



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

Primary Curriculum map – all the units refer to the PE passport/Lancashire scheme of work.
 Units for 1A and 1B to be updated once updated LSW is released (Sept 20)

	Autumn	Term		Spring	Term		Summer	Term
1A	Fundamental movements Skills	Fundamental movements skills		Dance movements	Dance Movements		Athletic activities	Fundamental movement skills/OAA
1B	Fundamental movements Skills	Fundamental movements skills		Dance movements	Dance Movements		Athletic activities	Fundamental movement skills/OAA
2A	Fundamental movement skills – Year 1 FMS units	Fundamental movement skills – Year 1 FMS units		Gymnastics – Year 1 Gymnastics Activity 1/2	Health & Fitness		Athletic Activities – Year 1 Honey Pot	OAA – Year 2 The Great Outdoors
2B	Fundamental movement skills – Year 1 FMS units	Fundamental movement skills – Year 1 FMS units		Gymnastics – Year 2 Gymnastics	Health & Fitness		Athletic Activities – Year 2 Colour Match	OAA – Year 3/ 4 Team work and Problem Solving
2C	Fundamental movement skills - Year 2 Games units 'Piggy in the middle', Striking and fielding'	Fundamental movement skills – Year 3 Invasion games – Handball skills		Gymnastics – Year 3 Gymnastics Activities 1/2	Health & Fitness		Athletic Activities – Year 3/ 4 Athletic Activities	OAA – Year 3/ 4 OAA Trust and Trails
2D	Fundamental movement skills – Year 6 Creative Games	Fundamental movement skills – Years 3/ 4 Creative games 'tag and target'		Gymnastics – Year 4 Gymnastics Activities 1/2	Health & Fitness		Athletic Activities – Year 3/ 4 Athletic Activities	OAA – Year 3/ 4 OAA Trust and Trails



Curriculum map

Secondary Curriculum map – all the units refer to the PE passport/Lancashire scheme of work. Key Stage 4 units follow the WJEC Entry Level unit specifications.

	Autumn	Term		Spring	Term		Summer	Term
3A	Invasion – Year 3 and 4 Creative Games	Invasion –Year 4 Target Games (Boccia, New Aged Kurling)		Gymnastics – Year 5 Gymnastics Activities 1	Health & Fitness – circuit training/Wheels for All		OAA – Year 3 and 4 Team Work & Problem Solving striking and fielding – year 5/6 cricket	Athletics – Year 5 Athletics
3B	Invasion – Year 5/6 Invasion Games 1(Rugby, football)	Invasion – Year 5/6 Invasion Games (Netball, benchball, basketball)		Gymnastics – Year 6 Gymnastics 1	Health & Fitness – Circuit training/Wheels for All		OAA- Year 5 Orienteering striking and fielding- year 5/6 rounders	Athletics – Year 5 Athletics
3C	Invasion – Year 5/6 Invasion 2 (Rugby, football)	Invasion – Year 5/6 Invasion (netball, benchball, basketball)		Gymnastics – Year 6 Gymnastics activities 2	Health & Fitness – Circuit training/ Wheels for All		OAA- Year 5 Orienteering Striking and fielding- Year 5/6 cricket	Athletics – Year 5/6 Athletics
Yr10	Invasion	Invasion		Gymnastics	Health & Fitness		OAA/striking and fielding	Athletics – Year 5/6 Athletics
Yr11	Invasion	Invasion		Gymnastics	Health & Fitness		Athletics	<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) treaded through our curriculum we feel this will help our pupils achieve their full potential

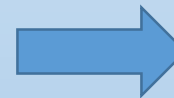
Head progression

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

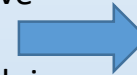
Heart progression



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



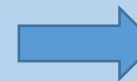
THE BEHAVIOURAL CHANGE PHYSICAL BEING: • Should enjoy communicating, collaborating and competing with each other • Keen to continue participating in activities and clubs both in school

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



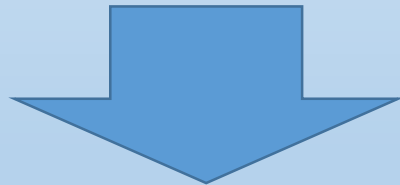
Progression in Physical Education



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.

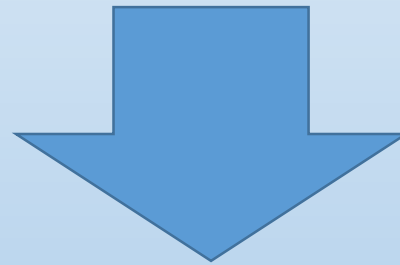


Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve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

