



Clayton-Le-Woods Church of England Primary School

PE

Long term overview and Statement of Intent

Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as the unique individuals God created us to be.



Intent of the teaching and learning of Physical Education

We teach high quality PE sessions to develop fundamental skills where all learners can participate, succeed and excel which supports their health, fitness and wellbeing enabling them to flourish in life as healthy individuals.

We think that an inclusive PE lesson is one where all children are engaged, developing their confidence and skills ensuring that values such as respect and truthfulness are always evident. The substantive and disciplinary knowledge that build up and develop the fundamental movement skills are identified in the long term overview.

Implementation of the teaching and learning of Physical Education

We teach a wide and varied curriculum that is carefully sequenced which ensures that all children, regardless of their starting points, are able to achieve. This may include chunking learning into smaller more manageable steps, using adaptive teaching approaches and also taking into consideration the recommendations of other agencies and those with good knowledge of the children. Our curriculum broadens their knowledge of different forms of physical activity and the effects that they have on the body and mind.

The skills that we teach fully develop the fundamental skills, ensuring they become increasingly competent and confident. Through this development, the children can access increasingly challenging activities through which they are able to extend their agility, balance and coordination from Early Years to Year 6.

PE is a perfect opportunity to enhance children's communication skills, we encourage children to collaborate to achieve a range of outcomes and compete with each other.

What do our children learn –

Throughout the topic of Physical education, and through play, pupils will learn key skills and life lessons. Examples of these include sportsmanship, role modelling and learning how to lose.

In KS1 we are looking for pupils to master the key fundamental basic movement skills including running, jumping, throwing and catching as well as developing agility, balance and co-ordination and begin to apply these to a range of activities. We are also looking to build competitiveness to assist in building confidence and self-esteem to be able to work in a team.

In KS2, pupils to continue to apply and develop a broader range of skills, learning how to replicate these skills into different sequences or activities. We introduce competitive games and activities to build resilience and self-esteem. Children will experience how it feels to be part of a team and work together to achieve success, as well as learning how to lose in the correct manner.

Physically, pupils will be taught the fundamentals skills such as throwing, catching, jumping, balance and co-ordination. This is taught in every P.E topic but linked to a different sport each term. Teaching pupils a range of different sports and activities increases their knowledge and understanding on the rules and the tactics involved in the game.



Children pick up a range of vocabulary specific terminology and a range of communication skills including verbal and non-verbal. Reading and understanding set tasks and objectives are also developed through physical education, including sport during the circuit training and orienteering modules.

Impact of the teaching and learning of Physical Education

Throughout P.E, pupils are challenged to assess and evaluate their own performances in each topic. Short term targets are set at the start of each lesson and pupils are provided with opportunities to reflect on their achievement against these targets. Often, children are asked at the start of the lesson what they already know, and at the end of the session they are asked what they have learnt. This gives the pupils ownership of their own performances and they can see clearly the improvements they have made, enabling them to know more and remember more.

Self-evaluation gives pupils ownership of their learning which gives them a sense of responsibility and helps to increase motivation and effort. If children can see for themselves the improvements they make when they put in the effort, then they will continue to do so.

Once assessed, the children are split into three categories for their P.E topic. This helps us to plan appropriate activities and lesson objectives for each group. Each group is being challenged to their level but still focussing on an achievable target. The lesson objectives remain constant across the whole class however small targets are adapted based on need. The outcomes of children are recorded centrally and shared with class teachers and parents in the end of year report.

