



Curriculum PE - Whole School





Curriculum PE Rationale

From Reception to Year 6, we aim to deliver high quality Physical Education (P.E) learning opportunities which promote children's enjoyment and lifelong love of physical activity. We prioritise developing pupils' fundamental movement skills from the beginning of their time at Peover Superior Primary School, as well as ensuring that they have a healthy, active lifestyle which is supported by maintaining and improving their fitness levels. We believe that physical activity is integral for children's emotional and mental wellbeing so we ensure children have regular physical activity through two P.E sessions each week, offering a wide range of extra-curricular sporting activities and incorporating opportunities for exercise into the school day

Intent:	Our focus on the fundamental skills of agility, balance, coordination and core strength allows children to regularly improve their 'personal best' and apply basic skills to a range of sports and activities. We intend to inspire all of our pupils, regardless of physical disability, to participate and excel in competitive sport within P.E lessons, intra-school competitions, inter-school tournaments and by promoting local sports clubs in which children can further develop their skills as well as their enthusiasm for physical activity. We aim for pupils to be competitive in a fair and respectful way and to participate in sporting activities cooperatively as part of an effective team - this message is regularly reinforced and celebrated to embed lifelong values.
Implementation:	Provide challenging and enjoyable learning opportunities through a range of sporting activities. Ensuring that the requirements of the National Curriculum are met through the long-term plan which sets out the P.E units and content that staff will teach throughout the year. Deliver two high quality P.E lessons each week, covering two sporting disciplines in every half term. Across school the lessons are mostly delivered by our Sport Coach Miss Oakley in collaboration with class teachers. UKS2 children will take part in weekly swimming lessons during the Autumn term.
Impact:	As a result of our varied and engagement P.E curriculum, children at Peover Superior Primary School are enthusiastic about physical activity. Pupil participation and motivation in lessons is high; children are keen to develop their fundamental movement skills and fitness levels and they enjoy applying their skills to the wide range of sporting activities we offer. The uptake for extra-curricular sessions is consistently high and this leads to many children pursuing sports further at local clubs and competing at interschool events. We enter teams for the majority of sporting competitions in the Holmes Chapel Cluster and we regularly perform at a high standard, often winning against our opposition.



Curriculum Map

PE - EYFS

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Sports Coach or	Fundamental skills 1	Invasions games 1	Gymnastics/Dance	Ball Skills	Net and wall games	Athletics
Mrs Ellis- Stansfield	Object Manipulation 1	Fundamental 2		Net and wall		Sports Day prep



Curriculum Map

PE - Whole School

Cycle A

	Teacher	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Yr1/2	Miss Oakley - Sport Coach	Ball Skills	Dance	Gymnastic	Invasion Games 1	Net and wall 2	Athletics
	Mr Greatbanks	Multi-skills	Striking and fielding unit 1	Net and Wall 1	Target games 2	Invasion Games 2	OAA
LKS2 Yr3/4	Miss Oakley - Sport Coach	Invasion games 3	Dance	Gymnastics	Hockey (Invasion)	OAA	Athletics
	Mrs Blackham Sports Coach Spring/Summer	Tri Golf (Target/Striking and fielding)	Basketball (Invasion Games)	Tennis (Net and wall games)	Cricket (Striking and fielding)	Tag Ruby (Invasion Games)	Volleyball (Net and wall games)
UKS2 Yr5/6	Miss Oakley - Sport Coach	Volleyball (Net and wall games)	Basketball (Invasion Games)	Gymnastics	Hockey (Invasion)	Tennis (Net and wall games)	Athletics
	Miss Downing Sports Coach Spring/Summer	Swimming	Swimming	Tri Golf (Target/Striking and fielding)	Dance	Cricket (Striking and fielding)	OAA



