis</p> <p><u>Year 6:</u></p> <p>Autumn 1 - Athletics</p> <p>Spring 2 – Tennis</p> <p>Summer 1 – Rounders</p> <p>Summer 2 – Tag Rugby</p>	
Year 6 Summer 2 – Health & Fitness	<p>1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously with...</p> <p>2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously with...</p>	<p>1. movement and timing to get in good position.</p> <p>2. accuracy and weight of throws.</p> <p>3. fluency/rhythm throughout.</p>	<p>1. Think about whether you need to control the ball with your feet first/let the tennis ball bounce.</p> <p>2. Focus on accuracy and speed of passes/volleys.</p> <p>3. With a partner, simultaneously volley a tennis ball with a racket and pass a ball along the ground for 30 seconds maintaining the quality of each movement.</p>	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • timing • focus • balls of feet 	<p><u>Year 6:</u></p> <p>Autumn 1 - Athletics</p> <p>Spring 2 – Tennis</p> <p>Summer 1 – Rounders</p> <p>Summer 2 – Tag Rugby</p>	

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **AGILITY** (Skill Development 1 of 2)

Area of Fundamental Movement Skill Development:	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
BALL CHASING	Year 3 Summer 2 – Health & Fitness	<ol style="list-style-type: none"> Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... Complete above challenges with tennis ball with... 	<ol style="list-style-type: none"> control when starting and stopping quickly. timing and movement to get in the right position. balance/control when collecting the ball. 	<ol style="list-style-type: none"> Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs. Keep watching the ball and concentrate on timing so you arrive at the right time. Move feet quickly to get in the collecting position in good time. 	<ul style="list-style-type: none"> hips to lips driving arms 	<p><u>Year 3:</u> Autumn 1 - Tennis Spring 1 – Tag Rugby</p> <p><u>Year 4:</u> Autumn 1 – Hockey Spring 2 - Cricket</p> <p><u>Year 5:</u> Autumn 1 – Football Spring 2 - Cricket Summer 2 - Tennis</p> <p><u>Year 6:</u> Autumn 1 - Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby</p>
	Year 4 – Summer 2 – Health & Fitness	<ol style="list-style-type: none"> Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with... Perform above challenge with tennis ball with... Roll and chase large ball, stopping it with head in front support position facing opposite direction with... 	<ol style="list-style-type: none"> ability to turn over either shoulder. timing to get in the right position. balance/control when collecting the ball. 	<ol style="list-style-type: none"> Start quickly by pushing off hard with feet and by driving arms ('hips to lips'). Slow down to get into position. Run well past the ball to give you more time. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> long barrier topping knee sideways 	<p><u>Year 4:</u> Autumn 1 – Hockey Spring 2 - Cricket</p> <p><u>Year 5:</u> Autumn 1 – Football Spring 2 - Cricket Summer 2 - Tennis</p> <p><u>Year 6:</u> Autumn 1 - Athletics Spring 2 – Tennis</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

				3. Get into a stable position as early as you can. Move feet quickly to get into the collecting position.		Summer 1 – Rounders Summer 2 – Tag Rugby
Year 5 Summer 2 – Health & Fitness	<ol style="list-style-type: none"> 1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce with... 2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce with... 	<ol style="list-style-type: none"> 1. ability to turn over either shoulder and catch the ball. 2. timing to get in the right position. 3. balance/control when collecting the ball. 	<ol style="list-style-type: none"> 1. When facing partner, turn with a reverse pivot, bend knees and push off. 2. When facing away from partner, use peripheral vision to spot the ball and react quickly. 3. Move feet quickly to get into the collecting position. 	<u>All of the above and:</u> <ul style="list-style-type: none"> • react • peripheral vision • pivot 	<u>Year 5:</u> Autumn 1 – Football Spring 2 – Cricket Summer 2 – Tennis <u>Year 6:</u> Autumn 1 – Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby	
Year 6 Summer 2 – Health & Fitness	<ol style="list-style-type: none"> 1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce with... 2. Perform above challenge but catch ball on instep of foot and lower it to the ground with... 	<ol style="list-style-type: none"> 1. ability to turn over either shoulder and catch the ball between the knees. 2. timing to get in the right position. 3. balance/control when collecting the ball. 	<ol style="list-style-type: none"> 1. Move quickly by bending knees and pushing off. 2. Try to spot the ball and react as quickly as possible. 3. Move feet quickly to get into collecting position. 	<u>All of the above and:</u> <ul style="list-style-type: none"> • instep • challenge • spot 	<u>Year 6:</u> Autumn 1 – Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby	