Mr T Molloy and Miss M Smith

September 2023



How we live out our British and Christian Values in PE				
Democracy	The Rule of Law and Forgiveness	Individual Liberty and Courage	Mutual Respect, Respect and Friendship	Tolerance of those of different faiths and Beliefs, Thankfulness and Truthfulness
<p>There is a code of conduct for the school that permeates all subjects, including PE. Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making. A pupil voice for PE & School Sport (e.g. re curriculum, extracurricular activities, kit).</p>	<p>Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups. An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship. Competition against oneself is encouraged in addition to competition against others</p>	<p>PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety.</p>	<p>Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to. Pupils are taught about the environment and different activity contexts.</p>	<p>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. The school engages in competition and encourages competition within and across the community.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>3 and 4 year olds (Willow Class) - Development Matters</u>						
PSED - Know and talk about the different factors that support their overall health and wellbeing:	• regular physical activity					
PD - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.						
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.						
<u>Reception (Ash Class) – Development Matters</u>						
PD - Revise and refine the fundamental movement skills they have already acquired:						
<ul style="list-style-type: none">• rolling• crawling• walking• jumping• running• hopping• skipping• climbing						
Progress towards a more fluent style of moving, with developing control and grace.						
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.						
Combine different movements with ease and fluency						
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.						
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.						
EYFS	<p>Throughout the EYFS, children have many opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Throughout their PE Lessons they will be looking at progressing their fundamental movement skills (FMS) and developing a range of skills such as:</p> <ul style="list-style-type: none">• Moving in different ways using dance modules to successfully negotiate moving in different ways.• Experience of jumping off a range of different equipment and be able to perform a balance using Gymnastics to assist with this.• Negotiating space successfully through play, games, running and moving in different ways, also being able to change direction to avoid obstacles.• Traveling with confidence and spatial awareness developing the skill to go around, under, over and through balancing and climbing equipment• Developing the techniques of control through, touch, feel, throwing, pushing, catching and kicking of a range of equipment.					



	The FMS Development will not only be enhanced through PE but also within the play and development phases built into their school timetable.											
Key stage 1 – National Curriculum												
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.												
Oak Class - Year 1	baseline assessment Perform fundamental movement skills at a developing level in: ➤ Travelling skills. ➤ Sending skills. Receiving skills. L1: FMS Baseline Unit Content: FMS through Multi-Skills Aim: To use multi-skills to develop the children's FMS.	Games Perform fundamental movement skills at a developing level in: ➤ Travelling skills. ➤ Sending skills. ➤ Receiving skills. L1: FMS Games Content: Indoor Athletics Aim: To develop a range of FMS such as running, throwing and jumping.	Games Perform fundamental movement skills at a developing level in: ➤ Travelling skills. ➤ Sending skills. ➤ Receiving skills. L1: FMS Games Content: Rolling Aim: To develop underarm rolling towards targets through game playing techniques based on invasion game.	Games Perform fundamental movement skills at a developing level in: ➤ Travelling skills. ➤ Sending skills. ➤ Receiving skills. L1: FMS Games Content: under arm throw and receive Aim: Develop the skills through the invasion game of handball.	Games Perform fundamental movement skills at a developing level in: ➤ Travelling skills. ➤ Sending skills. ➤ Receiving skills. L1: FMS Games Content: Overarm throw Aim: Develop basic game-playing skills, in particular the FMS of throwing and catching based on Striking and Fielding games	Athletic type Activities Perform fundamental movement skills at a developing level. L1: Athletics: Content: All FMS and a development from indoor athletics. Aim: Experiment with different ways of travelling, throwing and jumping; take part in simple challenges and competitions						
	Gymnastic Type Activities	Gymnastic Type Activities	Dance Activities	Games	Games	Assessment						



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	<p>Perform fundamental movement skills at a developing level in: Travelling skills.</p> <ul style="list-style-type: none">• Perform body actions with some control and coordination <p>L2: FMS Gymnastics</p> <p>Content: Making shapes</p> <p>Aim: To develop and explore a range of movement skills to create short phrases and linked actions.</p>	<p>Perform fundamental movement skills at a developing level in: Travelling skills.</p> <ul style="list-style-type: none">• Perform body actions with some control and coordination <p>L2: Gymnastics</p> <p>Content: Making Shapes and development of balance</p> <p>Aim: Exploring and developing balance technique through a range of skills and activities.</p>	<p>Perform fundamental movement skills at a developing level.</p> <ul style="list-style-type: none">• Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. <p>L2: Dance</p> <p>Content: Movement through Music</p> <p>Aim: To express movement through music and develop, balance, co-ordination through a routine</p>	<p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills.➢ Receiving skills. <p>L2: FMS Games</p> <p>Content: Catching</p> <p>Aim: Develop the basic game playing skill through invasion games Handball/basketball and gain the understanding of teamwork</p>	<p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills.➢ Receiving skills. <p>L2: FMS Games/Multi-skills circuit</p> <p>Content: Kicking</p> <p>Aim: Develop basic game-playing skills, in particular the FMS of kicking (using both feet)</p>	<p>Perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills.➢ Receiving skills. <p>L2: FMS assessment.</p> <p>Content: An overview of all FMS</p> <p>Aim: Experiment and explore different ways of travelling, throwing, receiving, kicking and jumping; increasing exposure of the 10 FMS through a range of activities</p> <p>(ASSESSMENT)</p>
Elm class - Year 2	<p>multi-skills</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills➢ Receiving skills.	<p>Gymnastic Type Activities</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➢ Travelling skills.	<p>Dance Activities</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements</p> <ul style="list-style-type: none">• Perform body actions with control and coordination	<p>Games</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills.➢ Receiving skills	<p>Games</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills.➢ Receiving skills	<p>Striking and fielding activities</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➢ Travelling skills.➢ Sending skills.



