

PE Subject Policy

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Policy Monitoring, Evaluation and Review

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Together We Make a Positive Difference

<p style="text-align: center;">ENTHUSIASM</p> <p>Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.</p>	<p style="text-align: center;">KINDNESS</p> <p>Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.</p>	<p style="text-align: center;">RESPONSIBILITY</p> <p>Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.</p>	<p style="text-align: center;">RESILIENCE</p> <p>Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.</p>	<p style="text-align: center;">COURAGE</p> <p>Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.</p>	<p style="text-align: center;">CURIOSITY</p> <p>Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.</p>
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Physical Education Intent



Pupils experience a range of competitive sports and physically demanding activities.	Pupils learn how to recognise and evaluate their own and others' successes.	Pupils are taught the value of fitness in leading healthy active lives.	Pupils develop competence and confidence in a range of sports and skills: OAA, swimming, skipping, gymnastics athletics and dance.	Opportunities are provided to engage in competitive sport inside and outside school.	Pupils learn about tactics and teamwork from observing others.
The curriculum is supported by high-quality coaches.	Pupils develop teamwork skills through collaboration and communication.	Pupils understand the role of diet and exercise on their physical and mental health.	Pupils are expected to engage in physical activity for a sustained period of time.	Pupils are presented with increasingly challenging situations and skills to master: swimming, orienteering and climbing.	Pupils discover and explore their own abilities and talents.
We have made links with local clubs and professional teams.	Through competitive sport, character is built and the values of fairness, equality and respect are embedded.	When competing, pupils are responsible for representing the school in the local and wider community.	Pupils are encouraged to demonstrate improvement and achieve their personal best.	Pupils perform or compete on behalf of the school.	Pupils are encouraged to ask questions.
Pupils have the chance to compete against their peers and other schools.					Pupils have the opportunity to try a range of sports and games.

PE

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.

The national curriculum for PE 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.

KS1 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 be taught:

- 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:

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

Progression of knowledge and skills

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>I can move to the beat of music</p> <p>I can match my movements to the feel of the music</p>	<p>I can explore various movements such as walking, running, jumping and skipping.</p> <p>I can practise moving in different direction</p> <p>I can copy and repeat actions</p> <p>I can show basic understanding of rhythm by clapping, tapping and stepping on the beat</p> <p>I can represent my own ideas and feelings through dance</p> <p>I know the structure of a dance class (warm up, main activity, cool down)</p>	<p>I can develop my body awareness and coordination in movement</p> <p>I can explore simple rhythmic patterns and sequences</p> <p>I can develop an understanding of tempo and dynamics in movement</p> <p>I can express myself through movement and recognise how my body feels during exercise</p> <p>I know basic choreography concepts such as canon, unison and mirroring.</p> <p>I can make creative decisions to change the speed and levels of my movement</p>	<p>I can explore key skills within dance such as strength and flexibility</p> <p>I can explore improvisation individually and with a partner</p> <p>I can perform with some awareness of expression and rhythm</p> <p>I can work choreographically within a group and know the importance of teamwork in this setting</p> <p>I can watch, describe and evaluate the effectiveness of a performance</p>	<p>I can identify and repeat the movement patterns of a chosen dance style</p> <p>I can make choreographic decisions based on a stimulus</p> <p>I can compare different dance styles including those of the modern-day</p> <p>I can vary my dynamics</p> <p>I can demonstrate rhythm and spatial awareness</p> <p>I can change parts of my dance due to self-evaluation</p>	<p>I can compose individual, partner and group dances that reflect a chosen style</p> <p>I can respond effectively to feedback</p> <p>I know the key differences between dance styles</p> <p>I can apply dynamics and choreographic devices confidently</p> <p>I can demonstrate imagination and creativity in the movements I devise</p> <p>I know that my actions must fit rhythmically with the music and can show this</p> <p>I can use increasingly complex dance vocabulary to compare and improve work</p>	<p>I can learn a routine at a quicker pace and am able to apply multiple movements and dance styles to a performance</p> <p>I can apply dynamics, levels and directions whilst having an awareness of space</p> <p>I can combine flexibility, techniques and movements through improvisation and taught routines</p> <p>I know the link between lyrics in a song and movements in the body</p> <p>I can evaluate my own and others' work suggesting thoughtful and appropriate improvements</p>