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **AGILITY** (Skill Development 2 of 2)

Area of Fundamental Movement Skill Development: REACTION & RESPONSE	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Summer 1 - Physical	From 1, 2 and 3 metres... 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...	1. quick reaction. 2. quick, controlled movement. 3. control when slowing down after catch.	1. Start quickly and accelerate by pushing off hard with feet and looking forwards. 2. Take up a ready position with knees bent and feet apart (front to back). 3. Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight.	<ul style="list-style-type: none"> weight catching leg feet apart 	<u>Year 3:</u> Autumn 1 - Tennis Spring 1 – Tag Rugby <u>Year 4:</u> Autumn 1 – Hockey Spring 2 - Cricket <u>Year 5:</u> Autumn 1 – Football Spring 2 - Cricket Summer 2 - Tennis <u>Year 6:</u> Autumn 1 - Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby
	Year 4 Summer 1 - Physical	From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce with...	1. quick reaction and good acceleration. 2. quick, controlled movement. 3. balance and control after catch.	1. In the ready position, start quickly and accelerate by pushing off hard with feet. 2. React and move early to give you time to get balanced. 3. Extend front leg across body and bend knees to enable you to	<u>All of the above and:</u> <ul style="list-style-type: none"> pushing off hard extend react 	<u>Year 4:</u> Autumn 1 – Hockey Spring 2 - Cricket <u>Year 5:</u> Autumn 1 – Football Spring 2 - Cricket Summer 2 - Tennis <u>Year 6:</u> Autumn 1 - Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby

Individual Skill Developments – links between Real PE and The PE Hub Schemes

				stop quickly and get into balanced position.		
Year 5 Autumn 1 – Personal	<p>From 1, 2 and 3 metres:</p> <ol style="list-style-type: none"> 1. React to call from partner when they drop a ball, turn and catch it after 1 bounce with... 2. Perform above challenge but react to sound of the bounce rather than call with... 	<ol style="list-style-type: none"> 1. quick reaction and good acceleration. 2. quick, controlled movement. 3. balance and control after catch. 	<ol style="list-style-type: none"> 1. Reverse pivot, bend knees and push off to turn and move quickly. 2. Move feet quickly to get into the catching position. 3. Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • sound • reverse pivot • challenge 	<p><u>Year 5:</u></p> <p>Autumn 1 – Football Spring 2 – Cricket Summer 2 – Tennis</p> <p><u>Year 6:</u></p> <p>Autumn 1 – Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby</p>	
Year 6 Autumn 1 – Personal	<p>From 1, 2 and 3 metres:</p> <ol style="list-style-type: none"> 1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg with... 2. Perform above challenge but react to sound of bounce rather than call. with... 3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand with... 	<ol style="list-style-type: none"> 1. quick reaction and good acceleration. 2. quick, controlled movement. 3. balance and control after each catch. 	<ol style="list-style-type: none"> 1. Reverse pivot, bend knees and push off to turn and move quickly. 2. Bend knees to help you stop quickly and get into balanced position when catching. 3. Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • front leg across • enable • contralateral 	<p><u>Year 6:</u></p> <p>Autumn 1 – Athletics Spring 2 – Tennis Summer 1 – Rounders Summer 2 – Tag Rugby</p>	

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **COUNTER BALANCE** (Skill Development 1 of 1)

