



The Intent, Implementation and Impact of our PE Curriculum

Curriculum Intent

We intend that every child develops a passion for learning, developing and improving within their Physical Education lessons, irrespective of their needs. We strive for them to embrace the variety of sporting opportunities that we provide at St Aidan's Primary Academy and also support them in participating in clubs outside of school too.

Early Years - The INTENT during the foundation phase is to focus on developing children's fine and gross motor skills. Through the Lancashire PE Scheme of Work (SOW) we use the 5 Fundamental Movement Skills resource to support delivery. These 5 skills along with opportunities to develop a wider range of physical skills will ensure pupils are ready for KS1.

Key Stage 1 (Start) - (Year 1 Baseline Assessment) The INTENT is to carry out a baseline of 10 Fundamental Movement Skills as the pupils enter Year 1. From this baseline we design and adapt the curriculum where appropriate to ensure maximum opportunity for development for each pupil.

Key Stage 1 (During) - The INTENT during KS1 is the continuous development of pupils' Fundamental Movement Skills, with a focus on improving their weakest skills, improving developing skills and strengthening strong skills and how to apply these skills in context. Pupils should also develop their knowledge in using simple tactics in game type activities. Pupils will also get the opportunity to create sequences of movement throughout Dance and Gymnastics.

Key Stage 1 (End) - The INTENT at the end of Key Stage 1 is to assess pupils 10 Fundamental Movement Skills. This will show the impact of their performance throughout PE and see which skills they have been able to master.

Lower Key Stage 2 (Years 3 & 4) - The INTENT at year 3 and 4 through games is to develop pupils' attacking skills through a range of different sports and activities. This will be delivered through the use of 'overloaded' situations in the attackers favour ie. 3v1 or 4v2 increasing success rate, in turn improving development and application of skills. Pupil's will also develop their knowledge of simple attacking tactics, which are transferable across a variety of games. The INTENT at year 3 and 4 for Dance and and Gymnastics is to develop pupils performing and sequencing skills.

Upper Key Stage 2 (Years 5 & 6) - The INTENT at year 5 and 6 is to continue to develop pupils' attacking skills, whilst working as a team and to develop their knowledge of defending tactics and strategies. This will be delivered through modified mini games with an



emphasis on transition from overloading to even teams ie. 5v3, 5v4, 4v4 and 5v5. The learning cycle that pupils receive through a variety of games will lead to playing and competing in intra school competitions with some pupils taking part in inter school competitions too. The INTENT at year 5 and 6 in Dance and Gymnastics is to develop pupils' performances and longer sequences with a partner and in groups.

Curriculum Implementation

All classes will take part in 2 hours of National Curriculum PE per week. There are many other ways that our physical activity time is enhanced:

- Active break and lunchtimes - where classes take part in a physical activity such as our unique ALWAYS Play, variety of sports and activities
- Active Maths or English lessons
- Residential educational visits (Year 5 & 6 Outward Bound)
- A wide range of extra curricular opportunities such as after school clubs or local inter school sports events (e.g. Football, Netball, Orienteering etc.)

At St Aidan's we aim to achieve 60 active minutes per day for each pupil. This is additional to their PE time. These 60 active minutes will be spread out across the day through active play, sporting activities, informal activities, dancing, walking, cycling and scootering.

EYFS and Key Stage 1 - Throughout EYFS and KS1 children develop fundamental movement skills (FMS) and become increasingly competent and confident. They access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Our expectation is that all children master basic movements by the time they leave KS1, giving them the tools needed to access more sports specific skills in KS2. Alongside these movements children are taught dance and gymnastics throughout their time at St Aidan's.

They are taught to develop flexibility, strength, technique, control and balance through gymnastic type activities. Dance is often closely linked to the main themes which run through the curriculum, and the children use dance to bring their learning to life and to develop an understanding of how their bodies can move. During these stages the children are also slowly introduced to Outdoor Adventurous Activities (OAA) which challenge them to take risks through problem solving and communication.



