



# CURRICULUM

PE



## Content Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Term 1</b> Outdoor	Playground games (fundamental skills)	Multi-sports	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
<b>Term 1</b> Indoor	Personal	Personal	Dance	Swimming	Cognitive	Gymnastics (Bristol Sport)
<b>Term 2</b> Outdoor	Basketball / Netball	Basketball / Netball	Basketball / Netball	Basketball / Netball	Basketball / Netball	Basketball / Netball
<b>Term 2</b> Indoor	Creative	Social	Gymnastics (Bristol Sport)	Swimming	Creative	Dance
<b>Term 3</b> Outdoor	Handball / Dodgeball	Handball / Dodgeball	Football	Football	Football	Football
<b>Term 3</b> Indoor	Social	Dance	Social	Swimming	Gymnastics (Bristol Sport)	Cognitive
<b>Term 4</b> Outdoor	Football	Football	Hockey	Hockey	Hockey	Hockey
<b>Term 4</b> Indoor	Cognitive	Gymnastics (Bristol Sport)	Cognitive	Swimming	Social	Social
<b>Term 5</b> Outdoor	Multi-sports	Hockey	Cricket	Cricket	Cricket	Cricket
<b>Term 5</b> Indoor	Gymnastics (Bristol Sport)	Creative	Personal	Swimming	Dance	Personal
<b>Term 6</b> Outdoor	Athletics	Athletics	Athletics	Athletics	Tennis	Tennis
<b>Term 6</b> Indoor	'Physical' and 'Health & Fitness'	'Physical' and 'Health & Fitness'	'Physical' and 'Health & Fitness'	Gymnastics (Bristol Sport)	Swimming (top-up) Athletics	Swimming (top-up) Athletics

## Progression Overview

	<b>Running, Jumping, Throwing, and Catching</b>	<b>Developing Balance, Agility, and Coordination</b>	<b>Dance</b>	<b>Gymnastics</b>
<b>Reception</b>	Explore basic movements, including running, jumping, throwing, and catching during	Explore movement and balance through play, developing basic agility and coordination.	Express ideas through movement and explore basic dance patterns.	Explore movement skills through simple gymnastic activities, such as rolling and balancing.
<b>Year 1</b>	Use running, jumping, throwing, and catching in simple activities, showing control and coordination.	Begin to develop balance, agility, and coordination through simple activities and games.	Create and perform simple dance sequences, demonstrating rhythm and expression.	Develop basic gymnastic skills, including balance, coordination, and body control.
<b>Year 2</b>	Combine running, jumping, throwing, and catching in games with improved accuracy and coordination.	Continue to develop flexibility, strength, technique, control, and balance in a variety of physical activities.	Develop and perform dance routines using a variety of movements.	Create and perform simple gymnastic sequences, demonstrating control and fluidity.
<b>Year 3</b>	Demonstrate proficiency in running, jumping, throwing, and catching in various contexts and activities.	Focus on improving flexibility, strength, technique, control, and balance in gymnastics and other activities	Choreograph and refine dance sequences, showing creativity and expression.	Develop and refine gymnastic skills, incorporating a variety of movements.
<b>Year 4</b>	Apply techniques for running, jumping, throwing, and catching in competitive situations, demonstrating control and timing.	Enhance balance, agility, and coordination through more complex movement challenges in various sports.	Create longer dance pieces, incorporating a range of movements and dynamics.	Choreograph and perform longer gymnastic routines with increasing complexity.
<b>Year 5</b>	Refine and adapt skills in running, jumping, throwing, and catching to meet specific challenges and games.	Further develop flexibility, strength, technique, control, and balance in both individual and team sports.	Perform dances that convey a theme, using space and timing effectively.	Evaluate and improve gymnastic performance, demonstrating advanced skills and techniques.
<b>Year 6</b>	Demonstrate advanced running, jumping, throwing, and catching skills effectively in competitive and cooperative settings.	Demonstrate advanced levels of balance, agility, and coordination, applying these skills in competitive environments.	Critically assess dance performances and make adaptations for improvement.	Perform gymnastic sequences with precision, control, and creativity.