Area of Fundamental Movement Skill Development: IN PAIRS (WITH A PARTNER)	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Spring 2 - Creative	<ol style="list-style-type: none"> 1. Hold on and, with a short base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with... 3. Perform above challenges with eyes closed with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. smooth, controlled movements. 3. coordinated and controlled movements with partner. 	<ol style="list-style-type: none"> 1. l Keep tummy (core muscles) tight and body straight throughout. 2. Hold with straight arms when leaning back. 3. Hold on to partner's forearms and keep a short base. 	<ul style="list-style-type: none"> • short base • forearm • perform • coordinated 	<u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 - OAA <u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 - Dance <u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance
	Year 4 Spring 2 - Creative	<ol style="list-style-type: none"> 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with... 2. Stand on 1 leg while holding on to partner's opposite foot with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. smooth, controlled movements. 3. coordinated movements with partner. 	<ol style="list-style-type: none"> 1. Keep core muscles tight. 2. Keep body straight, looking at partner throughout, and hold balance. 3. Start by leaning in and then slowly lean back using smooth, 	<u>All of the above and:</u> <ul style="list-style-type: none"> • controlled • counterbalance • movements 	<u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 - Dance <u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance

Individual Skill Developments – links between Real PE and The PE Hub Schemes

				controlled movements		
	Year 5 Autumn 2 – Social	<ol style="list-style-type: none"> 1. Complete all blue challenges with eyes closed with... 2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together with... 3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. smooth, controlled movements. 3. coordinated movements. 	<ol style="list-style-type: none"> 1. Keep core muscles tight and focus on partner. 2. Keep body straight and maintain balance throughout. 3. Start by leaning in and then slowly lean back using smooth, controlled movements. 	<u>All of the above and:</u> <ul style="list-style-type: none"> • maintain • taut • trust • smooth 	<u>Year 5:</u> Autumn 2 – OAA Spring 1 - Dance <u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance
	Year 6 Autumn 2 - Social	<ol style="list-style-type: none"> 1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position with... 2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. smooth, controlled movements. 3. coordinated movements. 	<ol style="list-style-type: none"> 1. Make sure core muscles are tight. 2. Keep body straight throughout. 3. Start by leaning in and then slowly lean back using smooth, controlled movements 	<u>All of the above and:</u> <ul style="list-style-type: none"> • facing • position • swap • communication 	<u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **DYNAMIC BALANCE** (Skill Development 1 of 2)

Area of Fundamental Movement Skill Development: ON A LINE	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Spring 1 - Cognitive	<ol style="list-style-type: none"> 1. March, lifting knees and elbows up to a 90° angle with... 2. Walk fluidly with heel to toe landing with... 3. Walk fluidly, lifting knees and using heel to toe landing with... 	<ol style="list-style-type: none"> 1. 1 smooth, controlled movements and minimum wobble. 2. balance maintained on the line. 3. opposite arm and leg moving forwards smoothly. 	<ol style="list-style-type: none"> 1. 1 Keep tummy (core muscles) tight and back straight. 2. Keep head still and look forward. 3. Use arms to help you move and balance as you walk, bringing them from 'hips to lips'. 	<ul style="list-style-type: none"> • marching action • heel to toe landing • hips to lips 	<p><u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 - OAA</p> <p><u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics</p> <p><u>Year 5:</u> Autumn 2 – OAA Spring 1 - Dance</p> <p><u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance</p>
	Year 4 Spring 1 - Cognitive	<ol style="list-style-type: none"> 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with... 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with... 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with... 4. Complete all red challenges with eyes closed with... 	<ol style="list-style-type: none"> 1. balance maintained on the line. 2. opposite arm and leg driving forwards. 3. fluidity and minimum wobble. 	<ol style="list-style-type: none"> 1. Keep head still and back straight. 2. Use arms to help you move and balance as you walk, bringing them from 'hips to lips'. 3. Practise the movement slowly at first movements. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • heel to bottom • extend • lunge • 90° angle • sink hips • driving 	<p><u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics</p> <p><u>Year 5:</u> Autumn 2 – OAA Spring 1 - Dance</p> <p><u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	Year 5 Autumn 2 – Social	<ol style="list-style-type: none"> 1. Sidestep in both directions with... 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots with... 3. Move sideways, stepping across body (lateral step-over) with... 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). with... 5. Complete blue challenges then above challenges with eyes closed with... 	<ol style="list-style-type: none"> 1. balance maintained on the line. 2. opposite arm and leg driving forwards. 3. fluidity and minimum wobble. 	<ol style="list-style-type: none"> 1. Keep head still and back straight. 2. Use smooth, controlled movements. 3. Concentrate on keeping centre of gravity over base of support. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • sidestep • stand • front/reverse pivots • continuous • repeat • lateral step-over • lateral step-behind 	<p><u>Year 5:</u> Autumn 2 – OAA Spring 1 - Dance <u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance</p>
	Year 6 Autumn 2 – Social	<ol style="list-style-type: none"> 1. Lunge walk backwards. 2. Lunge walk backwards with opposite elbow at 90° with... 3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90° with... 4. Perform above challenges with eyes closed with... 	<ol style="list-style-type: none"> 1. balance maintained on the line. 2. opposite arm and leg driving forwards. 3. fluidity and minimum wobble. 	<ol style="list-style-type: none"> 1. Keep head still, back straight and look forward. 2. Use arms to help you balance as you walk. 3. Concentrate on keeping centre of gravity over base of support. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • lunge walk • curved pathway • base of support 	<p><u>Year 6:</u> Autumn 2 – Gymnastics Spring 1 - Dance</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **DYNAMIC BALANCE** (Skill Development 2 of 2)

