

West Croft School



# Physical Education Curriculum Intent



## **PE – Life skills and your legacy.**

The aim of our Physical Education curriculum is to develop **confident, healthy, active** individuals, who are **independent learners** and **responsible citizens** across the whole school. We achieve this through the provision of **inspiring and challenging** experiences, where students **value themselves** and **strive for excellence**. We adopt a **child centered approach** to deliver PE lessons that **challenges** and **supports** every child across the school. This is achieved through the use of our **Real PE, Real Gym** and **Real Dance** schemes of work alongside orienteering, athletics and team games, which start from Key Stage 1 and progress through to the end of Key Stage 2. **Real PE, Dance** and **Gym** place the learner at the **heart** of our practice in how we teach PE, applying all of the **high-quality learning** and teaching skills which enables all children to make **excellent progress**.

The **values** behind the curriculum **support** pupils in developing their **character, resilience, confidence** and **independence**. This in turn leads them to live a **healthy and active lifestyle**, helping them to know how to **keep physically and mentally healthy** which prepares them for a life beyond school. At West Croft we recognise the promotion of **healthy competition** and **cooperative learning**. We also provide further development opportunities for our children through our Sports Leader program and after school sports clubs.

It is this **collaboration** which lies at the heart of West Croft for our pupils and enables them to **realise their own personal legacy**.

# Physical Education Programmes of Study: Key stages 1 and 2

## National curriculum in England

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Subject content

## Key stage 1

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.

### **Pupils should be taught to:**

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## Key stage 2

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.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

# Skills Progression in PE

	By the end of KS1 expected	By the end of Lower KS2 expected	By the end of Upper KS2 expected and exceeding
Personal	<p><b>STAY ON TASK WITH HELP</b> I enjoy working on simple tasks with help.</p> <p><b>STAY ON TASK</b> I can follow instructions, practise safely and work on simple tasks by myself.</p> <p><b>KEEP TRYING</b> I try several times if at first I don't succeed and I ask for help when appropriate.</p>	<p><b>TAKE CONTROL</b> I know where I am with my learning and I have begun to challenge myself.</p>	<p><b>CONSISTENTLY TRY TO IMPROVE</b> I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p><b>EMBRACE CHALLENGE</b> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p><b>TAKE RESPONSIBILITY FOR MY LEARNING</b> I know my strengths and weaknesses and can identify opportunities to improve. I can accept critical feedback and make changes.</p>
Social	<p><b>PLAY WITH OTHERS WITH HELP</b> I can play with others and take turns and share with help.</p> <p><b>UNDERSTAND OTHERS</b> I can work sensibly with others, taking turns and sharing.</p> <p><b>HELP AND ENCOURAGE</b> I can help, praise and encourage others in their learning.</p>	<p><b>WORK WELL WITH OTHERS</b> I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<p><b>ORGANISE AND GUIDE OTHERS</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p><b>IMPROVE OTHERS</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p><b>LEAD OTHERS</b> I can involve others and motivate those around me to perform better.</p>
Applying Physical	<p><b>TRAVEL IN DIFFERENT WAYS</b> I can move confidently in different ways.</p> <p><b>PERFORM SINGLE SKILLS</b> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</p> <p><b>PERFORM SIMPLE SEQUENCES</b> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p>	<p><b>PERFORM WITH CONTROL</b> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p>	<p><b>LINK WITH QUALITY</b> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping, throwing and aesthetic activities.</p> <p><b>COMBINE WITH FLUENCY</b> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p> <p><b>APPLY WITH CONSISTENCY</b> I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>