	<b>Basketball</b>	<b>Netball</b>	<b>Football</b>	<b>Athletics</b>	<b>Cricket</b>	<b>Hockey</b>	<b>Tennis</b>	<b>Tag Rugby</b>
<b>Rec</b>	Explore movement and hand-eye coordination with a basketball through simple activities.	Participate in simple netball activities, exploring movement and catching.	Explore basic movement skills through simple kicking and dribbling games.	Explore running, jumping, and throwing through play-based activities.	Explore basic skills of throwing and catching using a soft ball.	Explore basic hand-eye coordination with a hockey stick and ball.	Explore hand-eye coordination and basic racquet skills with soft balls.	Explore running and dodging skills through simple tag games.
<b>Year 1</b>	Develop basic dribbling, passing, and shooting skills in informal games.	Learn basic passing and shooting techniques in netball games	Develop basic dribbling, passing, and shooting skills in football.	Participate in simple athletics activities, including running races and basic jumps	Learn to bat and bowl using a cricket bat and ball in simple games.	Learn to dribble, pass, and shoot using a hockey stick in informal games.	Develop basic skills in throwing, catching, and striking with a racket.	Learn basic passing and tagging skills in modified tag rugby games.
<b>Year 2</b>	Participate in mini-basketball games, applying dribbling and passing techniques	Develop understanding of netball positions and rules while playing.	Participate in small-sided football games, understanding basic rules and positions.	Develop techniques for running, jumping, and throwing in athletics events.	Develop skills in batting, bowling, and fielding, participating in modified cricket games.	Develop basic hockey skills and understand the rules while playing.	Participate in simple tennis games, applying basic skills in rallies.	Develop understanding of rules and teamwork while playing tag rugby.
<b>Year 3</b>	Use tactical awareness to make decisions in small-sided basketball games.	Apply teamwork and communication skills in modified netball games.	Use tactical awareness to make decisions during football matches.	Understand the rules and techniques of different athletic disciplines, participating in competitions.	Understand and apply the basic rules and strategies of cricket.	Participate in small-sided hockey games, applying teamwork and communication.	Understand and apply the basic rules of tennis in modified games	Apply strategies and skills in small-sided tag rugby matches.
<b>Year 4</b>	Develop teamwork and communication skills while playing basketball.	Use strategies to create space and pass accurately in netball.	Apply teamwork and strategy to improve performance in football.	Improve personal bests in running, jumping, and throwing events.	Work as a team to improve performance in cricket games.	Apply tactics and strategies to improve performance in hockey	Use tactics to position effectively and improve performance in tennis.	Demonstrate teamwork and communication skills in tag rugby.
<b>Year 5</b>	Evaluate performance and strategies in basketball, suggesting improvements.	Evaluate personal and team performance in netball to enhance skills.	Evaluate personal and team performance in football to enhance skills.	Set personal goals and evaluate performance in athletics to achieve improvement.	Evaluate personal and team performance, setting goals for improvement in cricket.	Reflect on personal and team performance in hockey, making suggestions for improvement.	Evaluate personal and team performance in tennis to enhance skills.	Evaluate performance and strategies in tag rugby to improve skills.
<b>Year 6</b>	Demonstrate basketball skills, applying tactics and techniques effectively in competitive games.	Demonstrate tactical awareness and skills in competitive netball games.	Demonstrate football techniques, applying tactics effectively in competitive situations.	Demonstrate techniques and strategies in athletics	Demonstrate advanced cricket skills, applying tactics effectively in competitive matches.	Demonstrate advanced hockey skills, using tactics effectively in competitive games	Demonstrate techniques in tennis, applying strategies effectively in matches	Demonstrate skills and tactics in competitive tag rugby games.

## National Curriculum

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 that lead healthy, active lives.

### KS1

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.

### KS2

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.

## Technical Terms

Pupils are taught to develop key areas of knowledge and skills:

- **Physical Skills and Movement:** This includes understanding and demonstrating accurate movements, movement patterns, techniques, and sequences.
- **Rules, strategies, and tactics:** Pupils learn the rules and strategies specific to different sports and activities and are encouraged to apply them in practice.
- **Healthy participation:** Pupils understand the importance of safe practice, the benefits of physical activity, and how to participate effectively in a range of physical activities.

We focus on both **declarative knowledge** (facts and concepts, such as recalling movement techniques or rules) and **procedural knowledge** (the ability to perform and apply these skills safely and effectively in different contexts). During lessons, staff check that pupils can recall and demonstrate the skills and knowledge they have learned.

