

## Physical Education Curriculum Overview

### Intent

At our school, we aim to provide a high-quality physical education (PE) curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. Our intent is to nurture pupils' physical literacy, promote lifelong engagement with physical activity, and foster teamwork, resilience, and empathy. By focusing on personal growth and achievement, we ensure that every child feels valued and develops confidence in their physical abilities.

### Implementation

PE is taught across all year groups with a comprehensive curriculum designed to build skills progressively. Lessons are delivered by class teachers and Fortius, our specialised PE coaches, who bring a wealth of expertise and ensure high-quality instruction. This collaborative approach guarantees consistency and skill development.

Each term, pupils engage in a variety of sports and physical activities, including gymnastics, dance, athletics, team games, and outdoor and adventurous activities. The curriculum is aligned with the National Curriculum, and lessons are sequenced to ensure a progression of skills from Early Years to Year 6.

### Specialised Coaching

Fortius coaches work alongside class teachers to deliver engaging and effective lessons. This partnership allows pupils to benefit from expert guidance, enhances staff professional development, and ensures high standards in PE instruction.

PE is also enriched by extracurricular clubs, intra-school competitions, and inter-school tournaments, offering children opportunities to apply their skills in real-world contexts and develop a love for physical activity.

### Impact

The impact of our PE curriculum is evident in the physical, social, and emotional development of our pupils. Children leave our school as confident movers with a secure understanding of the importance of physical activity for a healthy lifestyle. They are team players, capable of showing empathy and resilience in both cooperative and competitive settings.

Our curriculum fosters:

- **Physical Competence:** Pupils develop agility, balance, coordination, and strength.
- **Mental Well-being:** Through physical activity, children experience improved focus, mood, and resilience.
- **Social Skills:** Collaborative tasks enhance teamwork, communication, and empathy.

### Progression of Skills

To ensure continuity and progression, we have mapped out the development of skills across the key areas of PE.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring and developing skills		Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Consistent performance with accuracy and fluency
	Dance	Follow the leader – jumps, hops, skips	Can link several movements together with control and co-ordination	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency	Choose, perform and select a variety of different styles and movement phrases with accuracy, consistency and accuracy.
		Respond to different stimuli with a range of actions	talk about different stimuli as the starting point for creating dance phrases and short dances	stimuli through their use of language and choice of movement	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases	think about character and narrative ideas created by the stimulus, and respond through movement	explore, improvise and choose appropriate material to create new motifs in a chosen dance style	Choose specific material to create a dance phrase in response to the music or topic.
		Copy and explore basic body actions demonstrated by the teacher	explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	Incorporate different qualities and dynamics into their movements	Use a range of actions and begin to combine movement phrases and patterns..	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	respond to a range of stimuli, improvising freely using a range of controlled movements and patterns	Respond with creativity, to a range of stimuli using a range of patterns, movement phrases and precise sequences.
		Copy simple movement patterns from each other and explore the movement		explore and develop new actions while working with a partner or a small group	Begin to respond within a small group of partnership, to speed and level.			
Selecting and	Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.	

		Compose and link movement phrases to make simple dances with clean beginning, middle and end.	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings	Apply basic compositional ideas to create dance which convey feelings and emotions	Begin to design their own movement phrases that respond to the stimuli or emotion	Create and perform dances using a range of movement patterns in response to a range of stimuli	Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances	Develop and perform a wide range of dance styles and adapt different dance phrases in response to their own evaluations of how to improve.
		practise and repeat their movement phrases and perform them in a controlled way	remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness	perform short dances with expression, showing an awareness of others when moving	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	remember, practise and combine longer, more complex dance phrases	select and use a range of compositional ideas to create motifs that demonstrate their dance idea	Select from a range of compositional ideas, the most appropriate for the motif or piece of music chosen.
				describe what makes a good dance phrase				
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring and developing skills	Games	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		Throw and catch a ball with a partner	Pass a ball accurately to a partner over a variety of distances	Travel whilst bouncing a ball showing control	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions using either foot or hand.	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving	Dribble and pass, showing precision, accuracy and scoring goals with ease. Can receive and send ball, making sensible choices.
		move fluently, changing direction and speed easily and avoiding collisions	perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control	use a range of skills to help them keep possession and control of the ball	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i>	perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation	Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team.
		show control and accuracy with the basic actions for rolling, underarm	show a good awareness of others in running, chasing and avoiding games, making simple	perform the basic skills needed for the games with control and consistency use a range of skills with increasing control	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.	keep a game going using a range of different ways of throwing	play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game	Can use both sides of the body with equal confidence and can control when in the air and on the ground.

