



Woodvale Primary Academy

PE CURRICULUM JOURNEY

P.E's about ME- Movement and Engagement

PE Journey: Intent statement (Overview)

Our curriculum will provide opportunities and experiences for pupils to become physically confident and competent in a way which supports their health, fitness and wellbeing. As our children progress through the curriculum they will have opportunities to compete in a variety of sport and other activities that build character and help to embed values such as fairness, respect and team work.

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Our PE Curriculum Journey

Physical Skill Development (Overview)

Across EYFS and Key Stage 1 our children start to develop:

- fundamental movement skills
- physical literacy and fluency
- agility, balance and co-ordination (ABCs of movement), and begin to apply these in a range of activities on their own and with others

and:

- become increasingly competent and confident, mastering basic movements including running, jumping, throwing and catching

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Our PE Curriculum Journey

Physical Skill Development (Overview)

▶ **As they move through the curriculum to Key Stage 2**

▶ **Across Years 3 – 6 our children continue to:**

- **apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement which can be used in a variety of individual and team sports.**

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3 Pillars of Progression

.Motor competence

.Rules, Strategies and tactics

.Healthy participation

Intent and Impact

PE curriculum/ assessment– across all domains on the curriculum map our provision develops **Physical, Personal, Cognitive and health** based skills progressively from previous year.

Physical– Accurate movements/ patterns, techniques and sequences.

Personal– Social and individual strategies, communication, feedback and engagement.

Cognitive– activity/ sport specific terms and knowledge and understanding.

Health– safe participation, effects on the body and recognition of the mind/ body.

National Curriculum Physical Education		Our PE Curriculum Journey – Key Stages 1 and 2 <i>(Intent and Impact)</i> (PE MAPs©)					
Areas of Experience & Development		Overview of the End of Year Age Related Expectations for National Curriculum PE					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PHYSICAL		Children <i>develop simple</i> fundamental movement skills (FMS), which they copy, repeat and explore with <i>basic control</i> .	Children become increasingly <i>competent and confident</i> in their simple FMS. They access a <i>broad range of opportunities</i> to <i>extend</i> their agility, balance and coordination <i>individually and with others</i> .	Children copy, repeat, <i>remember</i> and explore their simple FMS with increased <i>control</i> .	Children develop a broader range of skills and begin to <i>select and apply them more appropriately, with control and coordination</i> .	Children <i>select and apply their skills for use in different ways and in different contexts with good control and coordination</i> .	Children <i>link their skills to make actions and sequences of movement. They apply and perform them accurately with precision, control and physical fluency</i> .
PERSONAL		Children <i>begin to become aware of their own and others' feelings</i> when working together. They can <i>follow basic instructions and generally do their best</i> in any physical <i>tasks on their own</i> .	Children are able to engage in simple, <i>competitive activities against themselves and co-operative physical activities with others</i> . They generally try their hardest to do well.	Children engage and <i>collaborate</i> in partner work and <i>small group activity and start to display some simple, effective communication and co-operation skills</i> . They follow and understand <i>simple rules for competitive physical activities against others</i> . They are keen to do well.	Children display <i>more developed communication and collaboration skills</i> in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to <i>cope with winning and losing</i> . They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in <i>challenging themselves</i> to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They <i>consistently work well in team challenges</i> displaying <i>good communication skills</i> . They engage fully in individual and team competitive physical activities. They always respect rules and display a <i>good sense of fair play</i> . They display resilience and <i>challenge themselves consistently to improve</i> their own performance.
COGNITIVE		Children <i>describe and comment</i> on their <i>own and others'</i> actions.	Children talk <i>generally about the differences</i> between their own and others' simple actions and <i>suggest some improvements</i> . They begin to show a <i>basic understanding</i> of simple tactics for attacking and defending.	Children <i>describe in more detail</i> how their work is <i>different</i> from others' work, and <i>start to use</i> this understanding to improve <i>their own</i> performance. <i>They begin to show an increasing understanding of simple tactics and some basic compositional ideas</i> .	Children see and <i>describe in some detail</i> how their work is <i>similar to and different from</i> others' work, and use this understanding to improve <i>their own and others'</i> performance. <i>Tactical and compositional understanding is improving</i> .	Children observe others and compare and comment on aspects including the <i>skills, techniques, tactics, ideas and composition</i> used. They are now starting to use their findings on a <i>consistent basis</i> to refine their own performance in <i>some physical activities and sports</i> .	Children evaluate and recognise <i>correctly, and with consistency, their own and others' success</i> . They <i>regularly</i> compare and provide feedback on the <i>skills, techniques, tactics, ideas and composition</i> used in their <i>own and others' work</i> , and use this understanding <i>consistently to make improvements</i> across a <i>range of physical activities and sports</i> .
HEALTH		Children <i>talk about</i> how to exercise safely, and <i>describe</i> how their bodies feel when they are <i>moving and</i> when they are <i>at rest</i> .	Children give a <i>simple explanation</i> of how to exercise safely. They <i>describe</i> how their bodies feel <i>during different activities</i> and have a <i>simple awareness that exercise is good for them</i> .	Children can <i>describe</i> how their bodies feel if they are <i>physically active for sustained periods</i> of time, and <i>are aware</i> that their health will benefit. They <i>can give reasons</i> why it is important to warm up before physical activity.	Children <i>know</i> what <i>different intensities</i> of physical activity <i>feel like</i> . They can give <i>some reasons</i> why their health will benefit if they are physically active for sustained periods of time. They <i>show</i> that they can warm-up safely.	Children display a <i>good understanding</i> of the health benefits of engaging regularly in <i>vigorous physical activity</i> for sustained periods of time <i>in and out of school</i> . They <i>plan and demonstrate that they can take their own warm-up and cool-down</i> safely.	Children <i>explain in detail</i> how physical activity and sport contributes to a healthy lifestyle. They <i>engage in a range of physical activities and sports</i> and can <i>describe</i> some of the different <i>health benefits of each</i> . They <i>consistently</i> warm up and cool down safely in ways that suit the activity.