# Skills Progression in PE

	By the end of KS1 expected	By the end of Lower KS2 expected	By the end of Upper KS2 expected and exceeding
Cognitive	<p><b>RECOGNISE AND ORDER</b> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and, with support, explain why someone is working or performing well.</p> <p><b>OBSERVE AND DESCRIBE</b> I can understand and follow simple rules. I can name some things I am good at.</p> <p><b>FOLLOW INSTRUCTIONS</b> I can follow simple instructions.</p>	<p><b>EXPLAIN WHY</b> I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>I can select and apply orienteering knowledge in order to complete an activity.</p>	<p><b>DESCRIBE HOW TO IMPROVE</b> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p><b>MAKE GOOD DECISIONS</b> I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play or tactics which will increase chances of success and I can develop methods to outwit opponents.</p> <p><b>ANALYSE PERFORMANCE</b> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p>
Creative	<p><b>OBSERVE AND COPY</b> I can observe and copy others.</p> <p><b>EXPLORE AND DESCRIBE</b> I can explore and describe different movements.</p> <p><b>COMPARE AND DEVELOP</b> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p><b>RECOGNISE AND RESPOND</b> I can make up my own rules and versions of activities. I can respond differently to a variety of stimulus, tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p><b>REFINE AND CHANGE</b> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p><b>EXPRESS, ADAPT AND ADJUST</b> I can respond imaginatively to different stimulus and situations by adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p> <p><b>VARIETY AND DISGUISE</b> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>
Health and Fitness	<p><b>DESCRIBE SIMPLE CHANGES</b> I am aware of the changes to the way I feel when I exercise.</p> <p><b>EXPLAIN BENEFITS OF EXERCISE</b> I am aware of why exercise is important for good health.</p> <p><b>PRACTISE SAFELY</b> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p>	<p><b>EXPLAIN WHY</b> I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.</p>	<p><b>EXPLAIN HOW TO EXERCISE</b> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p> <p><b>PREPARE MYSELF FOR ACTIVITY</b> I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p> <p><b>PLAN MY OWN FITNESS</b> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.</p>

# Skills Progression in Gym

## real gym Progression of Skills






Expected level	Shape	Balance	Travel	Flight	Rotation
<p><b>Expected end of KS1</b></p> 	<p>Perform basic shapes sitting, lying and standing, in vertical position (tuck - laying, on feet; straight - laying, standing etc):</p> <ul style="list-style-type: none"> <li>In isolation with good technique</li> <li>Matching with a partner</li> <li>On top of or next to a low bench</li> <li>In contact with large apparatus</li> <li>Bouncing, holding or spinning hand apparatus</li> </ul>	<p>Perform balances on large body parts, lying (patches), bottom seated tuck, lying straight and small body parts, 1-2 if vertical or 3-4 near the floor (points) one foot passé, low arabesque, hands and knees (mini front support):</p> <ul style="list-style-type: none"> <li>Linked to and supporting a partner</li> <li>On top of or next to a low bench</li> <li>In contact with or on top of large apparatus</li> <li>Bouncing, holding or spinning hand apparatus</li> </ul>	<p>Perform travel on large body parts (patches) sliding, army crawl etc., and small body parts, 1-2 if vertical or 3-4 near the floor (points) stretch walk, jogging etc.:</p> <ul style="list-style-type: none"> <li>Linked to a partner</li> <li>On top of or next to a low bench or table</li> <li>In contact with or on top of large apparatus</li> <li>Bouncing, holding or spinning hand apparatus</li> </ul>	<p>Perform jumps (2 feet) (straight jump etc.) and Hop (1 foot):</p> <ul style="list-style-type: none"> <li>Synchronised with a partner</li> <li>On to and off of low apparatus</li> <li>In contact with large apparatus</li> <li>Bouncing, holding or through hand apparatus</li> </ul>	<p>Perform straight horizontal rotations (Patter turn etc.), and patch (Spin on bottom etc.) or 2 point vertical rotations (Push turn etc.):</p> <ul style="list-style-type: none"> <li>With support or under a shape made by partner/s</li> <li>On to and under low apparatus</li> <li>On large apparatus</li> <li>Rotating and holding hand apparatus</li> </ul>
<p><b>Expected end of Lower KS2</b></p> 	<p>Perform shapes (tuck, star, straight, straddle, pike) with 2- 4 points of contact or one patch in contact with the floor:</p> <ul style="list-style-type: none"> <li>In a variety of body positions</li> <li>With weight on hands, one foot</li> </ul>	<p>Perform whole body balances on the floor:</p> <ul style="list-style-type: none"> <li>On large body parts, laying including shoulders, on bottom, stomach and back (patches) (Dish, arch)</li> <li>On small body parts, in a vertical position (points) or low and long to the floor (3 - 4 points) (Front and back support on 3 or 4 points)</li> <li>On one foot with the free leg at the horizontal (Arabesque, table, side horizontal balance)</li> </ul>	<p>Perform whole body travel on the floor:</p> <ul style="list-style-type: none"> <li>Jumping using shapes (Tuck jump etc.)</li> <li>Travelling forwards using leaps (Cat leap, split leap etc.)</li> <li>On small body parts, low and long to the floor (3 - 4 points) (Bunny hops, crab and bear walks etc.)</li> </ul>	<p>Perform jumps on the floor:</p> <ul style="list-style-type: none"> <li>Jumping using shapes (tuck, star, straight 180°)</li> <li>Hurdle step as a preparation for 2 footed jumps</li> <li>Different gymnastic positions, with legs less than 180° separation, using these techniques (Stag, W-jump, Cabriole, arch)</li> </ul>	<p>Perform rotations on the floor:</p> <ul style="list-style-type: none"> <li>Using shapes sideways (horizontally) and forward and backward (Rock and Roll, egg roll etc.)</li> <li>Sideways (Side roll and scrabble roll etc.)</li> <li>Vertically with increased speed and leg points of contact (Push turn and two footed turn etc.)</li> </ul>

