



## Physical Education – PE Curriculum

At PCA our PE provision is intended to give all pupils the opportunity to develop their physical abilities through providing engaging, enjoyable, and appropriately challenging learning experiences. Pupils are encouraged to appreciate the importance of having a healthy and active lifestyle. It is intended that pupils, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential



# Curriculum map

Lower Primary Curriculum map – For each unit refer to the Lower Primary Skills document. PE passport units identified where appropriate  
 The 6 key characteristics are linked to the School Games Values. Each unit has a specific focus however others can also be included if appropriate.  
 Refer to the PCA PE skills progression document.

	Dance - Teamwork	Dance - Respect		Gymnastics - Belief	Gymnastics - Passion		Fundamental movement skills - honesty	Athletics/Fundamental movement skills - Teamwork
	Autumn	Term		Spring	Term		Summer	Term
1A	Fundamental movements Skills through music - Assessment task- join in a ring game	Fundamental movements Skills through music - Assessment task – join in a ring game		Gymnastics movements - EYFS - Rosies walk Assessment task– jump off the ground	Gymnastics Movements – EYFS Hungry Caterpillar Assessment task - move using different pathways		Athletic activities - EYFS - Space -assessment task - travel in different ways	Fundamental movement skills - EYFS FMS – Transport - assessment task - pushing an object
1B	Fundamental movements Skills through music - Assessment task – change direction to music	Fundamental movements Skills through music. Assessment task – change direction to music		Gymnastic Movements Superworm - Assessment task - travel on hands and feet)	Gymnastics Movements - EYFS Rumble in the jungle Assessment task - travel on hands and feet		Athletic activities - EYFS - FMS - Transport. Assessment task - running a different speeds.	Fundamental movement skills EYFS Elmer Assessment task– throw for distance
1C	Fundamental movement skills through music –Assessment task –copy simple actions	Fundamental movement skills through music - Assessment task – copy simple actions		Gymnastic movement – Year 1 FMS units Jack and the bean stalk – Assessment task - egg roll	Gymnastic Movements – EYFS – Seaside – Assessment task- walk along a bench.		Athletic Activities EYFS Elmer Assessment task - throwing a ball underarm	Fundamental movement skills - EYFS FMSs unit assessment task - pushing an object



# Curriculum map

Primary Curriculum map – all the units refer to the PE passport/Lancashire scheme of work.

The 6 key characteristics are linked to the School Games Values. These should be focused on during each session.

	Invasion Games - Teamwork	Invasion Games - Respect	Gymnastics - Belief	Healthy Lifestyles - Passion	Athletics - honesty	OAA - Teamwork
	Autumn	Term	Spring	Term	Summer	Term
2A	Fundamental movement skills – KS1 Kicking unit – Assessment task - kicking a ball at a target	Fundamental movement skills - Year 1 FMS Catching and bouncing a ball – assessment task - bouncing a ball as many times as possible	Gymnastics – Year 1 Gymnastics Activity 1 Assessment task - jumping skills	Healthy lifestyles/ character development through physical development - Year 1 FMS Baseline Unit - Lost and Found- Assessment task - catching a ball	Athletic Activities - Year 1 - Assessment task - run with good posture	OAA - Year 2 The Great Outdoors. Assessment task- supporting friends
2B	Fundamental movement skills – Year 1 FMS Underarm throw Assessment task - underarm throw	Fundamental movement skills – Year 1 FMS units Supertato Assessment task -rolling a ball through a target	Gymnastics – Year 1 Gymnastics Activity 1 Assessment task - jumping skills	Healthy lifestyles/ character development through physical development - Y2 Bounce Ball Assessment task - throwing with accuracy	Athletic Activities – Year 2 Assessment task- overarm throw	OAA – Year 2 The Great Outdoors. Assessment evidence - pass equipment along successfully
2C	Fundamental movement skills - Year 2 Games units ‘Piggy in the middle’, Assessment task - 3vs 1piggy in the middle	Fundamental movement skills – Year 3 Invasion games – Handball skills Assessment task - perform a bounce pass	Gymnastics – Year 3 Gymnastics Activities 1 and 2 Assessment task - jumping and landing safely	Healthy lifestyles/ character development through physical development - FMS Playground games in 20th Century – Assessment task – dodging skills (5vs 1 )	Athletic Activities – Year 3/ 4 Athletic Activities - Assessment task - pass a relay batons	OAA – Year 3/ 4 OAA Trust and Trails. Assessment task - follow a trail
2D	Fundamental movement skills – Year 6 Creative Games Assessment task - spatial awareness activity- stuck in the mud with safe zones	Fundamental movement skills – Years 3/ 4 Creative games ‘tag and target’ Assessment task - send a curling stone towards a target.	Gymnastics – Year 3 Gymnastics 2 Assessment task- use apparatus confidently	Healthy lifestyles/ character development through physical development - FMS Playground games in 20th century Assessment task - throwing and catching with a partner	Athletic Activities – Year 5 and 6 athletics. Assessment task - sprint over a short distance	OAA – Year 3/ 4 OAA Trust and Trails. Assessment task- complete a blind fold activity with a partner.