## EYFS

Young children are naturally physical. They learn through the sensory feedback they receive by physically interacting with their environment. Good physical strength, coordination, balance and bodily awareness in young children are required for them to be physically ready for other curriculum demands as they progress through school, e.g. writing and listening and attention.

<p><b>Linked ELG</b></p>	<p><b>Physical Development</b> Physical Education in the EYFS Framework falls predominantly under the <b>Physical Development</b> area of learning. In addition, 'dance' is referred to in the Expressive <b>Arts and Design</b> area of learning. Aspects within Personal, Social and Emotional Development and Communication and Language are also linked as part of children being able to evaluate and improve their work. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.</p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (dance)</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>	
<p><b>Examples of PE in an Enabling Environment</b></p>	<p><b>Sand</b></p> <ul style="list-style-type: none"> <li>✘ Digging – using tools, including spades, trowels, rakes, shovels, scoops.</li> <li>✘ Lifting – using buckets, pulleys, trays, wheelbarrows.</li> <li>✘ Drawing – using hand tools, fingers, hands.</li> <li>✘ Manipulating the sand – scooping with hands, patting, pressing.</li> <li>✘ Transporting – moving sand in buckets, wheelbarrows, containers, from one place to another.</li> </ul> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>✘ Lifting – using buckets, pulleys, trays, wheelbarrows.</li> <li>✘ Spraying – using spray bottles or squeezing bottles.</li> <li>✘ Painting – using water and brushes 'paint' the ground/fences/clean equipment.</li> <li>✘ Manipulating the movement of water – scooping with hands, using resources to alter the flow.</li> <li>✘ Transporting – moving water in buckets, wheelbarrows, containers, from one place to another.</li> </ul> <p><b>Block and Construction</b></p> <ul style="list-style-type: none"> <li>✘ Large blocks – lifting, carrying, pushing, pulling, balancing on self constructed obstacle courses, moving around obstacles (spacial awareness), jumping over low obstacles, maneuvering the position of blocks using hands, standing on tiptoes.</li> <li>✘ Small blocks – picking up using two hands/one hand, maneuvering the position of blocks, connecting lego/duplo, crouching on whole foot or tiptoes.</li> </ul> <p><b>Small World</b></p> <ul style="list-style-type: none"> <li>✘ Fine motor – holding and manipulating characters, placing objects to create scenes, balancing objects to stack them.</li> <li>✘ Gross motor – body position while playing; lying on front, crouching, stretching, balancing.</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>✘ Using tools (small and large scale) – including brushes, straws, spatulas.</li> <li>✘ Using hands and feet – including fingers and toes to provide small prints.</li> <li>✘ Junk modelling – scrunching, balancing, stacking, tearing, combining materials.</li> <li>✘ Cutting – including paper, ribbon, tape, string, card, fabric.</li> </ul> <p><b>Woodwork</b></p> <ul style="list-style-type: none"> <li>✘ Holding wood in place when using tools.</li> <li>✘ Twisting a vice closed.</li> <li>✘ Using a saw, wood drill, screwdriver, hammer.</li> <li>✘ Holding nails and screws in position.</li> <li>✘ Putting on gloves.</li> </ul> <p><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>✘ Playing on ride on toys – including bikes, scooters, tri-cycles.</li> <li>✘ Climbing over, under and through equipment.</li> <li>✘ Moving in different ways – running, walking, skipping, hopping, crawling, spinning, hanging, swinging.</li> <li>✘ Moving at speed, avoiding obstacles.</li> <li>✘ Completing obstacle courses showing balance and coordination</li> </ul> <p><b>Dough</b></p> <ul style="list-style-type: none"> <li>✘ Manipulating dough – pushing, pulling, patting, pressing, rolling using one hand, rolling using two hands, nipping, squeezing, lifting, using fingers and whole hand to shape.</li> <li>✘ Using tools – rollers, cutters, slicers, mark making tools.</li> </ul>

## Development Plan Summary

### Intent

At our school, we ensure that all pupils develop the skills and knowledge to succeed in Physical Education (PE) by following the National Curriculum's goals. We aim for pupils to:

- Develop competence in a wide range of physical activities.
- Be physically active for sustained periods.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

We ensure that all pupils, regardless of their starting point, can make progress and enjoy a broad range of physical activities.