# Skills Progression in Gym

## real gym Progression of Skills



real gym

	Shape	Balance	Travel	Flight	Rotation
<p>Expected end of KS2</p> 	<p>Perform the points (star on one foot, straight on feet and hands etc.) and patches shapes (tuck on bottom, straddle on back etc.):</p> <ul style="list-style-type: none"> <li>Mirrored and contrasting shapes with a partner,</li> <li>Taking body weight on hands with low apparatus</li> <li>Using multiple points or patches of contact with high apparatus</li> <li>Passing through or rolling hand apparatus</li> </ul>	<p>Perform balances on large body parts while laying, including on shoulders, bottom, stomach and back (patches, tuck on bottom, lying in star); on small body parts, in a vertical position (points, arabesque etc.) or low and long to the floor (3 - 4 points, front and back support etc.); on one foot with the free leg at the horizontal:</p> <ul style="list-style-type: none"> <li>Supporting a partner</li> <li>Taking body weight on hands using low apparatus</li> <li>Using multiple points or patches of contact with high apparatus</li> <li>Bouncing, balancing or making shapes with hand apparatus</li> </ul>	<p>Perform travel using jumps with shapes (Tuck jump etc.), leaping (Cat and split leap etc.) or low and long to the floor (3 - 4 points) (Crab, bear walks, bunny hops etc.):</p> <ul style="list-style-type: none"> <li>Linked, around, over, under a partner</li> <li>Along and over low apparatus</li> <li>Around, on or off high apparatus</li> <li>Bouncing, moving through or making shapes with hand apparatus</li> </ul>	<p>Perform jumps using 2 feet and 1 foot techniques, including gymnastic positions (tuck, star, straight 180°, Stag, Cossack/W-jump, Cabriole, Arch):</p> <ul style="list-style-type: none"> <li>In canon, over or synchronised, passing a partner</li> <li>On and off low apparatus</li> <li>Around, on or off high apparatus</li> <li>Bouncing, rotating, rolling, throwing or making shapes with hand apparatus</li> </ul>	<p>Perform rotations sideways and forwards and backwards, vertically using points:</p> <ul style="list-style-type: none"> <li>Linked, under or connected with a partner (Rock n roll, circle roll etc.)</li> <li>On and along low apparatus (Dish and arch roll etc.)</li> <li>Around and on high apparatus</li> <li>Bouncing, rotating, holding or making shapes with hand apparatus (Side roll, scrabble roll.)</li> </ul>
<p>Exceeding end of KS2</p>  	<p>Perform shapes (star, tuck, straddle, straight, pike) of all types with good technique:</p> <ul style="list-style-type: none"> <li>With weight on hands and inverted or elongated</li> <li>On the floor, changing number of points of contact</li> </ul>	<p>Perform whole body balances on the floor in more complex positions, including inverted, with back or forward flexion:</p> <ul style="list-style-type: none"> <li>On large body parts, laying including shoulders, bottom, stomach and back (patches, shoulder stand etc.)</li> <li>On small body parts, in a vertical position (points) or low and long to the floor (2-3 points (straddle leaver etc.)</li> <li>On one foot, with the free leg higher than horizontal, with or without help of the hand (side</li> </ul>	<p>Perform whole body travel on the floor in more complex patterns (cross steps etc.) including inverted (High bunny hop, spring etc.), with back or forward flexion (Caterpillar walk etc.):</p> <ul style="list-style-type: none"> <li>On small body parts, in a vertical position (points) with complex foot movement patterns</li> <li>Low and long to the floor (2-3 points), including inverted</li> <li>Springing forwards using</li> </ul>	<p>Perform jumps on the floor, using more complex patterns and positions:</p> <ul style="list-style-type: none"> <li>Pike and straddle shapes</li> <li>Tuck and star with 180° and 360° rotation</li> <li>Using leap and Sissonne techniques</li> <li>Showing positions with near split position in the flight (Split, ring etc.)</li> </ul>	<p>Perform rotations on the floor using more complex patterns and positions, with weight on hands:</p> <ul style="list-style-type: none"> <li>Circle rolls and Rock and Roll to stand</li> <li>Forward Roll, Barrel Turn and Cartwheels</li> <li>Pivot or Pirouette on one foot with various leg shapes</li> </ul>