<p>L1: FMS Recap through Multi- Skills –</p> <p>Content: Repeat Y1, and check areas of need and improvement.</p> <p>Aim: To assess the need and access any FMS gaps in learning</p>	<p>Perform body actions with control and coordination.</p> <p>L1: Gymnastics</p> <p>Content: Familiarization of building a sequence.</p> <p>Aim: Increase basic movements and balances, creating a simple sequence with a partner.</p>	<p>and perform short dances, showing an understanding of expressive qualities.</p> <p>L1: Dance- Moving along</p> <p>Content: Expression of movement through dance</p> <p>Aim: Developing charisma and movement skills through music. Being able to develop a small sequence</p>	<p>L1: Invasion Games</p> <p>Content: Hockey</p> <p>Aim: To expose the children to team-based activity learning new FMS.</p>	<p>L1: Invasion Games</p> <p>Content: FMS through Basketball</p> <p>Aim: Exploring key skills; catching and a range of ways to pass the ball and move into space.</p>	<p>➤ Receiving skills</p> <p>L1: Striking and Fielding – not identified in the scheme of work</p> <p>Content: Kwik Cricket</p> <p>Aim: To apply and express key FMS in games (Kwik Cricket). To make choices and decisions to enhance key FMS.</p>
<p>Outdoor and adventurous activities</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements</p> <p>Character Education -</p> <p>Trust</p> <p>Self-discipline</p> <p>Communication</p> <p>L2: OAA</p>	<p>Multi-skills</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➤ Travelling skills.➤ Sending skills.➤ Receiving skills <p>L2: Multi-skills</p>	<p>Athletic type Activities</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements</p> <p>L2: Indoor Athletics</p> <p>Content: FMS Development through Athletics</p>	<p>Games</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➤ Travelling skills.➤ Sending skills.➤ Receiving skills <p>L2: Invasion Games</p>	<p>Games</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements in:</p> <ul style="list-style-type: none">➤ Travelling skills.➤ Sending skills.➤ Receiving skills <p>L2: Invasion Games</p>	<p>Athletic type Activities</p> <p>Perform fundamental movement skills at a developing level and start to master some basic movements</p> <p>L2: Athletics:</p> <p>Content: ALL FMS Overview (Assessment)</p> <p>Aim: Experiment and develop different ways</p>



	<p>Content: Team building</p> <p>Aim: Exploring the outdoors and developing team building exercises.</p>	<p>Content: FMS Circuit</p> <p>Aim: Increase basic FMS; building on the foundations of EYFS and Y1.</p>	<p>Aim: To develop FMS skills such as running, jumping and throwing.</p>	<p>Content: Development of movement and team skills through Handball</p> <p>Aim: Increase FMS; using handball to build confidence of spatial awareness and catching/passing skills.</p>	<p>Content: FMS through Handball</p> <p>Aim: To explore and experience games and build on FMS travelling, passing and receiving.</p>	<p>of travelling, throwing and jumping.</p>
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Key stage 2– National Curriculum

Pupils should 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Beech class - Year 3	Invasion Games	Invasion Games	Dance Activities	Invasion Games	Invasion Games	Athletic Type Activities
	Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.	Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.	Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.



