

Curriculum PE

PPA Cover

real PE



Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 3	Personal – To know where I am in my learning							
	Baseline Assessment	Coordination - footwork	Coordination - footwork	Coordination - footwork	Static Balance – one leg balance	Static Balance – one leg balance	Static Balance – one leg balance	OAA
Year 4	Personal – To accept challenge							
	Baseline Assessment	Coordination - footwork	Coordination - footwork	Coordination - footwork	Static Balance – one leg balance	Coordination - footwork	Static Balance – one leg balance	OAA
Year 5	Personal – To react positively to challenge							
	Baseline Assessment	Coordination – ball skills	Agility – reaction / response	Coordination – ball skills	Agility – reaction / response	Coordination – ball skills	Agility – reaction / response	OAA
Year 6	Personal – To consistently try to improve							
	Baseline Assessment	Coordination – ball skills	Agility – reaction / response	Coordination – ball skills	Agility – reaction / response	Coordination – ball skills	Agility – reaction / response	OAA

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Year 3	Social – To share ideas						
	Dynamic Balance – jumping & landing	Dynamic Balance – jumping & landing	Dynamic Balance – jumping & landing	Static Balance – seated balance	Static Balance – seated balance	Static Balance – seated balance	Dance
Year 4	Social – To support others						
	Dynamic Balance – jumping & landing	Dynamic Balance – jumping & landing	Dynamic Balance – jumping & landing	Static Balance – seated balance	Static Balance – seated balance	Static Balance – seated balance	Dance
Year 5	Social – To provide helpful feedback						
	Dynamic Balance – dynamic balance	Counter Balance – counter balance	Dynamic Balance – dynamic balance	Counter Balance – counter balance	Dynamic Balance – dynamic balance	Counter Balance – counter balance	Dance
Year 6	Social – To organize and guide others						
	Dynamic Balance – dynamic balance	Counter Balance – counter balance	Dynamic Balance – dynamic balance	Counter Balance – counter balance	Dynamic Balance – dynamic balance	Counter Balance – counter balance	Dance

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 3	Cognitive – To recognise success					
	Dynamic Balance – dynamic balance	Dynamic Balance – dynamic balance	Dynamic Balance – dynamic balance	Coordination – ball skills	Coordination – ball skills	Coordination – ball skills
Year 4	Cognitive – To identify areas to improve					
	Dynamic Balance – dynamic balance	Dynamic Balance – dynamic balance	Dynamic Balance – dynamic balance	Coordination – ball skills	Coordination – ball skills	Coordination – ball skills
Year 5	Cognitive – To judge performance					
	Static Balance - stance	Coordination - footwork	Static Balance - stance	Coordination - footwork	Coordination - footwork	Static Balance - stance
Year 6	Cognitive – To make good decisions					
	Static Balance - stance	Coordination - footwork	Static Balance - stance	Coordination - footwork	Coordination - footwork	Static Balance - stance

Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 3	Creative – To respond differently					
	Coordination – sending & receiving	Coordination – sending & receiving	Coordination – sending & receiving	Counter Balance – counter balance	Counter Balance – counter balance	Counter Balance – counter balance
Year 4	Creative – To recognise and respond					
	Coordination – sending & receiving	Coordination – sending & receiving	Coordination – sending & receiving	Counter Balance – counter balance	Counter Balance – counter balance	Counter Balance – counter balance
Year 5	Creative – To express ideas					
	Static Balance – seated balance	Static Balance – floor work	Static Balance – seated balance	Static Balance – floor work	Static Balance – seated balance	Static Balance – floor work
Year 6	Creative – To adapt / change activities					
	Static Balance – seated balance	Static Balance – floor work	Static Balance – seated balance	Static Balance – floor work	Static Balance – seated balance	Static Balance – floor work

Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	Physical – To perform and repeat				
	Agility – reaction / response	Agility – reaction / response	Agility – reaction / response	Static Balance – floor work	Static Balance – floor work
Year 4	Physical – To select and apply				
	Agility – reaction / response	Agility – reaction / response	Agility – reaction / response	Static Balance – floor work	Static Balance – floor work
Year 5	Physical – To combine skills in specific contexts				
	Dynamic Balance – jumping & landing	Static Balance – one leg balance	Dynamic Balance – jumping & landing	Static Balance – one leg balance	Dynamic Balance – jumping & landing
Year 6	Physical – To link actions to flow				
	Dynamic Balance – jumping & landing	Static Balance – one leg balance	Dynamic Balance – jumping & landing	Static Balance – one leg balance	Dynamic Balance – jumping & landing

Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 3	Health & Fitness – To know how and why the body changes							
	Static Balance – floor work	Agility – ball chasing	Agility – ball chasing	Agility – ball chasing	Static Balance - stance	Assessment	Static Balance - stance	Static Balance - stance
Year 4	Health & Fitness – To prepare for activity							
	Static Balance – floor work	Agility – ball chasing	Agility – ball chasing	Agility – ball chasing	Static Balance - stance	Assessment	Static Balance - stance	Static Balance - stance
Year 5	Health & Fitness – To describe basic fitness components							
	Dynamic Balance – jumping & landing	Coordination – sending & receiving	Agility – ball chasing	Coordination – sending & receiving	Agility – ball chasing	Assessment	Coordination – sending & receiving	Coordination – sending & receiving
Year 6	Health & Fitness – To monitor activity							
	Dynamic Balance – jumping & landing	Coordination – sending & receiving	Agility – ball chasing	Coordination – sending & receiving	Agility – ball chasing	Assessment	Coordination – sending & receiving	Coordination – sending & receiving

Fitness

Class
Teacher



Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Year 3	To perform dances using a range of movement patterns						
	Diwali – Bollywood	Real Dance – Shapes Solo	Real Dance – Circles Solo	Real Dance – Partnering Shapes	Real Dance – Partnering Circles	Real Dance – Artistry Abstraction	Real Dance – Artistry (Making)
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	
Year 4	To perform dances using a range of movement patterns						
	Diwali – Bollywood	Real Dance – Shapes Solo	Real Dance – Circles Solo	Real Dance – Partnering Shapes	Real Dance – Partnering (Lifts)	Real Dance – Partnering Circles	Real Dance – Artistry (Making)
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	
Year 5	To perform dances using a range of movement patterns						
	Diwali – Bollywood	Real Dance – Shapes Solo	Real Dance – Circles Solo	Real Dance – Artistry Abstraction	Real Dance – Artistry Musicality	Real Dance – Partnering (Lifts)	Real Dance – Artistry (Making)
Year 6	To perform dances using a range of movement patterns						
	Diwali – Bollywood	Real Dance – Shapes Solo	Real Dance – Circles Solo	Real Dance – Artistry Abstraction	Real Dance – Artistry Musicality	Real Dance – Partnering (Lifts)	Real Dance – Artistry (Making)

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 3	To develop flexibility, strength, technique, control and balance					
	Real Gym – Travel Skills	Real Gym – Travel Skills	Real Gym – Travel Skills	Real Gym – Rotation Skills	Real Gym – Rotation Skills	Real Gym – Rotation Skills
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Year 4	To develop flexibility, strength, technique, control and balance					
	Real Gym – Balance Skills	Real Gym – Balance Skills	Real Gym – Balance Skills	Real Gym – Rotation Skills	Real Gym – Rotation Skills	Real Gym – Rotation Skills
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Year 5	To develop flexibility, strength, technique, control and balance					
	Real Gym – Hand Apparatus Skills	Real Gym – Hand Apparatus Skills	Real Gym – Hand Apparatus Skills	Real Gym – Low Apparatus Skills	Real Gym – Low Apparatus Skills	Real Gym – Low Apparatus Skills
Year 6	To develop flexibility, strength, technique, control and balance					
	Real Gym – Partner Work Skills	Real Gym – Partner Work Skills	Real Gym – Partner Work Skills	Real Gym – Large Apparatus Skills	Real Gym – Large Apparatus Skills	Real Gym – Large Apparatus Skills

Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	To take part in outdoor adventurous activity challenges both individually and as part of a team				
	OAA - Collaboration	OAA - Communication	OAA – Orienteering	OAA - Teamwork	OAA - Trust
	Swimming	Swimming	Swimming	Swimming	Swimming
Year 4	To take part in outdoor adventurous activity challenges both individually and as part of a team				
	OAA - Collaboration	OAA - Communication	OAA - Orienteering	OAA - Teamwork	OAA - Trust
	Swimming	Swimming	Swimming	Swimming	Swimming
Year 5	To take part in outdoor adventurous activity challenges both individually and as part of a team				
	OAA - Collaboration	OAA - Communication	OAA - Orienteering	OAA - Teamwork	OAA - Trust
Year 6	To take part in outdoor adventurous activity challenges both individually and as part of a team				
	OAA - Collaboration	OAA - Communication	OAA - Orienteering	OAA - Teamwork	OAA - Trust

Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Year 3	To play competitive games and apply basic principles for attacking and defending							
	Team games	Team games	Team games	Team games	Team games	Team games	Team games	Year Group Tournament
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	
Year 4	To play competitive games and apply basic principles for attacking and defending							
	Team games	Team games	Team games	Team games	Team games	Team games	Team games	Year Group Tournament
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	
Year 5	To play competitive games and apply basic principles for attacking and defending							
	Team games	Team games	Team games	Team games	Team games	Team games	Team games	Year Group Tournament
Year 6	To play competitive games and apply basic principles for attacking and defending							
	Team games	Team games	Team games	Team games	Team games	Team games	Team games	Year Group Tournament

National
Curriculum



Department
for Education

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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 be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

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 be taught to:

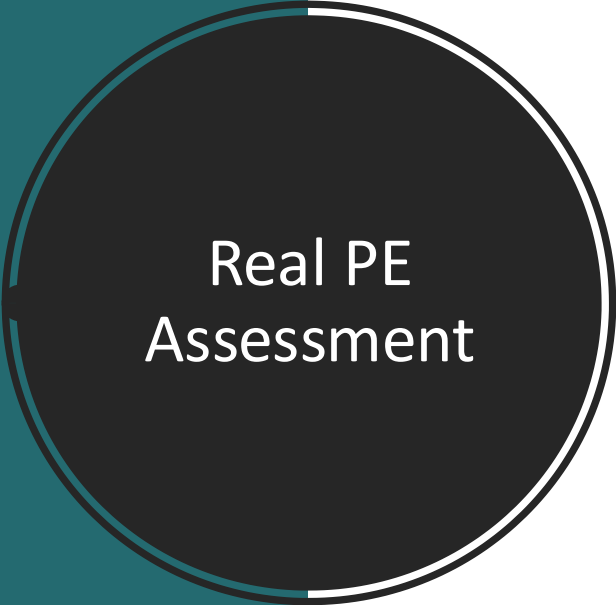

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

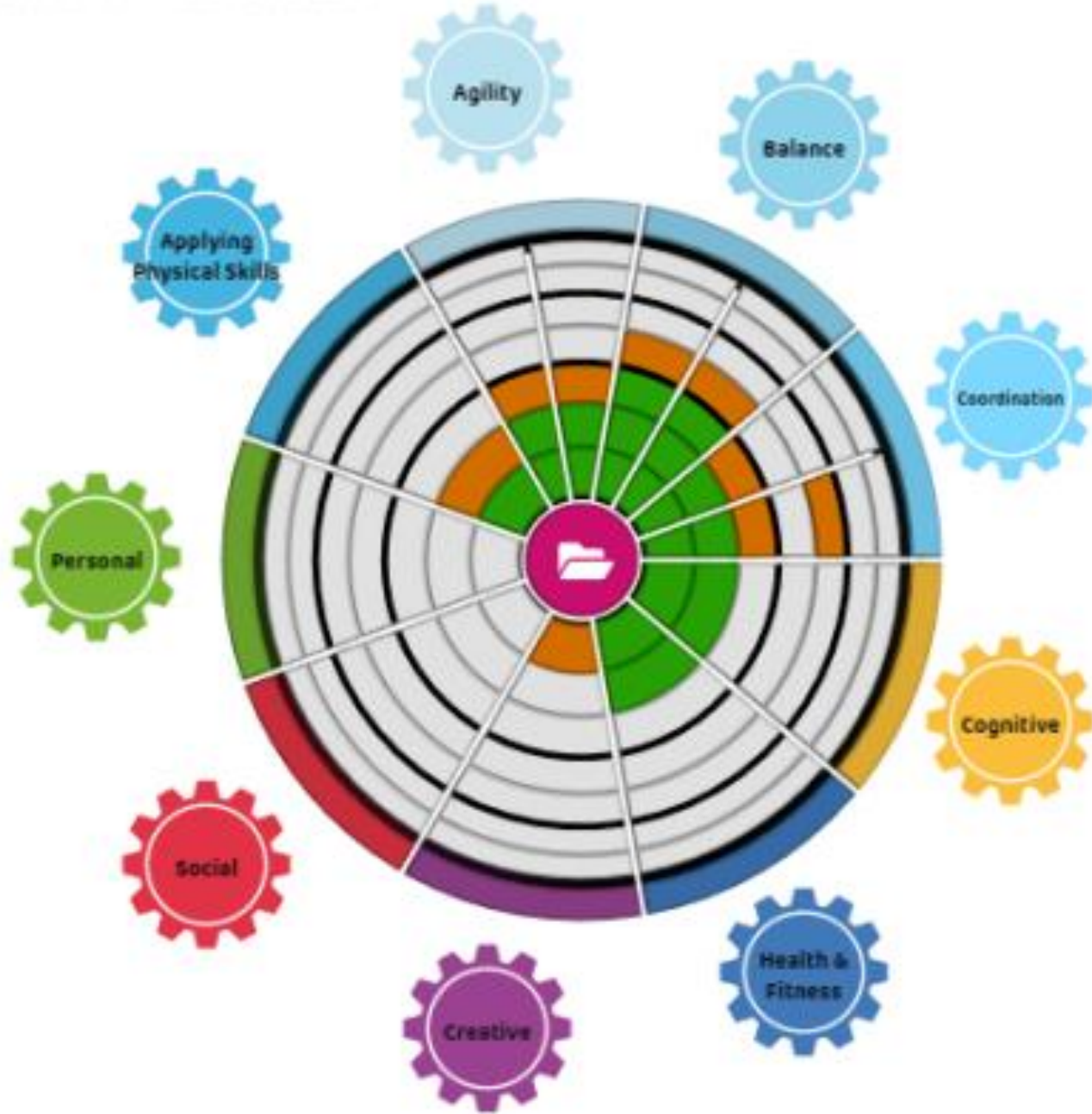


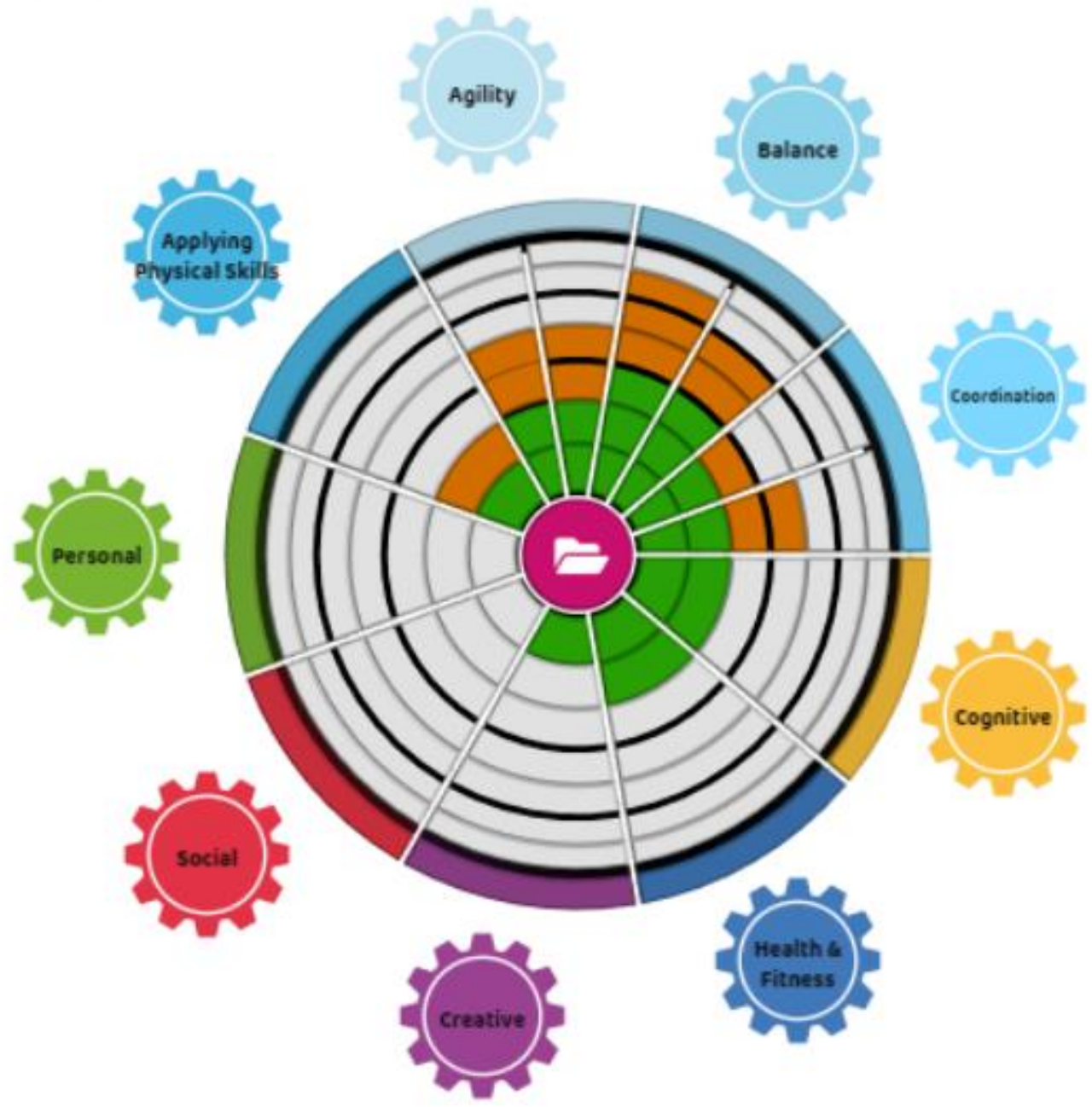
Real PE
Assessment

Baseline



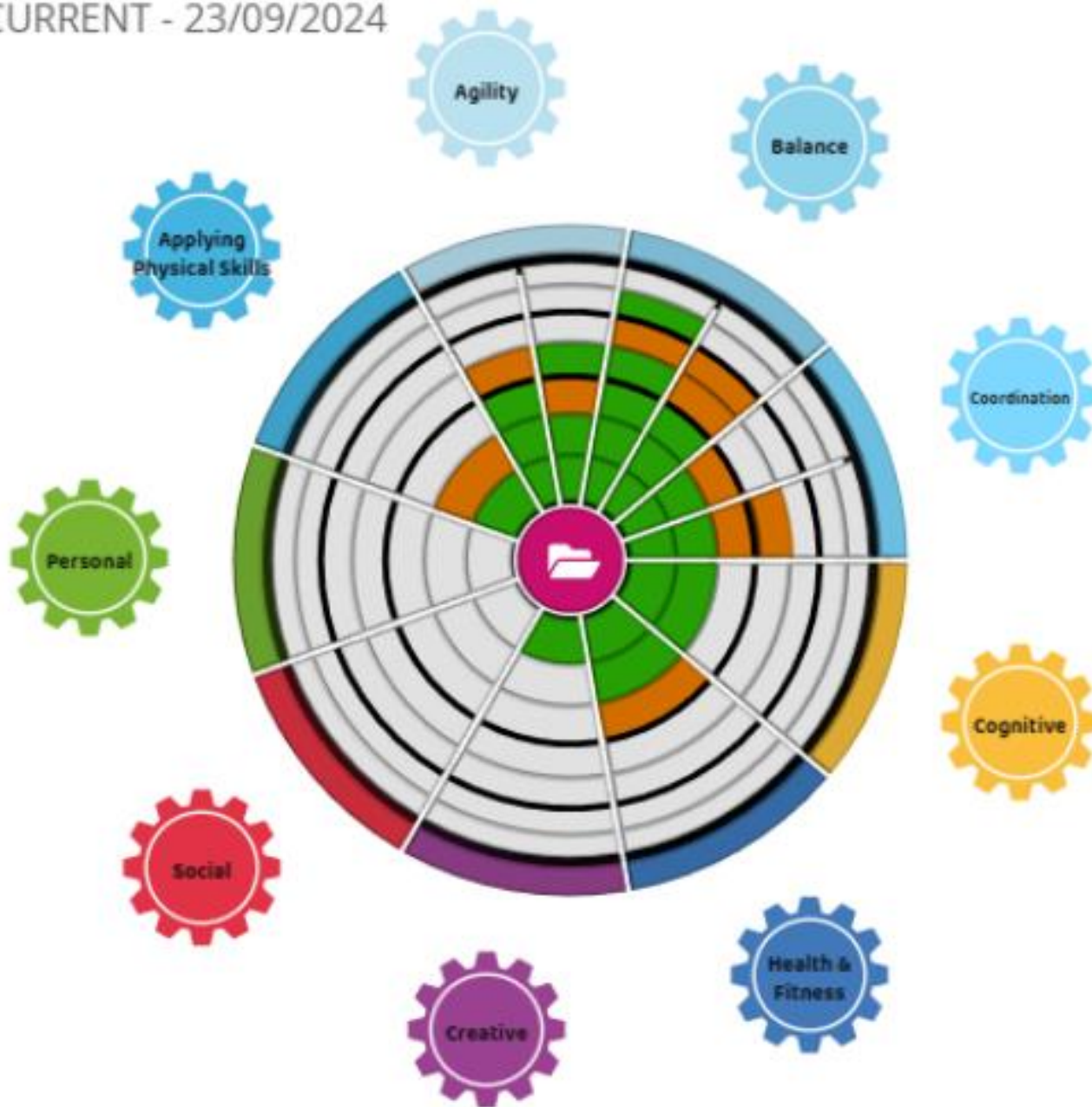
Baseline Assessment





Baseline Assessment

Year 6 2024/25 - CURRENT - 23/09/2024



Baseline Assessment