Curriculum Map

PE - Whole School

Cycle B

	Teacher	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Yr1/2	Miss Oakley - Sport Coach	Ball Skills	Dance	Gymnastic	Invasion Games 1	Net and wall 2	Athletics
	Mr Greatbanks	Multi-skills	Striking and fielding unit 1	Net and Wall 1	Target games 2	Invasion Games 2	OAA
LKS2 Yr3/4	Miss Oakley - Sport Coach	Invasion games 3	Dance	Gymnastics	Football (Invasion)	OAA	Athletics
	Mrs Blackham Sports Coach Spring/Summer	Rounders (Target/Striking and fielding)	Netball (Invasion Games)	Badminton (Net and wall games)	Cricket (Striking and fielding)	Tag Ruby (Invasion Games)	Tennis (Net and wall games)
UKS2 Yr5/6	Miss Oakley - Sport Coach	Badminton (Net and wall games)	Tag Rugby (Invasion Games)	Gymnastics	Football (Invasion)	Volleyball (Net and wall games)	Athletics
	Miss Downing Sports Coach Spring/Summer	Swimming	Swimming	Rounders (Target/Striking and fielding)	Dance	Cricket (Striking and fielding)	OAA



Curriculum Map

PE - Endpoints Gymnastic

EYFS	KS1	LKS2	UKS2
National Curriculum			
<ul style="list-style-type: none"> • Observes the effects of activity on their bodies • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Begins to use anticlockwise movement and retrace vertical lines. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
<p>Key Vocab: Balance, tiptoe</p>	<p>Key Vocab: Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow</p>	<p>Key Vocab: Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance</p>	<p>Key Vocab: Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</p>
<p>Components:</p> <ul style="list-style-type: none"> • Know how to jump off an object and land appropriately. • Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment 	<p>Components:</p> <ul style="list-style-type: none"> • Know how to explore and create different pathways and patterns. • Know how to use equipment in a variety of ways to create a sequence • Know how to link movements together to create a sequence 	<p>Components:</p> <ul style="list-style-type: none"> • Know how to link skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Is beginning to use gym vocabulary to describe how to improve and refine performances. • Know how to develop strength, technique and flexibility throughout performances. • Know how to create sequences using various body shapes and equipment. • Know how to combine equipment with movement to create sequences 	<p>Components:</p> <ul style="list-style-type: none"> • Know how to plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Know how to perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Know how to adapt sequences to include a partner or a small group. • Know how to gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Know how to draw on what they know about strategy, tactics and composition when performing and evaluating. • Know how to analyse and comment on skills and techniques and how these are applied in their own and others' work. • Know how to use more complex gym vocabulary to describe how to improve and refine performances. • Know how to develop strength, technique and flexibility throughout performances.



Curriculum Map

PE - Endpoints Dance

EYFS

KS1

LKS2

UKS2

National Curriculum

- Observes the effects of activity on their bodies
- Experiments with different ways of moving.
- Begins to use anticlockwise movement and retrace vertical lines

- Perform dances using simple movement patterns
- Master basic movements including running, jumping, as well as developing balance, co-ordination, and begin to apply these in a range of activities

- Perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Vocab: Jumping, running, walking, leaping

Key Vocab: Travel, Stillness, Direction, Space, Body parts, Levels, Speed

Key Vocab: Space, Repetition, Action and reaction, Pattern

Key Vocab: Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction

Components:

- Know how to jump off an object and land appropriately.
- Know how to travel with confidence and skill around, under, over and through balancing and climbing equipment.

Components:

- Know how to copy and explore basic movements with clear control.
- Know how to vary levels and speed in sequence.
- Know how to vary the size of their body shapes.
- Know how to add change of direction to a sequence.
- Know how to use space well and negotiates space clearly.
- Know how to describe a short dance using appropriate vocabulary.
- Know how to respond imaginatively to stimuli.

Components:

- Know how to confidently improvise with a partner or on their own.
- Know how to begin to create longer dance sequences in a larger group.
- Know how to demonstrate precision and some control in response to stimuli.
- Beginning to vary dynamics and develop actions and motifs.
- Know how to demonstrate rhythm and spatial awareness.
- Know how to modify parts of a sequence as a result of self-evaluation.
- Know how to use simple dance vocabulary to compare and improve work.