UNIT 1	Cognitive
UNIT 2	Creative

# PE Curriculum Map Year 1

Unit 4	Health and Fitness
Unit 5	Physical
Unit 6	Personal

Autumn		Spring		Summer	
Evolution - Orienteering	Legacy - Gymnastics	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>To understand that symbols in a legend represent real-world features</p> <p>To know some orienteering symbols</p> <p>To interpret a simple map &amp; transfer understanding to real-world concrete materials</p> <p>To make connections between satellite images, the orienteering map and the real-world.</p>	<p>Perform basic shapes sitting, lying and standing, in vertical position</p> <p>Perform balances on large body parts, lying (patches), bottom seated tuck, lying straight and small body parts, 1-2 if vertical or 3-4 near the floor (points) one foot passé, low arabesque, hands and knees (mini front support)</p> <p>Perform travel on large body parts (patches) sliding, army crawl etc., and small body parts, 1-2 if vertical or 3-4 near the floor (points) stretch walk, jogging etc</p> <p>Perform jumps (2 feet) (straight jump etc.) and Hop (1 foot)</p> <p>Perform straight horizontal rotations (Patter turn etc.), and patch (Spin on bottom etc.) or 2 point vertical rotations (Push turn etc.)</p>	<p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p> <p>I can explore and describe different movements</p> <p>I can observe and copy others</p>	<p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p> <p>I am aware of why exercise is important for good health</p> <p>I am aware of the changes to the way I feel when I exercise</p>	<p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p> <p>I can perform a single skill or movement with some control.</p> <p>I can perform a small range of skills and link two movements together</p> <p>I can move confidently in different ways</p>	<p>I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p> <p>I enjoy working on simple tasks with help</p>

UNIT 1	Cognitive
UNIT 2	Creative

# PE Curriculum Map Year 2

Unit 4	Health and Fitness
Unit 5	Physical
Unit 6	Personal

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>To know the 4 cardinal directions and use these to complete outdoor challenges</p> <p>To know more orienteering symbols</p> <p>To use known features on the orienteering map to navigate from the start to controls.</p>	<p>Perform basic shapes sitting, lying and standing, in vertical position</p> <p>Perform balances on large body parts, lying (patches), bottom seated tuck, lying straight and small body parts, 1-2 if vertical or 3-4 near the floor (points) one foot passé, low arabesque, hands and knees (mini front support)</p> <p>Perform travel on large body parts (patches) sliding, army crawl etc., and small body parts, 1-2 if vertical or 3-4 near the floor (points) stretch walk, jogging etc</p> <p>Perform jumps (2 feet) (straight jump etc.) and Hop (1 foot)</p> <p>Perform straight horizontal rotations (Patter turn etc.), and patch (Spin on bottom etc.) or 2 point vertical rotations (Push turn etc.)</p>	<p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p> <p>I can explore and describe different movements</p>	<p>I can describe how and why my body feels during and after exercise.</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p> <p>I am aware of why exercise is important for good health</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p> <p>I can perform a single skill or movement with some control</p> <p>I can perform a small range of skills and link two movements together</p>	<p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p>