# Curriculum map

Secondary Curriculum map – all the units refer to the PE passport/Lancashire scheme of work.

The 6 key characteristics are linked to the School Games Values. These should be focused on during each session.

Refer to the PCA PE skills progression document.

	Invasion Games - Teamwork	Invasion Games - Respect	Gymnastics - Belief	Healthy Lifestyles - Passion	OAA and striking and fielding - Teamwork	Athletics- honesty
	Autumn	Term	Spring	Term	Summer	Term
3A	Invasion – Year 3 and 4 Creative Games . Assessment -spatial awareness skills	Invasion –Year 4 Target Games (Boccia, New Aged Kurling Assessment - sending an object with accuracy)	Gymnastics – Year 5 Gymnastics Activities 1 - Assessment using apparatus confidently	Health & Fitness – circuit training/Wheels for All Assessment – complete a skills circuit	OAA – Year 3 and 4 Team Work & Problem Solving striking and fielding – year 5/6 cricket Assessment - striking a ball with a bat	Athletics – Year 5 Athletics Assessment - throwing a javelin using a sling shot technique
3B	Invasion – Year 5/6 Invasion Games 1(Rugby, football, basketball, inclusive sports) Assessment - dodging skills	Invasion – Year 5/6 Invasion Games (Netball, benchball, basketball, inclusive sports) - Assessment - chest pass throw	Gymnastics – Year 5 Gymnastics Activity 2 Assessment - linking 2 movements	Health & Fitness – Circuit training/Wheels for All Assessment – complete a skills and fitness circuit	OAA- Year 5 Orienteering striking and fielding- year 5/6 rounders. Assessment - returning a ball to a sender	Athletics – Year 5 Athletics Assessment - taking part in a shuttle relay
3C	Invasion – Year 5/6 Invasion 2 (Rugby, football, basketball, inclusive sports)- Assessment - passing/tactical awareness	Invasion – Year 5/6 Invasion (netball, benchball, basketball, inclusive sports) Assessment - passing accuracy	Gymnastics – Year 6 Gymnastics activities 2 Assessment - linking movements including working with a partner	Health & Fitness – Circuit training/ Wheels for All Assessment – Design a skills circuit	OAA- Year 5 Orienteering Striking and fielding- Year 5/6 cricket. Assessment evidencence - bowling a ball accurately	Athletics – Year % Athleticset Assessment - competing against personal self/
Yr10	Invasion - WJEC units Assessment – Entry 2 and 3 criteria	Invasion - WJEC units Assessment – Entry 2 and 3 criteria	Gymnastics - WJEC units Assessment – Entry 2 and 3 criteria	Health & Fitness - WJEC units Assessment – Entry 2 and 3 criteria	OAA/striking and fielding Assessment – Entry 2 and 3 criteria	Athletics – Year 5/6 Athletics Assessment – Entry 2 and 3 criteria
Yr11	Invasion - WJEC units Assessment – Entry 2 and 3 criteria	Invasion - WJEC units Assessment – Entry 2 and 3 criteria	Gymnastics - WJEC units Assessment – Entry 2 and 3 criteria	Health & Fitness - WJEC units Assessment – Entry 2 and 3 criteria	Athletics Assessment – Entry 2 and 3 criteria	<i>Options</i>
Sixth Form	Choice of activities: Invasion games, cycling, dance, fitness	Choice of activities: Invasion games, cycling, dance, fitness	Choice of activities: Invasion games, cycling, dance, fitness	Choice of activities: Invasion games, cycling, dance, fitness	Choice of activities: Invasion games, cycling, dance, fitness, striking and fielding skills, OAA	Choice of activities: Invasion games, cycling, dance, fitness, striking and fielding skills, OAA



