PE



Whole School PE Progression Map

We always try to be that little bit better

INTENT - What are our aspirations for our children?

Our curricular goals:

To instil a love of movement, sport and physical activity that lasts a lifetime. To develop healthy bodies, confident minds, and a strong sense of fairness, teamwork and aspiration. To provide all children, regardless of ability, with opportunities to thrive physically, personally and socially through an engaging and inclusive curriculum.

The schools **values** and how the subject develops them:

School Value	Kindness	indness Determination Respect		Aspiration	
Purpose	To support others through teamwork and encouragement	To challenge oneself and show resilience	To win or lose with grace and follow the rules	To strive for personal bests and future goals	

Overview

PE at Seaburn Dene teaches far more than physical skills. It nurtures self-discipline, cooperation, perseverance and personal growth. Every child is an athlete in their own way, and every lesson is a step toward greater physical literacy, confidence and health.

Aims

Seaburn Dene's PE curriculum, supported by Real PE and high-quality coaching, aims to develop:

- Physically confident individuals prepared for lifelong activity
- Socially and emotionally resilient learners
- An appreciation of fairness, inclusion, and respectful competition
- Skills that extend beyond the field: leadership, self-awareness and ambition

Long Term Sequence (including EYFS to KSI progression)

The **Real PE** scheme ensures a smooth transition from **EYFS to KSI** by maintaining consistency in skill development, teaching methods, and physical literacy progression.

- **Seamless Skill Development**: EYFS focuses on fundamental movement skills (balance, coordination, agility) through play, which are refined in KSI with increased structure and challenge.
- Child-Centered Learning: Activities are progressive and adaptable, allowing all pupils to develop at their own pace.
- Personal, Social & Emotional Growth: Emphasis on teamwork, confidence, and problem-solving continues from EYFS into KSI.
- Structured Yet Flexible Approach: Storytelling and play evolve into structured games, making the transition engaging and natural.

• Holistic Development: Real PE's six learning 'Cogs' (Personal, Social, Cognitive, Creative, Physical, and Health & Fitness) provide continuity in both stages.

By ensuring **continuity in approach and progression**, Real PE makes the shift from **EYFS to KSI** engaging, inclusive, and developmentally appropriate.



TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.

EMBRACE

CHALLENGE

I see all new challenges as opportunities

to learn and develop. I recognise my

strengths and weaknesses and can set

myself appropriate targets.



LEAD OTHERS

I can involve others and motivate those around me to perform better



APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

IMPROVE **OTHERS**

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Expected - End of Upper Key Stage 2

CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2



TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

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.

Expected - End of Key Stage 1



KEEP TRYING

STAY

ON TASK

I can follow instructions, practise safely

and work on simple tasks by myself.

HELP AND ENCOURAGE

I try several times if at first I don't succeed I can help, praise and encourage others in and I ask for help when appropriate. their learning.

PERFORM SIMPLE SEQUENCES

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.

UNDERSTAND **OTHERS**

I can work sensibly with others, taking turns and sharing.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together

PLAY WITH STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

OTHERS WITH HELP

I can play with others and take turns and share with help.

TRAVEL IN **DIFFERENT WAYS**

I can move confidently in different ways.

PERFORMANCE

and others' strengths and weaknesses and I can read and react to different game situations as they develop.

MAKE

I have a clear idea of how to develop my

own and others' work. I can recognise

and suggest patterns of play which will

increase chances of success and I can

develop methods to outwit opponents.

GOOD DECISIONS



VARIETY AND DISGUISE

I can review, analyse and evaluate my own I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.



PLAN MY **OWN FITNESS**

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

PREPARE MYSELF **FOR ACTIVITY**

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2



I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2



EXPLAIN

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.

RECOGNISE AND RESPOND

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.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool

Expected - End of Key Stage 1



I can begin to order instructions. movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

OBSERVE AND

DESCRIBE

I can understand and follow simple rules.

I can name some things I am good at.

FOLLOW

INSTRUCTIONS

I can follow simple instructions.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

OBSERVE AND COPY

I can observe and copy others.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.

Seaburn Dene Primary School PE Curriculum Overview

	Autumn		Spring		Summer	
	Aut I	Aut 2	Spr I	Spr 2	Sum I	Sum 2
Year I	Real PE	Real PE	Real PE	Real PE	Tennis	Real PE
	Real Gym	Real Gym	Cricket	Real Dance	Athletics	Tennis
Year 2	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
	Real Gym	Real Gym	Real Dance	Dodgeball	Athletics	Athletics
Year 3	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
	Real Gym	Fitness	Real Dance	Benchball	Athletics	Athletics
Year 4	Real PE	Real PE	Real PE	Real PE	Swimming	Swimming
	Real Gym	Fitness	Cricket	Real PE	Athletics	Athletics
Year 5	Real PE	Real PE	Real PE	Real PE	Real PE	Rounders
	High 5	Real Gym (unit1)	Swimming	Swimming	Athletics	Tennis
Year 6	High 5	Real PE	Real PE	Real PE	Real PE	Rounders
	Swimming	Swimming	Cricket	Real Gym (uni2)	Rounders	Tennis

Each lesson follows the model:

A **Real PE lesson** follows a structured, child-centred approach:

- 1. Warm-Up (5-10 min): Fun, active games to prepare muscles and encourage teamwork.
- 2. **Skill Development (10-15 min):** Focus on agility, balance, and coordination with progressive challenges.
- 3. Skill Application (15-20 min): Apply skills in game-like activities, emphasizing Real PE's six learning 'cogs.'
- 4. **Reflection (5-10 min):** Self and peer assessment, discussing effort, progress, and teamwork.

Lessons are inclusive, differentiated, and teacher-facilitated, ensuring holistic development

Curriculum Enrichment

• Developing strong links with our local sports clubs to sign post children.

Enrichment:

- Y2-6 Have the opportunity to compete in a competitive environment against other schools.
- YI-6 Specialist sports coaches to deliver units based on specific sports and skills.
- Y4-6 Have the opportunity to swim for a term

SEND & Inclusion

We believe in equity through access. PE at Seaburn Dene is universally inclusive:

- High expectations and aspirations for all learners
- Scaffolded activities and targeted support for pupils with SEND
- Extension and challenge for children working at greater depth
 Differentiated outcomes focused on progress over performance

However, we recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential in RE.

This includes:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Additional targeted adult support.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

- Children speak with pride about teamwork, fitness and sport.
- They articulate vocabulary and concepts from the Real PE framework and can apply values to other areas of the curriculum.
- They demonstrate self-awareness and goal setting

High Quality Outcomes:

- Children show consistent progress in skills, strategy, and teamwork.
- Growth in confidence, resilience and social cohesion.
- Participation in clubs, leadership and competitions increases.

Assessment:

- Formative: Ongoing AfL during lessons using Real PE and school frameworks.
- Summative: Teacher judgments aligned with National Curriculum & Progression Document.