



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.

<p>Intent:</p>	<p>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.</p>
<p>Implementation:</p>	<p>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, that incorporate a variety of different sports under the PE strands e.g. Net and Wall Games. These units are supported with the use of PE Passports which staff are encouraged to use to support skill development. Across school the lessons will be delivered by the Sports Coaching Group and class teachers. UKS2 children will take part in weekly swimming lessons during the Autumn term. Children are encouraged to partake in a variety of 'new' sports during playtimes. These are then facilitated by playtime leaders.</p>
<p>Impact:</p>	<p>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 look to enter children into a variety of competitive sporting fixtures against other schools, this is aimed across all key stages.</p>



Curriculum Map

PE - Strands/Sports

Pe lessons will be based around a sport strand, the children will be supported in knowing which strand they are learning to make connections between sports. Less emphasis will be placed upon rules, more emphasis will be placed upon skill development. Teachers will be encouraged to incorporate a number of different sports within the unit to practice transferable skills.

Invasion Games	Net and Wall Games	Striking and Fielding Games	Target Games
Basketball Football Handball Hockey Netball Tag Rugby Pop Lacrosse Ultimate Frisbee Flag Football Futsal	Badminton Tennis Volleyball Street Tennis Pickleball Table Tennis Goal ball Seated Volleyball	Cricket Rounders Boccia Kinball Danish Longball Four Square	Tri Golf Frisbee Golf Dodgeball Archery Curling



Curriculum Map

PE - Strands/Sports

Gymnastics

Strands	Movement	Year	Unit
	Balance Partner/Group work	1	<ul style="list-style-type: none"> Wide, Narrow, Curled Rolling Pathways Balancing
		2	<ul style="list-style-type: none"> Pathways: Straight, Zig Zag and Curving Spinning, turning, twisting Stretching, curling, arching
		3	<ul style="list-style-type: none"> Linking movements Receiving bodyweight Symmetry and asymmetry
		4	<ul style="list-style-type: none"> Rolling and travelling low Arching and bridging Pushing and pulling (partner)
		5	<ul style="list-style-type: none"> Synchronisation and cannon Matching, mirror and contrast Under/over (partner)
		6	<ul style="list-style-type: none"> Flight Counter balance and counter tension Group sequencing

Units taken from PE Passport to develop the children's skill set.



Curriculum Map

PE - EYFS

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Sports Coach	Fundamental skills	Invasions games	Gymnastics	Ball Skills	Net and wall games	Athletics
Mr Greatbanks	Object Manipulation	Fundamental	Net and wall games	Dance	Invasion Games	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	Net and wall	OAA
	Mrs Ellis Stansfield	Multi-skills	Striking and fielding	Net and Wall	Target games	Invasion Games	Athletics
LKS2 Yr3/4	Miss Oakley - Sport Coach	Ball Skills	Dance	Gymnastics	Striking and fielding	OAA	Striking and fielding
	Mrs Blackham	Net and Wall Games	Invasion Games	Net and wall games	Target	Invasion Games	Athletics
UKS2 Yr5/6	Miss Oakley - Sport Coach	Net and wall games	Invasion Games	Gymnastics	Invasion	Net and wall games	OAA
	Miss Downing	Swimming	Swimming	Target	Dance	Striking and fielding	Athletics



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	Net and wall	Athletics
	Ms Ellis - Stansfield	Multi-skills	Striking and fielding	Net and Wall	Target games	Invasion Games	OAA
LKS2 Yr3/4	Miss Oakley - Sport Coach	Striking and Fielding	Dance	Gymnastics	Striking and fielding	Net and Wall Games	Athletics
	Mrs Blackham	Ball Skills	Invasion Games	Net and wall games	Target	Invasion Games	OAA
UKS2 Yr5/6	Miss Oakley - Sport Coach	Striking and Fielding	Invasion Games	Gymnastics	Invasion Games	Net and wall games	Athletics
	Miss Downing	Swimming	Swimming	Target	Dance	Striking and fielding	OAA