L1: Invasion Games Content: Skittle Ball Aim: Applying KS1 FMS to develop throwing, catching and movement skills through skittle ball.	L1: Invasion Games Content: FMS skill development through Basketball Aim: Encouraging teamwork and leadership using basketball to develop FMS further.	Character Education - Resilience Co-operation L1: Dance- The Ironman Content: Developing a routine to music Aim: Performing and putting together a dance routine within small groups.	L1: Invasion Games Content: Hockey Aim: To develop team skills and spatial awareness through the game of hockey	L1: Invasion Games Content: Tag-Rugby Aim: Developing skills of passing and receiving a ball through tag-rugby.	Character Education - •Resilience •Evaluation L1: Athletics Content: Running (sprinting), jumping long and tall, throwing under arm at a target and overarm. Aim: Furthering techniques; develop technical understanding of the 3 FMS.
Outdoor and Adventurous Activities Master most fundamental skills from KS1 and start to develop specific skills and perform them with some accuracy and extension. Character Education - Trust Self-discipline Communication L2: OAA	Gymnastic Type Activities Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension. Character Education - •Trust •Courage •Evaluation L2: Gymnastics	Circuit training, health and wellbeing Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Net/Wall Games Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. L2: Net and Wall Content: Tennis (Core Task 1- low net) Aim: Introduction to net/wall games using a	Invasion Games Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy. L2: Invasion Games Content: Using football to develop kicking and awareness skills	Striking/Fielding Games Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy. Character Education - •Communication •Evaluation L2: Striking and Fielding Content: Kwik Cricket



	<p>Content: Teamwork through small trials</p> <p>Aim: Apply KS1; improve throwing and catching; learn sport specific techniques (rugby)</p>	<p>Content: Balance and co-ordination</p> <p>Aim: Improve movement and co-ordination. Being able to plan/perform sequences and develop linking.</p>	<p>Aim: Encouraging the children to express the FMS through circuits.</p>	<p>low net and being able to challenge someone.</p>	<p>Aim: To increase understanding of an invasion game to develop the FMS of kicking.</p>	<p>Aim: Developing an understanding of a striking and fielding game.</p>
Silver Birch - Year 4	<p>Invasion Games</p> <p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>L1: Invasion Games</p> <p>Content: Netball FMS</p> <p>Aim: Learn simple attacking tactics; use a range of equipment; develop skills in a 3V1/4/2 games; develop sport specific skills (netball)</p>	<p>Circuit training, health and well-being</p> <p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>L1: Circuit Training</p> <p>Content: A range of equipment to develop fitness and understanding of how the body works</p> <p>Aim: To learn about fitness and the body in action.</p>	<p>Dance</p> <p>Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.</p> <p>Character Education – Encouragement Responsibility</p> <p>L1: Dance Superheroes</p> <p>Content: Create an understanding of dance routines</p> <p>Aim: Understanding dance and working to the beat of music</p>	<p>Invasion Games</p> <p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>L1: Invasion Games</p> <p>Content: Develop FMS through Basketball</p> <p>Aim: To successfully use FMS through basketball and develop an understanding of game initiative.</p>	<p>Striking/Fielding Games</p> <p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p> <p>L1: Striking and Fielding</p> <p>Content: Kwik Cricket</p> <p>Aim: To be able to strike a ball into space and develop fielding skills within a team.</p>	<p>Athletic Type Activities</p> <p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>Character Education -</p> <ul style="list-style-type: none">•Resilience•Evaluation <p>L1: Athletics</p> <p>Content: To develop running, jumping and throwing skills</p> <p>Aim: To critique running throwing and jumping skills within different scenarios.</p>