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Curriculum sequencing

Curriculum sequencing

Each year the domains/ units are revisited, recapped upon knowing what/ declarative knowledge (recall) and then further development and progression of knowing how/ procedural knowledge (demonstrating)

Know more– Show more

During this academic we are transitioning from using the Power of PE scheme of work to Primary PE Planning scheme. Below is the curriculum plan we are using with Primary PE Planning.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Taught through Fundamental movement skills		First PE	Gymnastics	Dinosaur Dance (EY)	Enjoy a ball (EY)	Multi skills	Athletics
Year 1 Taught through Fundamental movement skills	Indoor	Gymnastics	Dodgeball	Jungle Yoga	Great fire of London Dance	Fitness	Mini Muay Thai
	Outdoor	Ball Skills	OAA	Multi skills	Ball Games	Tennis	Athletics
Year 2 Taught through Fundamental movement skills	Indoor	Gymnastics	Fairy tale Dance	Mini Muay Thai	Dodgeball	Fitness	Jungle Yoga
	Outdoor	Ball skills	OAA	Multi skills	Rugby FUN damentals	Tennis	Athletics
Year 3	Indoor	Indoor athletics	Gymnastics	Yoga	Romans Dance	Fitness	Handball
	Outdoor	OAA	Multi skills	Tag rugby	Basketball	Rounders	Athletics
Year 4	Indoor	Fitness	Gymnastics	Yoga	Indoor athletics	Egyptian Dance	Handball
	Outdoor	Multiskills	OAA	Tag rugby	Basketball	Rounders	Athletics
Year 5	Indoor	Gymnastics	Swimming	Swimming	Swimming	Yoga	Indoor athletics
	Outdoor	OAA	Quicksticks hockey	Football	Netball	Kwik cricket	Athletics
Year 6	Indoor	Gymnastics	World war II dance	Fitness	Handball	Yoga	Indoor athletics
	Outdoor	OAA	Quickstick Hockey	Football	Netball	Kwik cricket	Athletics
Colour code	Team Games	OAA	Gymnastics	Athletics	Dance	Swimming	Other