Area of Fundamental Movement Skill Development: JUMPING & LANDING	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Autumn 2 - Social	<ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet with 180° turn in either direction with... 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction with... 	<ol style="list-style-type: none"> 1. good take off and height. 2. balance and control on landing. 3. soft landings. 	<ol style="list-style-type: none"> 1. Swing arms to help gain height and use them to help balance on landing. 2. Keep head up on landing. 3. Bend knees on landing. 	<ul style="list-style-type: none"> • straight • dynamic • balls of feet • momentum 	<p><u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 – OAA</p> <p><u>Year 4:</u> Autumn 2 – Dance Spring 1 – Gymnastics</p> <p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics</p> <p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance</p>
	Year 4 Autumn 2 - Social	<ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with... 2. Hop forward and backwards, freezing on landing with... 3. Jump 1 foot to other forwards and backwards, freezing on landing with... 4. Hop sideways, raising knee and freezing on landing with... 5. Jump 1 foot to other sideways, raising knee and freeze on landing with... 	<ol style="list-style-type: none"> 1. good take off and height. 2. balance and control on landing. 3. soft and controlled landings. 	<ol style="list-style-type: none"> 1. Swing arms to help gain height and use them to help balance on landing. 2. Bend knees on take-off and landing. 3. Land softly on balls of feet without noise, facing forward. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • maintain • forwards • freeze • backwards • side-to-side • maintain 	<p><u>Year 4:</u> Autumn 2 – Dance Spring 1 – Gymnastics</p> <p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics</p> <p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	<p>Year 5 Summer 1 - Physical</p>	<ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions) with... 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions) with... 3 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with... 	<ol style="list-style-type: none"> 1. good take off and height. 2. balance and control on landing. 3. soft and controlled landings. 	<ol style="list-style-type: none"> 1. Swing arms to help gain height and use them to help balance on landing. 2. Bend knees on take-off and landing and use arms to help you balance. 3. Keep centre of gravity over base of support on landing. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • vertical • stance • turn • tuck • lunge • beam • directions • raising • 180° - half turn • gravity 	<p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>
	<p>Year 6 Summer 1 - Physical</p>	<ol style="list-style-type: none"> 1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with... 2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides) with... 3. Jump 2 feet to 2 feet with 360° turn (in both directions) with... 	<ol style="list-style-type: none"> 1. good take off and height. 2. balance and control on landing. 3. soft and controlled landings. 	<ol style="list-style-type: none"> 1. Swing arms to help gain height and use them to help balance on landing. 2. Pick a spot to focus on when you jump and turn. 3. Adjust centre of gravity to keep it over base of support when using the ball. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • position • 360° - full turn • adjust • centre • spot 	<p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **STATIC BALANCE** (Skill Development 1 of 4)