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	<p>Outdoor and Adventurous Activities</p> <p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.</p> <p>Character Education - Resilience Problem-solving</p> <p>L2: OAA</p> <p>Content: Outdoor learning map skills and orientation</p> <p>Aim: Learn simple map skills and orientation through following small trails.</p>	<p>Gymnastic Type Activities</p> <p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control.</p> <p>Character Education -</p> <ul style="list-style-type: none">•Trust•Self-motivation•Evaluation•Problem-solving <p>L2: Gymnastics</p> <p>Content: Partner Work and to develop mirroring.</p> <p>Aim: Successfully use control and precision of skills; create sequences on and off apparatus.</p>	<p>Net/Wall Games</p> <p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p> <p>L2: Net and Wall</p> <p>Content: Badminton</p> <p>Aim: To understand how to play and incorporate FMS within the game.</p>	<p>Invasion Games</p> <p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>L2: Invasion Games</p> <p>Content: Understanding of game play in Hockey</p> <p>Aim: To incorporate FMS within the game of Hockey.</p>	<p>Invasion Games</p> <p>Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>L2: Invasion Games</p> <p>Content: Tag-Rugby</p> <p>Aim: Develop passing/moving skills and develop spatial awareness through tag-rugby.</p>	<p>Net/Wall Games</p> <p>Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.</p> <p>L2: Net and Wall</p> <p>Content: Tennis (using a lower net to develop the skills).</p> <p>Aim: Develop specific tennis skills to enhance FMS through hitting and being able to co-ordinate a small game.</p>
Holly Class - Year 5	<p>Outdoor and Adventurous Activities</p> <p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p>	<p>Dance</p> <p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances</p>	<p>Gymnastic Type Activities</p> <p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and control.</p>	<p>Invasion Games</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>	<p>Striking/Fielding Games</p> <p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and control.</p>	<p>Athletic Type Activities</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>



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<p>Character Education - Respect Co-operation</p> <p>L1: OAA</p> <p>Content: Orienteering</p> <p>Aim: To develop fundamental teamwork skills and be able to navigate a map.</p>	<p>to express themselves in the style of dance</p> <p>Character Education - Respect Co-operation</p> <p>L1: Dance-Heroes and Villains</p> <p>Content: Critiquing movement and sequence to music</p> <p>Aim: Encouraging the children to perform and put together a sequence to music.</p>	<p>Character Education -</p> <ul style="list-style-type: none">•Communication•Trust•Evaluation <p>L1: Gymnastics</p> <p>Content: Performance and sequences using apparatus</p> <p>Aim: Develop a wider range of moves and bring together with a partner or group to perform to an audience.</p>	<p>Character Education -</p> <p>L1: Invasion Games</p> <p>Content: Tag-Rugby</p> <p>Aim: To develop and enhance FMS, passing running and co-ordination in a team-based game.</p>	<p>Character Education –</p> <ul style="list-style-type: none">•Encouragement•Decision Making•Evaluation <p>L2: Striking and Fielding</p> <p>Content: Kwik Cricket</p> <p>Aim: Developing FMS, also learning a range of roles within the game of Kwik cricket (batter, bowler and fielding techniques).</p>	<p>Character Education -</p> <ul style="list-style-type: none">•Self-motivation•Determination <p>L1: Athletics</p> <p>Content: A range of running, throwing and jumping.</p> <p>Aim: Understanding how to perform the technique of jumping, running and throwing within a range of activities.</p>
<p>FMS games based</p> <p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p> <p>L2: PE Specific</p> <p>Content: Health and Wellbeing</p>	<p>Invasion Games</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L2: Invasion Games</p> <p>Content: Basketball/Benchball</p>	<p>Net/Wall Games</p> <p>Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.</p> <p>L2: Net and Wall</p> <p>Content: Badminton</p> <p>Aim: Develop a range of skills and enhance</p>	<p>Swimming</p> <ul style="list-style-type: none">• Enjoy being in the water and keep afloat• Move in the water• Breathe when swimming• Improving swimming strokes• Learn personal survival techniques <p>L1+ Swimming</p> <p>Content- To develop fundamental skills within the pool.</p>		<p>Aim- to correctly enter/exit the water and pool safety over cap. Breaststroke,</p>