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	EYFS – Fundamental skills Elmer	EYFS – Fundamental skills How to catch a star	EYFS – Fundamental skills Rumble in the jungle	EYFS – Fundamental skills Jack and the Beanstalk	EYFS – Fundamental skills transport	EYFS – Fundamental skills Fundamental skills unit
Character Values	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 2	EYFS – Balance Bikes	EYFS – Balance Bikes	EYFS – Yoga	EYFS – Yoga	EYFS – Balance Bikes / Yoga	EYFS – Fundamental skills Fundamental skills unit
Character Values	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>	<i>Self-Belief, Determination</i>
Aims of Unit	Children will learn the basics of riding a balance bike with progression on to pedal bikes.	Children will learn the basics of riding a balance bike with progression on to pedal bikes.	Children will improve flexibility and coordination through fun, engaging storytelling yoga sessions	Children will improve flexibility and coordination through fun, engaging storytelling yoga sessions	Children will engage in a range of activities linked to riding a bike and yoga to develop balance and coordination skills.	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Baseline Assessment	FMS – Playground activities	Games – Net & Wall	KS1 FMS	Games – Striking & Fielding	Year 2 - Athletics
Character Values	<i>Cooperation, Honesty, Self-Belief</i>	<i>Courage, Concentration, Self- Belief</i>	<i>Concentration, Self- Belief</i>	<i>Courage, Concentration, Self- Belief</i>	<i>Communication, Self-Belief</i>	<i>Resilience, Self- Belief</i>
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is to be delivered in the FMS units.	Children will improve and apply their basic FMS to games. They play games that demand simple choices and decisions. They will continue to <u>practice</u> and refine their FMS and techniques, using them to outwit others.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.	Children will improve and apply their basic FMS to games. They play games that demand simple choices and decisions. They will continue to <u>practice</u> and refine their FMS and techniques, using them to outwit others.	The aim is for the batter to hit a ball into a field, and then run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base.	Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping.
Lesson 2	Gymnastics / Dance	Games - Piggy in the middle	FMS - Bounce Ball	Dance – Explorers	FMS – Kicking a ball	End of Ks1 assessment <u>supertato</u> (Fundamental skills)
Character Values	<i>Courage, Concentration, Self- Belief</i>	<i>Cooperation, Honesty, Self-Belief</i>	<i>Self-Belief, Courage</i>	<i>Curiosity, Courage</i>	<i>Determination, Cooperation, Self- Belief</i>	<i>Self-Belief, Courage</i>
Aims of Unit	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor (e.g., a roll, jump and a shape). They then transfer what they learn on the floor to apparatus.	Children will improve and apply their basic FMS to games. They play games that demand simple choices and decisions. They will continue to <u>practice</u> and refine their FMS and techniques, using them to outwit others.	Children will improve and apply their basic FMS to games. They play games that demand simple choices and decisions. They will continue to <u>practice</u> and refine their FMS and techniques, using them to outwit others.	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas. A range of subjects, including some based on different times and cultures can be used.	Children will improve and apply their basic FMS to games. They play games that demand simple choices and decisions. They will continue to <u>practice</u> and refine their FMS and techniques, using them to outwit others.	Children will perform 10 FMS skills running, and take part in simple challenges.