						I can evaluate my own and others' work whilst explaining how specific techniques have impacted the performance.	I can modify my motifs as a result of feedback
Gymnastics and Athletics	<p>I can practise locomotor skills such as running, jumping, hopping and skipping.</p> <p>I can develop my hand- eye coordination through activities such as throwing and catching.</p> <p>I can catch a soft ball using two hands.</p> <p>I can balance on different legs.</p> <p>I can show spatial awareness of my surroundings</p>	<p>I can show spatial awareness when I am refining certain skills such as running, jumping, hopping and skipping.</p> <p>I know that hand-eye coordination is important when I am catching and throwing different balls.</p> <p>I can confidently catch a different variety of balls using two hands.</p> <p>I can practice a range of different jumps.</p> <p>I can create and perform a movement sequence</p>	<p>I can further develop my jumping techniques and practice standing long jump and vertical jumps.</p> <p>I know the basic rules and etiquette when competing in athletic competitions.</p> <p>I can copy explore and remember actions.</p> <p>I can link actions to make a sequence. I can travel in different ways, including rolling.</p> <p>I can hold still shapes whilst balancing on different points of the body.</p>	<p>I can further develop my running technique with the focus on pace and form.</p> <p>I know the differences between the lengths of running e.g. sprinting, middle distance running.</p> <p>I can practice more advanced track and field events such as high jump and javelin throw (with safe equipment)</p> <p>I can refine my throwing and catching skills by focusing on accuracy and distance.</p> <p>I can practice relay races and team events.</p>	<p>I understand the focus on pace and form when I am completing different lengths in running.</p> <p>I can develop my technique to suit the style of running that I am completing.</p> <p>I can refine track and field events such as high jump and javelin whilst working on the specific technique needed.</p> <p>I know the basic strategies for relay races and team events.</p> <p>I can create a sequence of actions that fit a theme.</p> <p>I can use a range of actions, directions</p>	<p>I can consolidate my running technique with focus on improving speed, endurance and stamina.</p> <p>I can practice a wide variety of track and field events such as relay races, shot put, discus throw and triple jump.</p> <p>I can develop my strength and flexibility through targeted exercises and drills.</p> <p>I can understand the concept of fair play, sportsmanship and respect for opponents.</p> <p>I can select ideas to compose specific sequence of</p>	<p>I can evaluate my own and others' running technique explaining how specific areas have impacted the performance.</p> <p>I know that in order to run long distance that stamina and endurance is important.</p> <p>I can compete in a wide range of track and field events such as relay races, shot put, discus throw and triple jump.</p> <p>I can create my own complex</p>

		<p>I can copy actions and movement sequences with a beginning, middle and an end.</p> <p>I can recognise contrasting actions such as small/tall and narrow/wide.</p> <p>I can travel in different ways, changing direction and speed.</p> <p>I can hold still shapes and simple balances.</p> <p>I can carry out simple stretches.</p> <p>I can carry out a range of simple jumps whilst landing safely.</p> <p>I can move around, under, over and through different objects.</p>	<p>I can jump in a variety of ways and land with increasing control and balance.</p> <p>I know how to use the equipment safely.</p>	<p>I can choose ideas to compose a movement sequence independently.</p> <p>I can link combinations of actions with increasing confidence, including changing direction, speed or level.</p> <p>I can develop the quality of my actions, shapes and balances.</p> <p>I can move with coordination, control and care.</p> <p>I can use turns whilst travelling in a variety of ways.</p> <p>I can use a range of jumps in a sequence.</p> <p>I can create interesting body shapes while holding balances with control and confidence.</p> <p>I can show flexibility in my movements.</p>	<p>and levels in their sequences.</p> <p>I can move with clarity, fluency and expression.</p> <p>I can show changes in direction, speed and level during a performance.</p> <p>I can travel in different ways, including using flight.</p> <p>I can improve the placement and alignment of body parts in balances.</p> <p>I can carry out balances and recognise the position of their centre of gravity and how this can affect the balance.</p> <p>I can begin to develop a good technique when travelling, balancing and using equipment.</p>	<p>movement shapes and balances.</p> <p>I can adapt my sequence to fit a new criteria or suggestions.</p> <p>I can perform jumps, shapes and balances fluently and with control.</p> <p>I can develop the placement of my body part in balances.</p> <p>I recognise the position of gravity and where it should be in relation to the base of the balance.</p> <p>I can apply skills and techniques consistently.</p> <p>I can combine equipment with movement to create sequences.</p>	<p>sequence that involves shapes, jumps, balances and stretches.</p> <p>I can demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>I can apply skills and techniques consistently.</p> <p>I can develop strength, techniques and flexibility throughout performances.</p>
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Racket Sports / Striking and Fielding	NA	<p>I can throw and catch a small ball with control.</p> <p>I can bounce catch to myself and a partner.</p> <p>I can balance a ball on a racket.</p> <p>I know the correct position to hold and use a racket by using the forehand motion.</p> <p>I can move a ball in the backhand position.</p>	<p>I can throw and catch from one hand to the other.</p> <p>I can bounce catch into a target with a partner.</p> <p>I can balance a ball on a racket with control.</p> <p>I can move a ball with the racket in the forehand and backhand position whilst it is moving.</p>	<p>I can move to catch a ball.</p> <p>I can control a ball on a racket when moving.</p> <p>I can hit a ball across the floor with forehand position.</p> <p>I can hit a ball across the floor using back hand position.</p> <p>I can hit a ball into a target with one bounce.</p>	<p>I can move with balance and control to catch a ball.</p> <p>I can hit and bounce a ball on a racket whilst moving.</p> <p>I can hit a ball in forehand position with drop feed.</p> <p>I can hit a ball in backhand position with drop feed.</p> <p>I can hit a ball into a target from a variety of distances with no bounce.</p>	<p>I can move to hit a ball with some control.</p> <p>I can hit and bounce a ball with control when I am moving.</p> <p>I can move into position to hit a ball with forehand in skills practice and game.</p> <p>I can move into position to hit a ball with backhand in skills practice and game.</p> <p>I can serve diagonally with underarm/overarm throwing into a target/ game.</p> <p>I can begin to use a racket to serve into a target.</p>	<p>I can move in a variety of directions when hitting a ball.</p> <p>I can hit/ bounce a ball to a partner with control.</p> <p>I can move to hit a ball in a game with the forehand position.</p> <p>I can move to hit a ball in a game with the backhand position.</p> <p>I know which shot is best in a game.</p> <p>I can serve diagonally under/overarm in a game of mini tennis.</p> <p>I know which tactics are best to use when competing in a match.</p>
OAA	<p>I know that a map is a bird's eye representation of the ground.</p>	<p>I understand that a map shows me the ground.</p> <p>I know what a legend/key is and</p>	<p>I understand that directions north, south, east and west do not change regardless of a person's direction.</p>	<p>I can transfer information on a diagram into reality using unfamiliar symbols.</p>	<p>I can follow verbal & written commands to move north, east, south and west.</p> <p>I understand that directions north-</p>	<p>I can use more complex maps, orientate and set the map then follow this whilst travelling on a route.</p>	<p>I can make tactical decisions to travel an orienteering course meeting different requirements such as developing</p>