Area of Fundamental Movement Skill Development:	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
ONE LEG	Year 3 Autumn 1 – Personal	On both legs: <ol style="list-style-type: none"> Stand still for 30 seconds with eyes closed with... Complete 5 squats with... Complete 5 ankle extensions with... 	<ol style="list-style-type: none"> 1 minimum wobble (control). controlled movements. non-standing foot off the floor 	<ol style="list-style-type: none"> Look forward and imagine a focus point. Use your arms to help you balance. Keep your tummy (core muscles) tight and back straight 	<ul style="list-style-type: none"> focus point support (with and without) static improve heel raises practise feedback 	<u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 – OAA <u>Year 4:</u> Autumn 2 – Dance Spring 1 – Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance
	Year 4 Autumn 1 – Personal	On both legs: <ol style="list-style-type: none"> Stand still on uneven surface for 30 seconds with... Stand still on uneven surface for 30 seconds with eyes closed with... Complete 10 squats into ankle extensions with... Complete 5 squats with eyes closed with... 	<ol style="list-style-type: none"> stability. smooth, controlled movements. consistent performance. 	<ol style="list-style-type: none"> Keep your tummy (core muscles) tight. Use your arms to help you balance. Use smooth, controlled movements. 	<u>All of the above and:</u> <ul style="list-style-type: none"> movement repeatable smooth uneven maintain ankle extension controlled 	<u>Year 4:</u> Autumn 2 – Dance Spring 1 – Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance
	Year 5 Summer	On both legs: <ol style="list-style-type: none"> Complete 5 ankle extensions with eyes closed with... 	<ol style="list-style-type: none"> stability. 	<ol style="list-style-type: none"> Keep your centre of gravity over 	<u>All of the above and:</u> <ul style="list-style-type: none"> centre of gravity 	<u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	1 - Physical	<ol style="list-style-type: none"> 2. Complete 10 squats into ankle extensions with eyes closed with... 3. Complete above 2 challenges on uneven surface with eyes open with... 4. Complete first 2 challenges on uneven surface with eyes closed with... 	<ol style="list-style-type: none"> 2. smooth, controlled movements. 3. consistent performance. 	<p>your base of support.</p> <ol style="list-style-type: none"> 2. Keep your core muscles tight. 3. Use smooth, controlled movements. 	<ul style="list-style-type: none"> • stability • base • vigorous • persevere • performance 	<p>Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>
	Year 6 Summer 1 - Physical	<p>On both legs:</p> <ol style="list-style-type: none"> 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with... 2. Perform above challenge with eyes closed with... 3. Stand on uneven surface and pace cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with... 	<ol style="list-style-type: none"> 1. stability. 2. smooth, controlled movements. 3. consistent performance. 	<ol style="list-style-type: none"> 1. Keep your core muscles tight. 2. When reaching, you may need to stretch your other arm and leg back to counter balance. 3. Use smooth, controlled movements 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • stretch • counterbalance 	<p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **STATIC BALANCE** (Skill Development 2 of 4)