Curriculum Map

PE - Endpoints Gymnastic

EYFS	KS1	LKS2	UKS2
	<p>Year 1- To be able to explore fundamental gymnastics skills safely on a range of apparatus.</p> <p>Year 2- To learn and develop fundamental gymnastics skills safely on a range of apparatus.</p>	<p>Year 3- To be able to perform sequences using fundamental gymnastic skills safely on a range of apparatus skills.</p> <p>Year 4- To be able to perform technical gymnastic skills safely on a range of apparatus.</p>	<p>Year 5- To be able to select, perform and evaluate technical gymnastics skills safely on a range of apparatus.</p> <p>Year 6- To be able to select, perform, evaluate and amend technical gymnastics skills safely on a range of apparatus.</p>
<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>



Curriculum Map

PE - Components Gymnastic

EYFS	KS1	LKS2	UKS2
<p>Components:</p> <ul style="list-style-type: none"> • Know how to jump off an object and land appropriately. • Know how to ravel 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 develops 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. developing strength, technique and flexibility throughout performances. • Knows how to adapt sequences to include a partner or a small group. • Know how to gradually increases 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. Use vocabulary to improve and refine performances.



Curriculum Map

PE - Endpoints Dance

EYFS	KS1	LKS2	UKS2
	<p>Year 1- To be able to perform a simple sequence, movement, shape or pattern.</p> <p>Year 2- To be able to perform a simple sequence, movement, shape or pattern with rhythm.</p>	<p>Year 3- To be able to perform and sequence of linked skills to create a routine.</p> <p>Year 4- To be able to perform and evaluate a sequence to linked skills to create a routine.</p>	<p>Year 5- To know elements of choreography can be used as part of a linked sequence of skills to create a routine.</p> <p>Year 6 - To select and apply elements of choreography and use them to create a routine. Evaluate and amend routines with technical language.</p>
<p>Key Vocab: Jumping, running, walking, leaping</p>	<p>Key Vocab: Travel, Stillness, Direction, Space, Body parts, Levels, Speed</p>	<p>Key Vocab: Space, Repetition, Action and reaction, Pattern</p>	<p>Key Vocab: Space, Repetition, Action and reaction, Pattern</p>



Curriculum Map

PE - Components Dance

EYFS	KS1	LKS2	UKS2
<p>Components:</p> <ul style="list-style-type: none"> • Know how to jump off an object and land appropriately. • Know how to ravel 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 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. 	<p>Components:</p> <ul style="list-style-type: none"> • 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. 	<p>Components:</p> <ul style="list-style-type: none"> • Know how to exaggerate dance movements and motifs (using expression when moving) • Know how to perform with confidence, using a range of movement patterns, demonstrating a imagination when creating own dance sequences and motifs. • 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 whilst accurately moving to a beat in a dance sequence. • Know how to improvise, whilst still demonstrating fluency across their sequence linking movements to ensure they flow. • Know how to demonstrate precision when performing dance sequences. • Know how to modify parts of a sequence as a result of self and peer evaluation using dance vocabulary to compare and improve work.



Curriculum Map

PE - Endpoints Athletics

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> To begin to experiments with different ways of moving. 	<p>Year 1 – To explore what successful methods there are when performing actions such as running, jumping and throwing.</p> <p>Year 2 – To be able to select and apply the correct method when performing actions such as running, jumping and throwing.</p>	<p>Year 3 – To be able to perform chosen movements and start to apply them within a self - competitive scenario.</p> <p>Year 4 – To improve chosen methods to reflect upon performance and develop their ability to run, jump and throw.</p>	<p>Year 5 – To improve running, jumping and throwing skills and apply them within the rules of a competitive game.</p> <p>Year 6 – To be able to compete within the rules of a competition. Adjusting their techniques and performance to achieve their personal best.</p>
<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>



Curriculum Map

PE - Components Athletics

EYFS	KS1	LKS2	UKS2
<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 some 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