Components:

- Know how to exaggerate dance movements and motifs (using expression when moving)
- Know how to perform with confidence, using a range of movement patterns.
- Know how to demonstrate a strong imagination when creating own dance sequences and motifs.
- Know how to demonstrate strong movements throughout a dance sequence.
- Know how to combine flexibility, techniques and movements to create a fluent sequence.
- Know how to move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.
- Beginning to show a change of pace and timing in their movements.
- Know how to move to the beat accurately in dance sequences.
- Know how to improvise with confidence, still demonstrating fluency across their sequence.
- Know how to dance with fluency, linking all movements and ensuring they flow.
- Know how to demonstrate consistent precision when performing dance sequences.
- Know how to modify parts of a sequence as a result of self and peer evaluation.
- Know how to use more complex dance vocabulary to compare and improve work.



Curriculum Map

PE - Endpoints Games

EYFS	KS1	LKS2	UKS2
National Curriculum			
<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, dodgeball badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Use running, jumping, throwing and catching in isolation and in combination 	
Key Vocab: Running, throwing, catching	Key Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring	Key Vocab: Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting	Key Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand
Components: <ul style="list-style-type: none"> Know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it 	Components: <ul style="list-style-type: none"> Know how to be confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Know how to develop strong spatial awareness. Beginning to develop own games with peers. Know how to understand the importance of rules in games. Know how to develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/defending 	Components: <ul style="list-style-type: none"> Know how to vary skills, actions and ideas and link these in ways that suit the games activity. Know how to show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Know how to use skills with co-ordination, control and fluency. Know how to take part in competitive games with a strong understanding of tactics and composition. Know how to create their own games using knowledge and skills. Works well in a group to develop various games. Know how to compare and comments on skills to support creation of new games. Know how to make suggestions as to what resources can be used to differentiate a game. Know how to apply basic skills for attacking and defending. Know how to use running, jumping, throwing and catching in isolation and combination. 	Components: <ul style="list-style-type: none"> Know how to vary skills, actions and ideas and link these in ways that suit the games activity. Know how to show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Know how to keep possession of balls during games situations. Know how to consistently uses skills with co-ordination, control and fluency. Know how to take part in competitive games with a strong understanding of tactics and composition. Know how to create their own games using knowledge and skills. Know how to modify competitive games. Know how to compare and comments on skills to support creation of new games. Know how to make suggestions as to what resources can be used to differentiate a game. Know how to apply knowledge of skills for attacking and defending. Know how to use running, jumping, throwing and catching in isolation and in combination.



Curriculum Map

PE - Endpoints Athletics

EYFS	KS1	LKS2	UKS2
National Curriculum			
<ul style="list-style-type: none"> Experiments with different ways of moving. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] use running, jumping in isolation and in combination 	
<p>Key Vocab: jump, landing, leap, hop, variety, throw, balance</p>	<p>Key Vocab: jump, landing, leap, hop, variety, throw, balance, coordination, agility</p>	<p>Key Vocab: Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best</p>	<p>Key Vocab: Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.</p>
<p>Components:</p> <ul style="list-style-type: none"> Know how to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<p>Components:</p> <ul style="list-style-type: none"> Know how to change speed and direction whilst running. Know how to jump from a standing position with accuracy. Know how to perform a variety of throws with control and coordination, preparation for shot put and javelin Know how to use equipment safely 	<p>Components:</p> <ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Know how to perform a running jump with more than one component. e.g. hop skip jump (triple jump) Know how to demonstrate accuracy in throwing and catching activities. Know how to describe good athletic performance using correct vocabulary. Know how to use equipment safely and with good control. 	<p>Components:</p> <ul style="list-style-type: none"> Beginning to build a variety of running techniques and use with confidence. Know how to perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Know how to demonstrate accuracy and confidence in throwing and catching activities. Know how to describe good athletic performance using correct vocabulary. Know how to use equipment safely and with good control.



Curriculum Map

PE - Endpoints Swimming

LKS2	UKS2
National Curriculum	
<ul style="list-style-type: none">• Swim competently, confidently and proficiently over a distance of at least 25 metres• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• Perform safe self-rescue in different water-based situations.	
Key Vocab: Stroke, Freestyle, Breaststroke, Backstroke, Butterfly Stroke, Backstroke	
Components: <ul style="list-style-type: none">• Know how to swim competently, confidently and proficiently over a distance of at least 25 metres• Know how to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.• Know how to safe self-rescue in different water-based situations.	