Area of Fundamental Movement Skill Development: FLOOR WORK	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Summer 1 - Physical	<ol style="list-style-type: none"> 1. Hold full front support position with... 2. Lift 1 arm and point to the ceiling with either hand in front support with... 3. Transfer cone on and off back in front support with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. correct position held by keeping back straight. 3. control when changing balance/position. 	<ol style="list-style-type: none"> 1. Keep back straight and flat. 2. Keep legs straight and stretched out. 3. Keep hands in line with shoulders and complete slowly. 	<ul style="list-style-type: none"> • full front support position • point • transfer 	<p><u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 - OAA</p> <p><u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics</p> <p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics</p> <p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>
Year 4 Summer 1 - Physical	<ol style="list-style-type: none"> 1. Transfer tennis ball on and off back in a front support with... 2. Transfer cone on and off tummy in back support with... 3. Transfer tennis ball on and off tummy in back support with... 	<ol style="list-style-type: none"> 1. good posture straight back. 2. balance held without strain. 3. control while transferring objects 	<ol style="list-style-type: none"> 1. Keep back straight and flat/ tummy up. 2. Keep legs straight and stretched out and breathe slowly. 3. Keep core muscles tight and posture aligned. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • back support • strain • control • posture • stretched 	<p><u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics</p> <p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics</p> <p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>	
Year 5 Spring 2	<ol style="list-style-type: none"> 1. Hold front support position with only 1 foot in contact 	<ol style="list-style-type: none"> 1. good posture (straight back). 	<ol style="list-style-type: none"> 1. l Keep back straight and flat 	<p><u>All of the above and:</u></p>	<p><u>Year 5:</u> Autumn 2 – OAA</p>	

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	- Creative	with floor and transfer cone on and off back with... 2. Rotate fluently from front support to back support, and then continue rotating with fluency with...	2. balance held without strain. 3. control while rotating.	(front support)/tummy up (back support). 2. Keep hands in line with shoulders and legs straight and stretched out. 3. Rotate slowly and with control.	<ul style="list-style-type: none"> • fluently • rotating • contact 	Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance
	Year 6 Spring 2 - Creative	1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with... 2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed with...	1. good posture maintained. 2. balance held without strain. 3. control while transferring objects with eyes closed	1. Keep hands in line with shoulders, and back straight and flat. 2. Keep legs straight and stretched out. 3. Perform movements slowly and with control.	<u>All of the above and:</u> <ul style="list-style-type: none"> • 1 foot in contact • transferring 	<u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **STATIC BALANCE** (Skill Development 3 of 4)

Area of Fundamental Movement Skill Development:	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
SEATED	Year 3 Autumn 2 - Social	In a seated position: 1. Pick up a cone from 1. one side and place it on the other side with same hand with... 2. Return it to the opposite side using the other hand with... 3. Sit in a dish shape and hold it for 5 seconds with...	1. feet and hands off the floor throughout. 2. minimum wobble. 3. balance held without strain.	1. Keep tummy tight (core muscles) and back straight. 2. Use arms to help maintain balance. 3. Keep head up and breathe throughout.	<ul style="list-style-type: none"> • dish • straight • shape • hold 	<u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 - OAA <u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance
	Year 4 Autumn 2 - Social	In a seated position: 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with... 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with... 3. Hold a V-shape with straight arms and legs for 10 seconds with...	1. feet and hands off the floor throughout. 2. minimum wobble. 3. balance held without strain	1. Keep legs, back and arms straight. 2. Use smooth, controlled movements. 3. Keep core muscles tight	<u>All of the above and:</u> <ul style="list-style-type: none"> • arm's distance • stability • performance l V-shape • repeatable • strain 	<u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	Year 5 – Spring 2 Creative	<p>In a seated position:</p> <ol style="list-style-type: none"> 1. Reach and pick up cones from in front, to the side and from behind with... 2. Reach and pick up cones from in front, to the side and from behind with eyes closed with... 3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force with... 4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with... 	<ol style="list-style-type: none"> 1. feet and hands off the floor throughout. 2. minimum wobble. 3. balance held without strain. 	<ol style="list-style-type: none"> 1. Keep weight going through your bottom. 2. Use smooth, controlled movements. 3. Use legs and arms to help keep centre of gravity steady and breathe smoothly 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • reach • force • apply • steady 	<p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance</p>
	Year 6 Spring 2 - Creative	<p>In a seated position:</p> <ol style="list-style-type: none"> 1. Reach and pick up cones on the floor whilst on a bench, without losing balance with... 2. Turn 360° in either direction, first on the floor then on a bench with... 3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds with... 4. Reach and pick up cones on the floor whilst on an uneven surface with... 	<ol style="list-style-type: none"> 1. feet and hands off the floor throughout. 2. minimum wobble. 3. balance held without strain 	<ol style="list-style-type: none"> 1. Lifting legs and arms just off the floor will help keep centre of gravity steady. 2. Focus on one point to keep your head still 3. Keep core muscles tight while breathing at the same time. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • 360° • losing balance • uneven surface 	<p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 – Dance</p>

