PHYSICAL EDUCATION

SUBJECT OVERVIEW

Active for life. Confident movers. Sport for every child.

CHESHIRE ACADEMIES TRUST

Curriculum Intent & Implementation

OUR INTENT

- A lifelong love of physical activity, sport and PE in all young people
- Fundamental movement skills in Key Stage 1, applied in specific sports in Key Stage 2
- Development across all domains: physical, cognitive, social and emotional
- A chance in every lesson to develop skills, consider health and fitness, compete or perform, and evaluate
- Experience of both traditional and newer sports
- Leadership, teamwork and a positive physical and mental outlook

IMPLEMENTATION

Curriculum structure & sequencing

PE Passport from Swans (Nursery) to Year 6. Every class from Year 1 has two lessons a week, one indoor and one outdoor; Swans and Reception have one. Each unit runs across a half term and is taught whatever the weather.

Content & concepts

Fundamental movement, invasion, net and wall, striking and fielding and target games, athletics, gymnastics, dance, outdoor and adventurous activity, health and fitness, and swimming.

Enrichment & personal development

OPAL at playtimes, clubs and community club partnerships, leagues and events through the Knutsford Academy Primary School Partnership, Sports Week, Sports Day and the Colour Run.

Assessment & next steps

Teacher observation recorded against Know, Show and Grow in the PE Passport app, with an end-of-unit assessment and a video or photographic record from every unit for moderation.

PE and The Pathway

PE carries all five Pathway Trails more directly than most subjects. PE Passport plans for them through its Grow strand, so character is taught rather than simply encouraged.



PERFORMANCE

Performing gymnastics sequences and dances to an audience, competing in athletics and games, and understanding that achievement looks different for every child.



SOCIAL

Playing fairly, accepting decisions, encouraging teammates and opponents, and learning what winning and losing well look like.



COMMUNITY

Partnerships with Knutsford Tennis, Knutsford Rugby, Toft Cricket, Sale Sharks and Cheshire Golf, and events through the Knutsford Academy Primary School Partnership.



TEAM

Attacking and defending as a unit across six invasion sports, composing sequences in pairs and groups, and solving problems together in OAA.



COMMUNICATION

Giving clear instructions in OAA, using non-verbal communication on court and pitch, and evaluating a peer's work using technical vocabulary.

PE in the Early Years Foundation Stage

Swans and Reception each have one PE Passport lesson a week. Swans are taught through themed story units, each covering the same ten elements, so skills are repeated in new contexts every half term. Reception follow six discrete skills units (fine motor skills, gymnastics, fundamental movement skills, object control, athletics and target games), with outdoor provision as their other area of physical development. Cygnets develop physical skills through daily outdoor play.

BY THE END OF RECEPTION, CHILDREN CAN...

- Hop on either leg and jump from two feet to two feet
- Roll, throw, strike, bounce and catch an object
- Link the five basic balances into a sequence
- Run, jump and throw, and aim at a target

PHYSICAL DEVELOPMENT

Early Learning Goal: Gross Motor Skills

CHILDREN AT THE EXPECTED LEVEL WILL

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

SWANS UNITS COVER

- Warm Up, Participate, Move, Work Together and Control
- Challenge, Compete, Coordinate, Create and Be Healthy
- The theme changes each half term while the same ten elements are revisited

There are no PE Passport progression documents for the Swans themed units. Swans coverage is mapped against Development Matters and the Early Learning Goal.

Inclusion within PE

Every child at Bexton is active. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the route to it.

SAME AMBITION.
ADAPTED APPROACH.

STEP	Lessons are adapted by varying Space, Task, Equipment and People, so the same activity can be made harder or easier without separating pupils out
SEND support	Adapted equipment, adult guidance and carefully chosen groupings so every pupil can access the curriculum
Everyone takes part	Children come in PE kit on their PE day and spare kit is kept in school. Pupils who cannot take part umpire, coach or record evidence
Challenge	Pupils who are particularly able compete, lead as sports captains and lunchtime club leaders, and represent the school at events

Curriculum Journey: Year 1 & Year 2

Outdoor unit shown first, indoor unit second. Swimming runs for Years 3 to 6 in the first weeks of the autumn term, in addition to these lessons.

