



Oak

Physical Education

Key Stages 1 to 4

## Curriculum Intention Statement:

*Within the Oak pathway we aim to provide an inclusive and aspirational learning experiences in which students thrive and develop skills within physical activities and team games. We utilise the PE facilities and resources at our partner schools and within the community, which gives students access to a broad and exciting range of activities.*

*There is a focus upon developing students' physical competence and knowledge of movement and safety, and their ability to use skills to perform a wide range of activities associated with individual physical development .*

*Equally importantly, our PE curriculum aims to develop students' social and generic skills, especially those of collaboration, resilience, creativity, critical thinking, self-esteem and awareness of mental well being. These skills form an essential foundation in many areas of life and support the development and understanding of healthy lifestyles into young adulthood.*

*Our PE curriculum is sequenced to ensure progression of knowledge, physical and social skills throughout a students education with us, thus enabling students to build upon prior experiences and apply these fluently and independently with confidence.*



# Curriculum Progression Map



**Oak**

**Physical Education**

**Key Stage 1**

## Curriculum Intent:

Given these opportunities in Physical Education at Key Stage 1:

all pupils with learning difficulties (including those with the most profound disabilities)

learn to control and coordinate a small range of mainly single actions. They control some of their spontaneous movement and develop a small repertoire of actions and whole body movements

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

respond to some stimuli and produce actions or movements as reactions to them in a consistent manner. They begin to be aware of what they want to do and move with some intent.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

produce a wider range of actions and whole-body movements with greater control. They use two or more single actions consecutively and respond to stimuli more clearly and consistently. There is greater intent in their actions.

**The focus of teaching Physical Education at Key Stage 1 may be on giving pupils opportunities to:**

- **develop a simple single action repertoire**
- **increase the range of movement in single actions**
- **develop basic control and coordination of single actions**
- **develop a small range of consistent reactions to different stimuli**
- **begin to develop an element of purpose or intent in some actions.**

# Curriculum Progression Map



**Oak**

**Physical Education**

**Key Stage 2**

## Curriculum Intent:

Given these opportunities in Physical Education at Key Stage 2:

all pupils with learning difficulties (including those with the most profound disabilities)

have opportunities to acquire a wider range of skills, actions and whole-body movements. They begin to develop a range of skills, select skills, actions and movements for a purpose and are aware that familiar situations or stimuli need specific types of responses. They have opportunities to experience or take part in games and to use equipment.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

start to move and use skills with greater intent and purpose. They recognize that responses they make achieve their intentions and repeat these with increasing control, coordination and consistency. They become aware of a few possible variations and begin, with help, to try out alternatives.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

start to use whole body movements to travel with greater coordination and purpose. They recognize familiar stimuli and situations and react to these in a consistent manner. They use single actions and skills with greater intent and perform them consecutively with greater fluency and control. They begin to vary actions and skills with help. They carry out basic sequences of movements and collaborate in simple games or partnered activities with other pupils.

**The focus of teaching Physical Education at Key Stage 2 may be on giving pupils opportunities to:**

- **use a number of single actions consecutively**
- **improve control and coordination of actions and movements**
- **respond more consistently to a range of stimuli and situations**
- **repeat actions and movements with consistency**
- **vary their response to situations and stimuli through feedback, help and copying**
- **begin to realise that activity and movement change the way their body feels**



**Oak**

**Physical Education**

**Key Stage 3**

## Curriculum Intent:

Given these opportunities in Physical Education at Key Stage 3:

all pupils with learning difficulties (including those with the most profound disabilities)

become more confident and coordinated in their ability to move and produce actions that link together. They use movement to explore their world.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

select and apply movements and actions to suit specific activities. They work in the context of different areas of activity and play simple games and produce short sequences in dance and gymnastic activities that they remember and repeat. They begin to express ideas and feelings through movement. They use a greater variety of responses to different situations and stimuli.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

describe and comment on their own work and that of others, recognizing some differences. They develop an awareness of how to move and use equipment safely. They can describe in simple language how their bodies feel during activities.