UNIT 1	Cognitive
UNIT 2	Creative

# PE Curriculum Map Year 3

Unit 4	Cognitive
Unit 5	Physical
Unit 6	Health and Fitness

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>To know the 4 cardinal directions and use these to complete outdoor challenges</p> <p>To know more orienteering symbols</p> <p>To use known features on the orienteering map to navigate from the start to controls.</p> <p>To be able to hold and set/orientating the map</p>	<p>Perform shapes (tuck, star, straight, straddle, pike) with 2- 4 points of contact or one patch in contact with the floor: In a variety of body positions With weight on hands, one foot</p> <p>Perform whole body balances on the floor: On large body parts, on small body parts and on one foot.</p> <p>Perform whole body travel on the floor: Jumping using shapes. Travelling forwards using leaps. On small body parts, low and long to the floor</p> <p>Perform jumps on the floor: Jumping using shapes. Hurdle step as a preparation for 2 footed jumps Different gymnastic positions.</p> <p>Perform rotations on the floor: Using shapes.</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon</p> <p>I can use my awareness of space and others to make good decisions</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>I can begin to order instructions, movements and skills.</p> <p>With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well</p>	<p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency</p> <p>I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working I can describe how and why my body feels during and after exercise.</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>

UNIT 1	Cognitive
UNIT 2	Creative

# PE Curriculum Map Year 4

## NC swimming in class teacher lessons

Unit 4	Personal
Unit 5	Physical
Unit 6	Health and Fitness

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>To know more orienteering symbols.</p> <p>To use known features on the orienteering map to navigate from the start to controls.</p> <p>To be able to hold and set/orientating the map consistently.</p> <p>To use folding and thumbing the map.</p>	<p>Perform shapes (tuck, star, straight, straddle, pike) with 2- 4 points of contact or one patch in contact with the floor: In a variety of body positions With weight on hands, one foot</p> <p>Perform whole body balances on the floor: On large body parts, on small body parts and on one foot.</p> <p>Perform whole body travel on the floor: Jumping using shapes. Travelling forwards using leaps. On small body parts, low and long to the floor</p> <p>Perform jumps on the floor: Jumping using shapes. Hurdle step as a preparation for 2 footed jumps Different gymnastic positions.</p> <p>Perform rotations on the floor: Using shapes.</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can select and link movements together to fit a theme</p>	<p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p> <p>I know where I am with my learning and I have begun to challenge myself</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate</p>	<p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working I can describe how and why my body feels during and after exercise.</p> <p>I can explain why we need to warm up and cool down</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely</p>

UNIT 1	Cognitive
UNIT 2	Creative

# PE Curriculum Map Year 5

Unit 4	Physical
Unit 5	Health and Fitness
Unit 6	Personal

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>To use known features on the orienteering map from memory to navigate from the start to controls.</p> <p>To be able to hold and set/orientating the map consistently.</p> <p>To use folding and thumbing the map consistently with different techniques.</p> <p>Map memory and control flow.</p>	<p>Perform on the points; Mirrored and contrasting shapes with a partner, Taking body weight on hands with low apparatus Using multiple points or patches of contact with high apparatus Passing through or rolling hand apparatus.</p> <p>Perform balances on large body parts shoulders, bottom, stomach and back; on small body parts, in a vertical position or low and long to the floor; on one foot with the free leg at the horizontal.</p> <p>Perform travel using jumps with shapes leaping or low and long to the floor including explosiveness and flexion.</p> <p>Perform jumps with complex positions, in cannon, with partner, on apparatus.</p> <p>Perform rotations with complex patterns, on apparatus.</p>	<p>I can effectively disguise what I am about to do next.</p> <p>I can use variety and creativity to engage an audience</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme</p> <p>I can self select and perform appropriate warm up and cool down activities.</p> <p>I can identify possible dangers when planning an activity</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working</p>	<p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p>