Year 1

AUTUMN 1
OUTDOOR
- **Net and Wall 1**

INDOOR
- Gymnastics: Pathways – small & long

AUTUMN 2
OUTDOOR
- **Fundamental Movement Skills 2**

INDOOR
- Gymnastics: Balancing and spinning

SPRING 1
OUTDOOR
- **Invasion Game Skills 1**

INDOOR
- Yoga Storybook

SPRING 2
OUTDOOR
- **Target Games 2**

INDOOR
- Dance Unit KS1

SUMMER 1
OUTDOOR
- **Athletics 2**

INDOOR
- Object Control 2

SUMMER 2
OUTDOOR
- **Striking and Fielding 1**

INDOOR
- OAA

Year 2

AUTUMN 1
OUTDOOR
- **Net and Wall 2**

INDOOR
- Yoga

AUTUMN 2
OUTDOOR
- **Target Games 3**

INDOOR
- Dance: Fire of London

SPRING 1
OUTDOOR
- **Invasion Game Skills 2**

INDOOR
- Gymnastics: Pathways – straight, zigzag & curving

SPRING 2
OUTDOOR
- **Tri Golf**

INDOOR
- Gymnastics: Stretching, curling & arching

SUMMER 1
OUTDOOR
- **Athletics 2**

INDOOR
- Personal Challenges

SUMMER 2
OUTDOOR
- **Striking and Fielding 2**

INDOOR
- OAA

Curriculum Journey: Year 3 & Year 4

Outdoor unit shown first, indoor unit second. Swimming runs for Years 3 to 6 in the first weeks of the autumn term, in addition to these lessons.

Year 3

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OUTDOOR **Hockey**	OUTDOOR **Football**	OUTDOOR **Basketball**	OUTDOOR **Tag Rugby**	OUTDOOR **Athletics 3**	OUTDOOR **Cricket**
INDOOR Gymnastics: Receiving body weight	INDOOR Yoga	INDOOR Dance: Romans	INDOOR Health Related Fitness	INDOOR Gymnastics: Symmetry and asymmetry	INDOOR OAA

Year 4

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OUTDOOR **Tag Rugby**	OUTDOOR **Personal Challenges**	OUTDOOR **Football**	OUTDOOR **Health Related Fitness**	OUTDOOR **Athletics 4**	OUTDOOR **Rounders**
INDOOR Gymnastics: Arching and bridges	INDOOR Dodgeball	INDOOR Dance: Vikings	INDOOR Yoga	INDOOR Gymnastics: Pushing and pulling	INDOOR OAA

Curriculum Journey: Year 5 & Year 6

Outdoor unit shown first, indoor unit second. Swimming runs for Years 3 to 6 in the first weeks of the autumn term, in addition to these lessons.