	<p>Aim: To develop fundamental learning of Health and Wellbeing through a range of activities.</p>	<p>Aim: To develop fundamental skills of basketball. Enhancing and progressing into small sided games.</p>	<p>them through Badminton (underarm serve, hand-eye co-ordination and game tactics).</p>	<p>Front crawl/ Back crawl, Butterfly, Water safety and floating</p> <p>Swim assessment.</p>			
Elder class - Year 6	<p>Invasion Games</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L1: Invasion Games</p> <p>Content: Basketball</p> <p>Aim: Learning how to play within a team and develop the fundamental skills of basketball</p>	<p>Gymnastic Type Activities</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>Character Education -</p> <ul style="list-style-type: none">•Responsibility•Evaluation•Problem solving•Resourcefulness <p>L1: Gymnastics</p> <p>Content: Sequencing development</p> <p>Aim: Learn to apply techniques and genres to perform a sequence to an audience.</p>	<p>Athletic Type Activities</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>Character Education -</p> <ul style="list-style-type: none">•Self-motivation•Determination <p>L1: Athletics</p> <p>Content: Indoor Athletics</p> <p>Aim: Enhance the skills of throwing, jumping and running and be able to critique them.</p>	<p>Invasion Games</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L1: Invasion Games</p> <p>Content: Netball</p> <p>Aim: Enhancing FMS to develop into small, sided games. Gain an understanding of teamwork and refereeing.</p>	<p>Striking/Fielding Games</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L1: Striking and Fielding</p> <p>Content: Kwik Cricket</p> <p>Aim: Enhancing FMS through kwik cricket. Bowling, fielding and batting techniques and understanding how to play a game.</p>	<p>Athletic Type Activities</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L1: Athletics</p> <p>Content: Developing running, jumping and throwing skills</p> <p>Aim: Understanding of how to improving and critiquing others throwing, jumping and running skills.</p>	



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	<p>Outdoor and Adventurous Activities Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>Character Education – Communication</p> <p>L2: OAA</p> <p>Content: Orienteering development of skills</p> <p>Aim: Learn to read a map and to find and finish an orienteering task.</p>	<p>Dance</p> <p>Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.</p> <p>Character Education - Resilience Empathy</p> <p>L2: Dance- Highway Man</p> <p>Content: Performance</p> <p>Aim: To develop and put together a sequence to own music.</p>	<p>Net/Wall Games</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L2: Net and Wall</p> <p>Content: Badminton</p> <p>Aim: To enhance knowledge of game play within badminton. Critiquing the fundamental skills.</p>	<p>Net/Wall Games</p> <p>Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L2: Net and Wall</p> <p>Content: Tennis</p> <p>Aim: Develop a range of skills to perform and understand game play.</p>	<p>Invasion Games</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L2: Invasion Games</p> <p>Content: Hockey</p> <p>Aim: Understanding how to use the skills of hockey within a game.</p>	<p>Invasion Games</p> <p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>L2: Invasion Games</p> <p>Content: Tag-Rugby</p> <p>Aim: Understanding the skills of tag-rugby and being able to develop them into game fundamentals.</p>
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Notes and Rationale

Key

EYFS are in **Red**

Key Stage 1 are in **Blue**

Lower Key Stage 2 in **Green**

Upper Key Stage 2 in **Purple**



Substantive concept

Disciplinary concept

Significant people

Books/poems

Wow moments -trips/visits/visitors

National Curriculum/Development Matters objectives

The curriculum has a great mixture and foundation to help improve and enhance FMS throughout. The curriculum gives the children the opportunity and experience of playing and working together in small teams, also providing the opportunity to enhance and develop a range of fundamental skills through the differentiation of the curriculum.

This curriculum map has been set out by the PE lead but can be changed and adapted wherever it needs to be for the need of the children.

Afterschool Curriculum and Extra Curriculum

Within the Spring 1 term of our curriculum Year 5 have an extra lesson every Wednesday per week of swimming, this is to enhance the children and help to teach them how to use a range of strokes, to swim competently and confidently over 25m and to perform self-rescue in different water based situations. Also, in the curriculum for our EYFS they are given the opportunity to explore outdoor play, where they can use a range of equipment to enhance their learning of FMS and give them the opportunity to practice these within a normal playtime activity.

Also, within curriculum time in the first term Lancashire cricket are coming in to teach the All Stars programme to Years 4 and 6.

Afterschool clubs are put on during certain term times across the year and changing these clubs are set for years 2-6