



Woodvale Primary Academy

PE JOURNEY 2020

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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National Curriculum

Physical Education

Areas of Experience & Development

Our PE Curriculum Journey – Key Stages 1 and 2

(Intent and Impact) (PE MAPs©)

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

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Year group	Indoor/ outdoor	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Class teachers	Balance	Agility	Catching	Throwing	Agility	Athletics
Year 1	Class teachers Indoor	Gym- Power of PE unit	Invictus- Power of PE unit	Dance- Power of PE unit	Multi- Skills Power of PE unit	Throwing-Power of PE unit	Catching-Power of PE unit
	PPA Outdoor	Games: Throwing and catching	Cheerleading	OAA	Striking and fielding	Athletics	Athletics
Year 2	Class teachers Indoor	Orienteering/problem solving- Power of PE unit	Dance:- Power of PE unit	Gymnastics- Power of PE unit	Multi- skills- Power of PE unit	Health Related Exercise- Power of PE unit	Athletics- Power of PE unit
	PPA Outdoor	Multi-skills	Games	Skipping	Games	Athletics	Athletics
Year 3	Class teachers Indoor	Gymnastics- Power of PE unit	Dance- Power of PE unit	Swimming	Swimming	Kurling	Games- Handball- Power of PE unit
	PPA Outdoor	Games: Basketball	Games: Hockey	OAA	Games: Tri- Golf	Games- Tennis	Athletics
Year 4	PPA Indoor	Indoor Athletics	Games- Handball	Gymnastics	Games: Volleyball	Cheerleading	Dance
	Class teachers Outdoor	Games: Netball- Power of PE unit	OAA- Power of PE unit	Games: Tag Rugby- Power of PE unit	Games: Tri- Golf- Power of PE unit	Games: Hand ball- Power of PE unit	Athletics- Power of PE unit
Year 5	PPA Indoor	Gymnastics	Games: Badminton	Kurling	Games: Dodgeball	Indoor Athletics	Dance
	Class teachers Outdoor	Games: Tag Rugby- Power of PE unit	Games: Football- Power of PE unit	OAA- Power of PE unit	Games: Netball- Power of PE unit	Games: Rounders- Power of PE unit	Athletics- Power of PE unit
Year 6	PPA Indoor	Indoor Athletics	Gymnastics	Dance	Games: Benchball	Gymnastics	Athletics
	Class teachers Outdoor	Swimming	Swimming	OAA- Power of PE unit	Games: Cricket- Power of PE unit	Athletics- Power of PE unit	Swimming boosters Games: Tri-Golf- Power of PE unit