

Woodvale Primary Academy

PE JOURNEY 2022- 2023

P.E's about ME- Movement and Engagement

PE Journey: Intent statement (Overview)

Our curriculum will provide opportunities and experiences for pupils to become physically confident and competent in a way which supports their health, fitness and wellbeing. As our children progress through the curriculum they will have opportunities to compete in a variety of sport and other activities that build character and help to embed values such as fairness, respect and team work.

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Our PE Curriculum Journey

Physical Skill Development (Overview)

Across EYFS and Key Stage 1 our children start to develop:

- fundamental movement skills
- physical literacy and fluency
- agility, balance and co-ordination (ABCs of movement), and begin to apply these in a range of activities on their own and with others

and:

- become increasingly competent and confident, mastering basic movements including running, jumping, throwing and catching

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Our PE Curriculum Journey

Physical Skill Development (Overview)

▶ **As they move through the curriculum to Key Stage 2**

▶ **Across Years 3 – 6 our children 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 which can be used in a variety of individual and team sports.**

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3 Pillars of Progression

.Motor competence

.Rules, Strategies and tactics

.Healthy participation

Intent and Impact

PE curriculum/ assessment– across all domains on the curriculum map our provision develops **Physical, Personal, Cognitive and health** based skills progressively from previous year.

Physical– Accurate movements/ patterns, techniques and sequences.

Personal– Social and individual strategies, communication, feedback and engagement.

Cognitive– activity/ sport specific terms and knowledge and understanding.

Health– safe participation, effects on the body and recognition of the mind/ body.

National Curriculum Physical Education Areas of Experience & Development	Our PE Curriculum Journey – Key Stages 1 and 2 (<i>Intent and Impact</i>) (PE MAPs©)					
	Overview of the End of Year Age Related Expectations for National Curriculum PE					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PHYSICAL	Children develop simple fundamental movement skills (FMS), which they copy, repeat and explore with basic control .	Children become increasingly competent and confident in their simple FMS. They access a broad range of opportunities to extend their agility, balance and coordination individually and with others .	Children copy, repeat, remember and explore their simple FMS with increased control .	Children develop a broader range of skills and begin to select and apply them more appropriately, with control and coordination .	Children select and apply their skills for use in different ways and in different contexts with good control and coordination .	Children link their skills to make actions and sequences of movement . They apply and perform them accurately with precision, control and physical fluency .
PERSONAL	Children begin to become aware of their own and others' feelings when working together. They can follow basic instructions and generally do their best in any physical tasks on their own .	Children are able to engage in simple, competitive activities against themselves and co-operative physical activities with others . They generally try their hardest to do well.	Children engage and collaborate in partner work and small group activity and start to display some simple, effective communication and co-operation skills . They follow and understand simple rules for competitive physical activities against others . They are keen to do well.	Children display more developed communication and collaboration skills in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to cope with winning and losing . They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in challenging themselves to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They consistently work well in team challenges displaying good communication skills . They engage fully in individual and team competitive physical activities. They always respect rules and display a good sense of fair play . They display resilience and challenge themselves consistently to improve their own performance.
COGNITIVE	Children describe and comment on their own and others' actions.	Children talk generally about the differences between their own and others' simple actions and suggest some improvements . They begin to show a basic understanding of simple tactics for attacking and defending.	Children describe in more detail how their work is different from others' work, and start to use this understanding to improve their own performance. They begin to show an increasing understanding of simple tactics and some basic compositional ideas .	Children see and describe in some detail how their work is similar to and different from others' work, and use this understanding to improve their own and others' performance. Tactical and compositional understanding is improving .	Children observe others and compare and comment on aspects including the skills, techniques, tactics, ideas and composition used. They are now starting to use their findings on a consistent basis to refine their own performance in some physical activities and sports .	Children evaluate and recognise correctly, and with consistency, their own and others' success . They regularly compare and provide feedback on the skills, techniques, tactics, ideas and composition used in their own and others' work , and use this understanding consistently to make improvements across a range of physical activities and sports .
HEALTH	Children talk about how to exercise safely, and describe how their bodies feel when they are moving and when they are at rest .	Children give a simple explanation of how to exercise safely. They describe how their bodies feel during different activities and have a simple awareness that exercise is good for them .	Children can describe how their bodies feel if they are physically active for sustained periods of time, and are aware that their health will benefit. They can give reasons why it is important to warm up before physical activity.	Children know what different intensities of physical activity feel like . They can give some reasons why their health will benefit if they are physically active for sustained periods of time. They show that they can warm-up safely.	Children display a good understanding of the health benefits of engaging regularly in vigorous physical activity for sustained periods of time in and out of school . They plan and demonstrate that they can take their own warm-up and cool-down safely.	Children explain in detail how physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activities and sports and can describe some of the different health benefits of each . They consistently warm up and cool down safely in ways that suit the activity.

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Curriculum sequencing

Curriculum sequencing

Each year the domains/ units are revisited, recapped upon knowing what/ declarative knowledge (recall) and then further development and progression of knowing how/ procedural knowledge (demonstrating)

Know more– Show more

During this academic we are transitioning from using the Power of PE scheme of work to Primary PE Planning scheme. Below is the curriculum plan we are using with Primary PE Planning.



PE Curriculum Map						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
First PE	Gymnastics	Fitness	Indoor Athletics Yr 3& 4	Greatest Showman (Yrs 3-4)	Y5/6 Gymnastics (2022)	Y5/6 Gymnastics (2022)
	Ball Skills	Outdoor adventure	Outdoor adventure	Netball	Fitness	Outdoor adventure
Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Superhero Dance	Fitness	Gymnastics	Y3/4 Gymnastics (2022)	Y3/4 Gymnastics (2022)	Swimming	World War II Dance
	Outdoor adventure	Ball Skills	Multi Skills	Outdoor adventure	Outdoor adventure	Tag Rugby
Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Gymnastics	Jungle Yoga	Mini Muay Thai Yr 1/2	Yoga Facts	Handball	Swimming	Leadership
	Multi Skills	Football FU Ndamental s KS1 Y1-2	Quicksticks	Football	Football	Basketball KS2 Y5-6

Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Enjoy-a-ball (EY)	Great Fire of London Dance (Yrs 1/2)	Multi Skills	Romans (Yrs 3-4)	Leadership	Swimming	Indoor Athletics Yr 5& 6
	Ball Games KS1 Y1-2	Rugby FUNdamentals KS1 Y1-2	Basketball KS2 Y3-4	Tag Rugby	Basketball KS2 Y5-6	Fitness
Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Multi Skills	Dodgeball	Olympic Dance (Yr 1/2)	Fitness	Indoor Athletics Yr 3& 4	Swimming	Yoga Time
	Tennis	Kwik Cricket	Athletics	Rounders	Rounders Yr 5/6	Kwik Cricket
Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Athletics	Mini Muay Thai Yr 1/2	Indoor Athletics	Handball KS2 Y3-4	Dodgeball	Olympic Dance (Yr 5/6)	Swimming
	Athletics	Athletics	Tennis	Athletics	Athletics	Athletics