**The focus of teaching Physical Education at Key Stage 3 may be on giving pupils opportunities to:**

- **develop the range and quality of skills, actions and whole body movements**
- **select skills, actions and movements with clear intent to suit the purpose of a specific activity**
- **develop a wider range of responses to specific situations, stimuli and activities**
- **use movement to explore their world and to learn about it**
- **be more aware of others and how to relate to them in different activities**
- **develop a basic understanding of rules and conventions in activities**
- **move and use equipment safely**
- **recognise differences in responses to situations and stimuli, and in how their bodies feel during activities and exercises**



**Oak**

**Physical Education**

**Key Stage 4**

## Curriculum Intent:

Given these opportunities in Physical Education at Key Stage 4:

all pupils with learning difficulties (including those with the most profound disabilities)

experience a wide range of activities designed to meet their individual needs. They start to identify and choose to be involved in activities they prefer.

most pupils with learning difficulties (including those with severe difficulties in learning) who will develop further skills, knowledge and understanding in most aspects of the subject

have a limited but secure range of skills and movements they can select from, and apply in, creative, competitive and challenging contexts. They recognize some of the benefits of exercise and activity, and know that warming up before, and cooling down after, activity are important.

a few pupils with learning difficulties who will develop further aspects of knowledge, skills and understanding in the subject

identify aspects that are good about performance, recognizing differences between their own work and that of others. They can suggest some ideas to improve their own and others work. They understand that exercise and activity are enjoyable and important to their fitness, health and wellbeing.

**The focus of teaching Physical Education at Key Stage 4 may be on giving pupils opportunities to:**

- **develop greater consistency in the selection and application of skills**
- **develop basic skills specific to the needs of different activities**
- **use simple tactics and compositional ideas**
- **develop a better understanding of the nature and purpose of different activities**
- **know the value and enjoyment of exercise and activity**
- **know that preparation for, and recovery from, activity and exercise is important**
- **identify differences in their own and others' work and know some ways to improve work**
- **know about different types of exercise and how they help to develop fitness, health and wellbeing**
- **meet challenges in outdoor activities and in the community.**



# Curriculum Progression Map



**Oak**

**Physical Education**

**Key Stages 1 to 4**

## Curriculum Implementation:

Key Stage 1	Autumn		Spring		Summer	
Year 1	OAA	Athletics	Gymnastics	Dance	Invasion Games	Athletics
Year 2	OAA	Athletics	Gymnastics	Dance	Invasion Games	Athletics

**Enrichment activities: Horse riding, swimming, forest school.**

Equals planning link for PE Topics >>> [KS1](#)

Key Stage 2	Autumn		Spring		Summer	
Year 1	OAA	Invasion Games	Dance	Net & Wall	Athletics	Striking & Fielding
Year 2	OAA	Dance	Gymnastics	Striking & Fielding	Invasion Games	Athletics
Year 3	OAA	Gymnastics	Invasion Games	Dance	Athletics	Striking & Fielding

**Enrichment activities: Horse riding, swimming, forest school.**

Equals planning link for PE Topics >>> [KS2](#)

Key Stage 3	Autumn		Spring		Summer	
Year 1	OAA	Invasion Games	Net & Wall	Dance	Athletics	Striking & Fielding
Year 2	OAA	Invasion Games	Gymnastics	Net & Wall	Striking & Fielding	Athletics
Year 3	OAA	Invasion Games	Dance	Net & Wall	Athletics	Striking & Fielding

**Enrichment activities: Horse riding, swimming, forest school, Duke of Edinburgh (Y9), cycling.**

Equals planning link for PE Topics >>> [KS3](#)

# Curriculum Progression Map



Oak

Physical Education

Key Stages 1 to 4

## Curriculum Implementation:

Key Stage 4	Autumn		Spring		Summer	
Year 1	OAA	Invasion Games	Fitness	Dance	Striking & Fielding	Athletics
Year 2	OAA	Invasion Games	Fitness	Dance	Striking & Fielding	Athletics

Enrichment activities: Horse riding, swimming, forest school, Duke of Edinburgh, cycling.

Equals planning link for PE Topics >>> [KS4](#)