Year 5

AUTUMN 1
OUTDOOR
- **Dodgeball**

INDOOR
- Gymnastics: Under and over

AUTUMN 2
OUTDOOR
- **Lacrosse**

INDOOR
- Health Related Fitness

SPRING 1
OUTDOOR
- **Basketball**

INDOOR
- Gymnastics: Matching and mirroring

SPRING 2
OUTDOOR
- **Tri Golf**

INDOOR
- Dance: Through the Ages

SUMMER 1
OUTDOOR
- **Athletics 5**

INDOOR
- Yoga

SUMMER 2
OUTDOOR
- **Tennis**

INDOOR
- OAA

Year 6

AUTUMN 1
OUTDOOR
- **Dodgeball**

INDOOR
- Gymnastics Year 6

AUTUMN 2
OUTDOOR
- **Hockey**

INDOOR
- Yoga

SPRING 1
OUTDOOR
- **Netball**

INDOOR
- Gymnastics: Group sequencing

SPRING 2
OUTDOOR
- **Football**

INDOOR
- Dance: The Victorians

SUMMER 1
OUTDOOR
- **Athletics 6**

INDOOR
- Team Building and Problem Solving

SUMMER 2
OUTDOOR
- **Cricket**

INDOOR
- OAA

Progression of Skills: Year 1 – Year 3

STRAND	YEAR 1	YEAR 2	YEAR 3
Games	Throw underarm accurately at a target; send and receive over a net; strike a ball from a tee	Dodge to receive and move into space; select a tactic in a game; strike a backhand; bowl underarm	Dribble and pass in hockey, football and basketball; scoop and pocket pass; bowl overarm
Athletics and movement	React quickly and combine a run with a jump; skip, side gallop and dodge; catch with hands	Add a short run up to a jump; throw with a run up; help a peer improve with feedback	Start a sprint race correctly; hurdle consistently; scissor kick; throw overarm accurately
Gymnastics	Travel in straight, zigzag and curved pathways; perform controlled symmetrical and asymmetrical spins	Perform 90, 180 and 270 degree turns; travel in curled positions; front and back supports	Take weight on hands, back and shoulders; forward roll; cartwheel; spin on points and patches
Dance	Use the body to create theme-related shapes and actions; travel safely at different levels	Listen to others' ideas; remember and perform a sequence with a partner	Develop a motif with agility, balance and precision; change static actions into travelling movements
OAA and problem solving	Give and follow clear directions; follow a map and solve clues with others	Support teammates positively; lead a partner in a warm up; find clues using a map	Use compass points; work as part of a team; identify areas of the grounds using a map
Health, fitness and swimming	Control breathing in yoga; bend, stretch and reach; work without inhibitions	Three-part breathing; show determination; run maintaining a good pace	Warm up and cool down; develop core strength; hold yoga poses with good alignment

For full progression and end points by year group, see the PE Curriculum Progression document.

Progression of Skills: Year 4 – Year 6

STRAND	YEAR 4	YEAR 5	YEAR 6
Games	Dummy a pass and create an overlap; shield the ball; decide when to run in rounders	Cradle, scoop and shoot in lacrosse; mark player or zone; forehand and backhand in tennis	Anticipate play and release quickly; adapt tactics that are not working; defend without overcommitting
Athletics and movement	Sprint between hurdles; jump consistently off the same foot; throw overarm with power for distance	Change pace and run at different tempos; triple jump and high jump; transfer a relay baton	Sustain pace over longer distances; throw after a run up; combine sprinting with hurdling
Gymnastics	Support body weight on hands and feet; match a partner's balances and work in contrast	Travel over and under a partner; control an Arabesque; perform in canon	Create paired and group sequences including flight; adapt a floor sequence to the apparatus
Dance	Use canon, formation changes, direction and level; communicate effectively within a group	Use chance choreography; communicate with a partner and within a group	Show different levels, pathways and directions; improve ideas and evaluate the work of others
OAA and problem solving	Plan a route map; persevere when things do not go to plan; compete under pressure	Navigate blindfolded with a partner; read ordnance survey symbols; find controls using a map	Motivate the team; work quickly against the clock; perform calmly under pressure
Health, fitness and swimming	Sustain performance when tiring; jump dynamically and land safely; devise a meditation	Sustain pace when running; prepare body and mind for yoga; make positive affirmations	Hold poses for three slow breaths; articulate the benefits of yoga; meet the swimming requirements

For full progression and end points by year group, see the PE Curriculum Progression document.

Assessment within PE

DAY TO DAY

- Teacher observation during practice and in games or performance
- Key assessment questions built into every lesson plan
- Immediate verbal feedback, with pupils acting on it in the same lesson
- Self and peer assessment against the lesson teaching points

ONGOING

- End-of-unit assessment against the Know, Show and Grow criteria
- Recorded in the PE Passport app and graded annually on Insight
- A video or photographic record from each unit for moderation
- Outcomes passed to the next teacher; the three Year 6 swimming figures published annually

Every child at Bexton leaves ready to keep moving: confident in their skills, able to explain how to improve, and with a positive attitude to activity for life.