Individual Skill Developments – links between Real PE and The PE Hub Schemes

Fundamental Movement Skill: **STATIC BALANCE** (Skill Development 4 of 4)

Area of Fundamental Movement Skill Development: STANCE	Year Group and Topic:	Progression of Skill:	Progression of Knowledge:		Progression of Vocabulary:	Tracked into The PE Hub – when and how do the children use this skill?
		Declarative:	Declarative:	Procedural:	Procedural	
	Year 3 Summer 2 – Health & Fitness	On a line / low beam: 1. Receive a small force from various angles with... 2. Raise alternate feet 5 times with... 3. Raise alternate knees 5 times with... 4. Catch ball at chest height and throw it back with...	1. both feet facing forwards. 2. balance maintained throughout. 3. minimum wobble (control).	1. Keep feet a shoulder width apart and knees bent. 2. Keep weight on balls of feet. 3. Keep back straight, head up and look forward at a focus point.	<ul style="list-style-type: none"> maintain angles force raising 	<u>Year 3:</u> Autumn 2 – Gymnastics Spring 2 – Dance Summer 1 - OAA <u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance
	Year 4 Summer 2 – Health & Fitness	On a line / low beam: 1. Raise alternate knees to opposite elbow 5 times with... 2. Catch large ball thrown at knee height and above head with... 3 3. Catch large ball thrown away from body with... 4. Catch small ball thrown close to and away from body with...	1. balance maintained throughout. 2. minimum wobble (control). 3. good posture (head up/back straight).	1. Keep feet a shoulder width apart and bend knees. 2. Keep head up looking forward. 3. Use smooth, controlled movements by twisting body to catch the ball.	<u>All of the above and:</u> <ul style="list-style-type: none"> opposite thrown knee height posture 	<u>Year 4:</u> Autumn 2 - Dance Spring 1 - Gymnastics <u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance

Individual Skill Developments – links between Real PE and The PE Hub Schemes

	Year 5 Spring 1 – Cognitive	<p>On a line / low beam:</p> <ol style="list-style-type: none"> 1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body with... 2. Strike small ball back to a partner with a racket with... 3. Strike a small ball back to a partner from across body with a racket with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. minimum wobble (maintaining control of body). 3. good posture (head up/back straight). 	<ol style="list-style-type: none"> 1. Keep feet a shoulder width apart and bend knees. 2. Keep head up looking forward. 3. Bend knees and maintain a 'ready' position. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • alternately • racket • partner • across body 	<p><u>Year 5:</u> Autumn 2 – OAA Spring 1 – Dance Summer 1 – Athletics <u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>
	Year 6 Spring 1 – Cognitive	<p>On a line / low beam:</p> <ol style="list-style-type: none"> 1. Throw and catch small ball, catching across body with either hand with... 2. Throw and catch 2 balls alternately, catching across body with either hand with... 3. Volley large ball back to a partner with either foot with... 	<ol style="list-style-type: none"> 1. balance maintained throughout. 2. minimum wobble (control). 3. good posture (head up/back straight). 	<ol style="list-style-type: none"> 1. Always try to keep centre of gravity over base of support. 2. Hold and adjust position when you have received or hit the ball. 3. Lower centre of gravity and widen base of support. 	<p><u>All of the above and:</u></p> <ul style="list-style-type: none"> • either hand • gravity • volley • widen 	<p><u>Year 6:</u> Autumn 1 – Athletics Autumn 2 – Gymnastics Spring 1 - Dance</p>