### Implementation: What do we teach?

Physical Education (PE) is a vital part of our curriculum, promoting physical fitness, teamwork, resilience, and personal well-being. All classes have two timetabled PE sessions per week: one indoor and one outdoor. Our carefully designed long-term plan ensures a balanced focus on team games, gymnastics, dance, and athletics across all year groups. Our PE curriculum is carefully sequenced, allowing pupils to build on previous knowledge and develop expertise over time. We also integrate learning about the importance of being physically active and maintaining health, making meaningful links to the PSHE and science curriculum.

#### Forever Sport

We work in partnership with the Bristol Sports Foundation through their Forever Sport programme to deliver high-quality, engaging PE lessons and sports coaching. The school has invested in the teacher professional development programme, with specialist coaches modelling best practices and providing targeted mentoring, which has enabled staff to develop their expertise and confidence across all areas of outdoor PE. This collaboration has not only enhanced the quality of teaching but also upskilled and inspired our staff, ensuring consistent and high quality PE provision throughout the school.

We follow Bristol Sport's six-week overviews and medium-term plans for outdoor PE. These lesson plans are age-appropriate, challenging, and fully aligned with National Curriculum requirements. Carefully sequenced, they enable pupils to build their knowledge and skills progressively, fostering confidence and competence in a range of physical activities. In addition, specialist teachers from Bristol Sport visit the school to deliver gymnastics units, providing pupils with expert instruction and ensuring high-quality learning experiences in this key area of the curriculum.

Bristol Sport Foundation (BSF) is formally accredited as an 'Approved Professional Development Provider' by the Association for PE (afPE). As outlined on the afPE website, this places BSF as a trusted benchmark for excellence in physical education. Following a thorough evaluation process, the accreditation recognises that their professional development is research-based, inclusive, and aligned with national standards.

## **Real PE**

For indoor PE, we use the Real PE programme to ensure a holistic approach to teaching and learning. Real PE focuses on developing physical literacy, agility, balance, and coordination while nurturing emotional, social, and thinking skills essential for success in sport and life. This child-centred approach provides challenge and support for every learner and aligns fully with National Curriculum objectives.

Real PE lessons feature a clear learning journey, with children focusing on two physical skills and one additional area, such as social skills, in each unit. Self-assessment is integral, empowering children to become assessment-capable learners as they evaluate their own progress and achievements.

## **Swimming**

Swimming lessons are provided for Year 4 children throughout the academic year, allowing them to develop confidence and skills progressively over an extended period. This consistent approach enables children to become familiar with the water, helping them build comfort and overcome any initial anxieties. Weekly lessons reinforce key techniques and provide regular opportunities to practice, ensuring that learning is consolidated and built upon over time. By attending swimming lessons all year round, children are better equipped to meet the National Curriculum's minimum swimming standard while fostering a love for swimming as an essential life skill and a source of enjoyment. In Term 6, we take any children in Year 6 who require additional support and practice in their swimming to help best prepare them for the next stage in their swimming journey. This comprehensive and inclusive approach ensures that our PE provision not only meets but exceeds expectations, fostering a lifelong love for physical activity and healthy living.

## **Extra-curricular PE**

We are committed to providing a comprehensive set of opportunities for all pupils to engage in extracurricular sports, including inter-school competitions and festivals. These activities support children in developing resilience, teamwork, and sportsmanship while experiencing new environments. Pupils participate in a wide range of sporting activities including:

- Football (competitive, development and emerging leagues for boys and girls across all of KS2, as well as competitive tournaments).
- Tag Rugby (competitive and development leagues for boys and girls in Y5 and Y6).
- Basketball (competitive and development leagues for boys and girls in Y5 and Y6).
- Cricket (competitive and development leagues for boys and girls in Y5 and Y6).
- Athletics (inclusive cross-country festivals for all KS2 children, as well as indoor and outdoor competitions for individual events in Y4-Y6).
- Netball (weekly club and individual matches against other local South Bristol Schools).
- Swimming Gala (an opportunity for children in Y5/6 to swim competitively against other local South Bristol Primary Schools).
- Inclusive Festivals (targeted at children across the whole school, who struggle to access regular PE lessons).

Before competing, children take part in lunchtime or afternoon practice sessions led by trained and experienced staff. This is to ensure the children understand the rules and expectations of the sport they are competing in as well as practicing the core skills and running through tactical elements of the game. The impact of this is that the children feel well prepared and more confident when competing.

As part of our commitment to inclusion, we also take part in the Bristol "Inclusive Sport Festivals". This ensures that a wide range of children are able to participate in external sports activities.