		throwing, striking a ball and kicking	decisions about when and where to run		Use a range of different skills with increasing control and skill	strike a ball with intent and throw it more accurately when bowling and/or fielding	use different ways of bowling	Can bowl and pass the ball with an increasing range of technique and skill
Selecting and applying skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming	They vary skills and show some understanding of simple tactics	In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.	Effectively play a competitive net/wall game keep and use rules they are given	Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.	Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game.
			choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents	choose good places to stand when receiving, and give reasons for their choice  choose and use batting or throwing skills to make the game hard for their opponents	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal	They have a wide range of skills that they can choose and use effectively to keep possession and score goals. They can also defend effectively when possession moves to the other team.
		use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions				judge how far they can run to score points	hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body	They are able to hit the ball with skill, precision, speed and direction using both sides of their body so that their team keeps possession
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring	Gym	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Consistent performance with accuracy and fluency
		Perform basic gymnastic actions like	Perform a variety of actions with increasing control repeat accurately	Perform a competent forward roll, rug roll, shoulder roll	Perform a range of rolls with control and accuracy	Perform a range of rolls including backwards roll consistently.	Perform a range of rolls showing different entrances and exits.	Perform a range of rolls with entrance, exits and poise during execution.

		traveling, rolling and jumping	sequences of gymnastic actions	Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel	Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,	perform a range of actions and agilities with consistency, fluency and clarity of movement	perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy	Perform actions and agilities that show creativity, fluency and accuracy between movement phrases.
		Manage the space safely, showing good awareness of each other, mats and apparatus	move smoothly from a position of stillness to a travelling movement move smoothly and in a controlled way from one position of stillness to another	Practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner	Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.	perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension	Perform actions, shapes and balances by themselves and within groups that show good control, tension and extension.
Select and apply skills, tactics and compositional ideas		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		Make up simple movement phrases in response to simple tasks.	Choose, use and vary simple compositional ideas to create and perform a sequence Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end	Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions	Plan, perform and evaluate their sequences with control, fluency and accuracy ensuring their include variety of dynamics such as speed and direction.
		Link & repeat basic gymnastic actions perform movement phrases with control and accuracy	Adapt the sequence to include apparatus or a partner	adapt a sequence to include different levels, speeds or directions	Perform a sequence where the children combine speed, level, direction and a variety of shapes.	sequences with changes of speed, level and direction, and clarity of shape	repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body	Repeat and improve a lengthy sequence with differing elements ensuring that they use extension, tension and secure body management.
			use different combinations of floor, mats and apparatus, showing control, accuracy and fluency	work well on their own and contribute to pair sequences	Work within different groups to contribute to a variety of different sequences.	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and	shape and changes in direction adapt sequences to include a partner or a small group	Change direction, shape and level as appropriate. Adapt a range of sequences to include larger groups.

						apparatus, showing consistency, fluency and clarity of movement		
Acquire and develop	Swim	Swim 10-20 metres with aids, confidence in water, put faces in water	10-20 metres unaided, use arms and legs, one basic method of swimming, swim underwater confidently	25-30 metres in water unaided, co-ordination with arms and legs, use different strokes, describe how to move arms and legs together.	Swim 25-30 metres unaided, use a variety of different leg and arm actions.	Swim 25-50 metres unaided, swim for 30-45 secs, use variety of basic arm/leg actions front/back	Swim 50-100 metres, 45-90 secs, 3 different strokes, swim on front + back, control breathing	Swim 100 metres plus with confidence, reducing their times, begin to swim all four strokes with confidence.
	OAA	Follow marked tracks in familiar environment.	Use simple plans and diagrams of familiar environments.	Use maps and diagrams to orientate themselves around a course.	Use a map with confidence to navigate around a route.	Move confidently through familiar and less familiar environments, prepare self	Work confidently in changing environments, adapt quickly.	Work quickly and confidently within a group, to adapt to the changing environment.
	Athletics	Run at different speeds, jump with accuracy, use a small range of techniques	Change speed and direction, link running and jumping, throw accurately	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well	Strength, stamina and speed when running, jumping and throwing, know rules, judge events	Have strength and stamina whilst running, beginning to pace themselves,
Select and apply	Swim	Select appropriate arm and leg action to move across pool.	Choose their most confident stroke to swim across the pool.	Use their arms and legs in the correct manner for the chosen stroke.	Link arms and legs correctly to allow effective propulsion across the pool.	Link the correct arm and leg movement for front and back strokes.	Show which breathing techniques to use for the particular strokes.	Show that can choose which breathing technique they can use to allow them to complete the distance quickly.
	OAA	Choose which way to follow route, by self or in group	Use skills to solve a basic challenge or problem	Respond appropriately when task/environment changes, plan responses	Adapt and respond to changes in the environment to allow them to complete the task	Adapt skills and strategies as situation demands.	Devise and put into practice a range of solutions and challenges.	Create and plan a range of practical solutions to challenges that they are faced with.
	Athletics	Choose which throwing and retrieving technique to use	Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance	Choose and use throw to reach target, choose which role to play within group situation	Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.	Choose pace for running, plan and carry through an event	Adapt skills and techniques to different challenges and equipment	Confident use to adapt what they know to complete different challenges that they are set.

Evaluating and improving performance	Describe and comment on their own and others actions Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements	Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.	Analyse and evaluate the skills and techniques that they observe, suggesting quality improvements based on their knowledge of the subject area. Demonstrate good communication skills to discuss improvements.
Knowledge and understanding of fitness and health	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.	Can plan and deliver effective warm-ups knowing what they are doing to their bodies and how this prepares them for exercise. Know how to lead a session in equipment gathering and placing them effectively and safely into place for the activity.