## Golden Threads



Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) threaded through our curriculum we feel this will help our pupils achieve their full potential

## Head progression

THE THINKING PHYSICAL BEING:

- Decision maker
- Analytical-deep understanding
- Confident
- Creative



THE THINKING PHYSICAL BEING: • Able to make simple decisions and be aware of what they need to do to improve • Be creative when using and developing skills and tactics in simple sequences and activities



THE THINKING PHYSICAL BEING: • Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement • Should develop an understanding of how to improve in different physical activities and sports • Learn how to evaluate and recognise their own success



# Golden Threads

## Heart progression



THE BEHAVIOURAL CHANGE PHYSICAL BEING: • Involved and engaged • Grows socially and emotionally • Builds character and values • Leads a healthy active lifestyle



THE BEHAVIOURAL CHANGE PHYSICAL BEING: • Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations • Keen to participate in activities and clubs both in school and in the wider community



THE BEHAVIOURAL CHANGE PHYSICAL BEING: • Should enjoy communicating, collaborating and competing with each other • Keen to continue participating in activities and clubs both in school

## Hands

THE DOING PHYSICAL BEING: • Physically competent • Grows and develops • Physically active • Competitive



THE DOING PHYSICAL BEING: • Develop fundamental movement skills • Become increasingly competent & confident & access a broad range of opportunities • Extend agility, balance & coordination, individually & with others • Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations



THE DOING PHYSICAL BEING: • Should continue to apply and develop a broader range of skills • Develop flexibility, strength, technique, control and balance



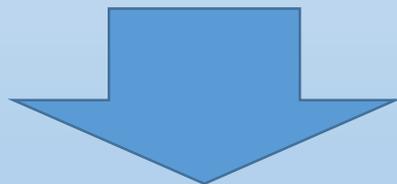
## Progression in Physical Education



Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity



Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

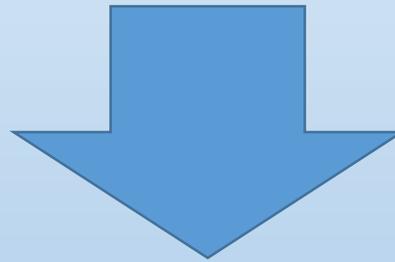


Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.





Pupils should build on and embed the physical development and skills learnt in Key Stage 1 & 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity



Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.



## PCA Golden thread outcomes



### Key Stage 1

Head – To have confidence in their own physical abilities when learning and developing fundamental moving skills such as jogging, skipping, throwing and kicking

Heart – Pupils to be excited about exercise/PE and feel happy when moving. To begin sharing with their friends and take turns appropriately

Hands - To take part in sessions to the best of their abilities and begin to develop some of the fundamental movement skills performing them with some degree of control and consistency.

### Key Stage 2

Head – For pupils to begin making decisions for themselves in a variety of situations including team games, gymnastics and OAA. To be able to identify what activities they enjoyed doing and identify their own personal achievements.



## PCA Golden thread outcomes



Heart – To take part in competitive situations (against self or others) which have a clear outcome. To work alongside their peers in which they have to work cooperatively with to achieve a common goal.

Hands – For pupils to be able to perform fundamental movement skills with increasing levels of agility, balance and co-ordination.

### Key Stage 3

Head – To begin applying simple tactics and strategies in a variety of different situations including invasion sports.

Heart – To be able to take part in more sustained periods of exercise which involve setting personal goals and challenges and recognising how their performance matched up to these.

Hands – To be able to transfer skills learnt in a passive situation into a small sided games, creative tasks or when problem solving.



## PCA Golden thread outcomes



Head – To evaluate and recognise positive aspects of their performance and identify future areas for development

Heart – For pupils to enjoy communicating, collaborating and competing with each other in a board and varied range of physical activities.

Hands – To be able to transfer skills learnt in a passive situation into a small sided games, creative tasks or when problem solving with an increased degree of certainty to the outcome through pupils demonstrating improved agility, balance and coordination skills

### Key Stage 5

Head – To recognise the importance of exercise and healthy living and take responsibility for the choices they make.

Heart – To take a full and active part in sporting activities of their choice within school and the wider community. To be aware of the activities/sports they enjoy.

Hands – To develop the physical skills needed to allow them to access physical activities/sports of their choice both within school and the wider community.