Key Stage 2 - During KS2 the children continue to develop a broader range of skills which they apply to different types of sports. These sports are invasion games (netball, hockey, football and basketball); striking and fielding games (rounders and cricket); net and wall games (tennis and badminton) . The children learn how to play competitive games and are challenged to think about how to use skills, strategies and tactics to outwit the opposition by applying basic principles of attacking and defending. These competitive games are modified to allow the children to consolidate the skills that have been taught. Alongside games skills, dance and gymnastics continue to be taught in a progressive structure. Over time children develop an ability to design sequences and dances that have an increased sense of fluidity and creativity. This involves the children exploring how to operate at different levels and pace, and how to use various pieces of apparatus to bring their sequences to life. Swimming is a key life skill which is developed during the children's journey through Year 4. Bespoke lessons enable children to develop their basic skills and to practise until they demonstrate an efficient stroke technique. A water safety programme is also taught which enables the children to develop their safety awareness and to problem-solve various situations which could arise. The expectation is that all children will leave KS2 competently swimming 25m with an understanding of water safety. Outdoor Adventurous Activity (OAA) is developed throughout KS2 at a much deeper level. The children build a deep resilience for life situations and learn to problem-solve effectively by working independently, as a pair or as a group.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson1	Invasion Games – creative games	Invasion Games – Netball	Invasion Games – Tag Rugby	Striking & Fielding - Cricket / Rounders	Year 5/6 OAA	Year 6 Athletics
Character Values	<i>Decision-Making, Evaluation</i>	<i>Decision-Making, Evaluation</i>	<i>Decision-Making, Evaluation</i>	<i>Encouragement, Motivation, Decision-Making, Evaluation</i>	<i>Cooperation, Responsibility, Evaluation</i>	<i>Self-motivation, Determination</i>
Aims of Unit	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games leading to a 5V4 or a 4V3. Children will also learn a wider range of sport specific techniques.	Children will learn how to work well as a team and apply attacking and defending skills through modified versions of 4V4 and 5V5 invasion games. Children will also learn a wider range of sport specific techniques	Children will learn how to work well as a team and apply attacking and defending skills through modified versions of 4V4 and 5V5 invasion games. Children will also learn a wider range of sport specific techniques	Children will develop the range and the quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.	Children develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments.	Children will develop their technical understanding of athletic activity. They learn how to set targets and improve performance in a range of running, jumping and throwing activities.
Lesson 2	Invasion Games – Hockey	Invasion Games – Football	Year 6 Gymnastics	Net & Wall - Tennis	Striking & Fielding - Cricket / Rounders	Dance
Character Values	<i>Decision-Making, Evaluation</i>	<i>Decision-Making, Evaluation</i>	<i>Communication, Evaluation</i>	<i>Decision-Making, Evaluation</i>	<i>Encouragement, Motivation, Decision-Making, Evaluation</i>	<i>Empathy, Self-Discipline</i>
Aims of Unit	Children will learn how to work well as a team and apply attacking and defending skills through modified versions of 4V4 and 5V5 invasion games. Children will also learn a wider range of sport specific techniques	Children will learn how to work well as a team and apply attacking and defending skills through modified versions of 4V4 and 5V5 invasion games. Children will also learn a wider range of sport specific techniques	Children will develop a wider range of actions and use their skills and abilities individually, and in a sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children will learn to develop the range and the quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games.	Children will develop the range and the quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.	Children learn different styles of dance. They create, perform and watch dances in a range of styles, working with partners and groups. They will improvise and explore ideas, developing their knowledge of dance.



Special Education Needs (SEN) - We recognise that all children have needs and we continuously strive to ensure that we challenge all children to achieve their potential. Teachers know their children and strive to move their learning forward. Children who are on the Special Educational Needs (SEN) register will be working in line with their Individual Education Plan (IEP).

Extra-Curricular and Competitive Sports - The school provides a range of sport related activities including football, multi-sports, netball, cricket, athletics and dance for pupils as after-school clubs. These encourage children to further develop their skills in a range of the activity areas. By looking at the assessment data, classes are targeted and are given the opportunity to participate in clubs after school. Depending on need, these classes are then rotated throughout the year so that all children are given opportunities to practise and develop their skills. Extra curricular clubs are also in place to support the competition calendar for the year which challenges children to develop their skills to greater depth and within a competitive environment.

Curriculum Impact

As the children travel through school they become increasingly more physically confident and develop an awareness of what their bodies can do. As they build and master their basic fundamental movement skills they apply these to specific sports where they think both tactically and creatively. In learning key skills they develop the ability to break these skills down to coach each other, which grows a physical and mental confidence which seeps into all areas of the curriculum.