Unit 1	Cognitive
Unit 2	Creative

# PE Curriculum Map Year 6

Unit 4	Physical
Unit 5	Health and Fitness
Unit 6	Personal

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit	End points for the unit
<p>To use a compass to take a bearing.</p> <p>To use team building skills focusing on: communication, cooperation, trust, empathy and patience.</p>	<p>Perform shapes with weight on hands, inverted or elongated. Mirroring, contrasting or matching with partner.</p> <p>Perform balances with weight on hands, inverted or elongated shapes: Supporting a partner in an inverted position or taking complete body weight.</p> <p>Perform travel with complex foot movement patterns using various points of contact and weight on hands with apparatus.</p> <p>Perform jumps with complex foot movement patterns, with rotation including apparatus.</p> <p>Perform rotations with complex body positions and patterns, around different axis (Cartwheel, forward rolls, scrabble roll, pirouette etc.) linking movements together.</p>	<p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging n</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations</p> <p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme</p> <p>I can self select and perform appropriate warm up and cool down activities.</p> <p>I can identify possible dangers when planning an activity</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working</p>	<p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes</p> <p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and I can improve my performance through regular practice</p>

Physical Education is taught explicitly at West Croft from Year 1 to Year 6. All pupils receive two one-hour PE lessons each week, ensuring regular and sustained engagement in physical activity.

The curriculum is designed to develop pupils' fundamental movement skills alongside participation in a range of recognised sports, orienteering, gymnastics and dance. This enables pupils to build physical competence, confidence and an understanding of healthy, active lifestyles.

Oracy and subject-specific vocabulary are explicitly taught and embedded within PE lessons. The subject is used as a vehicle to develop pupils' ability to articulate ideas, use precise language, and give and receive constructive feedback, supporting wider communication skills across the curriculum.

In addition, trained Sports Leaders support the delivery of physically active lunchtimes, promoting positive play, inclusion and confirm involvement in physical activity for all pupils. Each term, the school provides a varied programme of after-school clubs and enrichment opportunities, including sporting trips and events, to ensure all pupils have access to high-quality physical activity beyond the curriculum.

<b>Competitions (Intra)</b>	Intra School Cross Country Sports hall athletics	Virtual gymnastics competition.	Dodgeball	Quidditch	Cricket	Football Sports Day Athletics
<b>Inter school Competes</b>	Multi Skills Festivals Y1/2 ¾  Stephen Shield Cross Country  Kingsley U11 rugby	Sports hall Athletics  Kingsley Cross Country  Virtual Gym Comp	Hi Five Netball Festival  Football Festival	Tag Rugby Festival  Dance Festival  Cricket Festival	N. D Tag Rugby  Cricket girls and mixed  Swimming gala  Cricket Festival  Tennis Festival  Golf Festival	Rounders  Tennis Festival  Football Festival
<b>Training</b>	Sports Leaders? Core Real PE to new staff					

<b>After school clubs</b>	Yoga - Years 1 and 2 Cross country/running – Years 3 and 4 Netball – Years 5 and 6 Girls' football – Years 3-6	Yoga - Years 1 and 2 Cross country/running – Years 3 and 4 Netball – Years 5 and 6 Girls' football – Years 3-6	Dodgeball – Years 3 and 4 PE games – Years 1 and 2 Sports hall athletics – Years 5 and 6 Boys' football – Years 5 and 6	Dodgeball – Years 3 and 4 PE games – Years 1 and 2 Sports hall athletics – Years 5 and 6 Boys' football – Years 5 and 6	Cricket – Years 5 and 6 Tag rugby – Years 1 and 2 Rounders – Years 3 and 4 Boys' football – Years 3 and 4	Cricket – Years 5 and 6 Tag rugby – Years 1 and 2 Rounders – Years 3 and 4 Boys' football – Years 3 and 4
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