Invasion Games

EYFS	KS1	LKS2	UKS2
	<p>Year 1 – To learn how to use fundamental games skills as part of a team.</p> <p>Year 2- To explore attack and defence as part of a team in preparation for a range of sports.</p>	<p>Year 3- To learn the skills of attack and defence as part of a team in a range of sports.</p> <p>Year 4- To learn different strategies of attack and defence as part of a team in a range of sports.</p>	<p>Year 5- To select a range of attacking and defensive tactical strategies as part of a team in a range of sports.</p> <p>Year 6- To select, apply and evaluate tactical strategies as part of a team in a range of sports.</p>
<p>Key Vocab: Running, throwing, catching</p>	<p>Key Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring</p>	<p>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</p>	<p>Key Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>



Curriculum Map

PE - Endpoints

Net and Wall Games

EYFS	KS1	LKS2	UKS2
	<p>Year 1 - To have been introduced to net and wall games and the skills involved in the games they will play.</p> <p>Year 2 - To be able to play shots/strokes as part of a rally on a court.</p>	<p>Year 3 - To be able to play a range of different strokes/shots.</p> <p>Year 4 - To be able to play a range of different shots/strokes while moving around the court.</p>	<p>Year 5 - To be able to play a repertoire of strokes with increasing accuracy and control.</p> <p>Year 6 - To be able to select and apply the correct shots/strokes, use tactics and rules to play in a game situation.</p>
<p>Key Vocab: Running, throwing, catching</p>	<p>Key Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring</p>	<p>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</p>	<p>Key Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>



Curriculum Map

PE - Endpoints

Striking and Fielding Games

EYFS	KS1	LKS2	UKS2
	<p>Year 1 - To be able to move around a confined area, stop a ball and return accurately.</p> <p>To be able to hold an implement correctly and strike a stationary ball off a tee.</p> <p>Year 2 - To be able to move around a confined area, stop a ball and return accurately overarm</p> <p>To strike a rolling ball.</p>	<p>Year 3 - To stop a ball using two hands, creating a barrier behind it with feet or legs and return accurately using appropriate throw.</p> <p>To be able to bowl underarm accurately.</p> <p>To be able to strike an underarm bowled ball.</p> <p>Year 4 - To stop a ball using two hands, creating a barrier behind it with feet or legs and return accurately using appropriate throws.</p> <p>To be able to return the ball in one fluid motion .</p> <p>To bowl effectively at a target.</p>	<p>Year 5 – To develop an awareness of fielding positions and communicate effectively as a team.</p> <p>To be able to strike accurately into a chosen space.</p> <p>Year 6 – To be able to select and apply specific striking and fielding skills in order to play a game.</p> <p>To show an awareness and understanding of relevant rules.</p>
<p>Key Vocab: Running, throwing, catching</p>	<p>Key Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring</p>	<p>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</p>	<p>Key Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>



Curriculum Map

PE - Endpoints

Target Games

EYFS	KS1	LKS2	UKS2
	<p>Year 1 – To explore aiming at a target in a variety of ways, starting to develop some consistency.</p> <p>Year 2 - To explore aiming at a target in a variety of ways, starting to develop control over their body to develop some consistency.</p>	<p>Year 3 – To be able to start to select the appropriate method to hit a target. To be able to strike a large target with an increased level of consistency.</p> <p>Year 4 – To select the appropriate methods to increase their chances of hitting targets and to start to play within the limitations of a game.</p>	<p>Year 5 – To select the correct shots/strokes to increase chance of hitting a target. To be able to adjust their aim to develop tactical awareness of games.</p> <p>Year 6 – To be able to select and apply the correct shots/strokes, use tactics and rules to play in a game situation. To support and coach other children.</p>
<p>Key Vocab: Running, throwing, catching</p>	<p>Key Vocab: Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring</p>	<p>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</p>	<p>Key Vocab: Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</p>



Curriculum Map

PE - Endpoints

OAA

EYFS	KS1	LKS2	UKS2
No National Curriculum expectancy.	No National Curriculum expectancy.	Year 3 and 4 To be able to plan and communicate as part of a group before and during physical challenges.	Year 5 and 6 To use verbal and non-verbal communication and teamwork to solve a variety of team challenges.
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



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.	