	<p>I can link basic information on a map to reality.</p>	<p>why this is important.</p> <p>I can link more complex information on a map to equipment in reality.</p> <p>I can follow & give verbal and written commands to move forwards, backwards, up, down, left and right.</p> <p>I know that directions can change based on which way a person is facing.</p> <p>I can use a basic map to navigate to a single point in reality.</p>	<p>I can recognise real-life representation of a basic map through different colour combinations.</p> <p>I can navigate to up to 4 different points in reality.</p> <p>I can navigate to up to 4 different points in reality avoiding obstacles.</p> <p>I can follow a specific route with up to 4 different points which avoiding obstacles.</p>	<p>I can understand & carry out the physical skills needed for orienteering: agility, balance, co-ordination whilst looking at a map.</p> <p>I can identify basic orienteering symbols using the legend.</p> <p>I can follow verbal & written commands to move north, east, south and west.</p> <p>I can use basic diagrams, orientate and set the met then follow this whilst travelling on a route.</p>	<p>east, south-east, north-west and south-west do not change regardless of a person's direction.</p> <p>I can use more complex diagrams, orientate and set the map then follow this whilst travelling on a route.</p> <p>I can use basic diagrams to draw my own routes for others to follow.</p> <p>I can use the whole school map to travel to and from allocated points.</p> <p>I can work individually or in pairs to plan and work cooperatively within an orienteering course.</p> <p>I can sustain physical OAA activities for at least 15 minutes.</p>	<p>I can use basic maps to draw my own routes for others to follow.</p> <p>I can use the whole school map to travel to and from points which I select.</p> <p>I can make tactical decisions to travel an orienteering course in the most efficient manner.</p> <p>I can work individually, in pairs and teams to review an evaluate my performance in an orienteering course.</p> <p>I can sustain physical OAA activities for at least 20 minutes.</p>	<p>stamina or clear communication.</p> <p>I can recognise and discuss the dangers of OAA tasks.</p> <p>I know how to keep myself and others safe in OAA.</p> <p>I can organise and plan an orienteering activity requiring map skills.</p> <p>I can use the whole school map to set the map and orienteer using mechanical compass, aligning with my position and North on the map.</p> <p>I can use a compass to identify which way is north and travel in all 8 compass point directions.</p> <p>I can sustain physical OAA activities for at least 30 minutes.</p>
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Invasion games	<p>I can show some awareness of those around me.</p> <p>I can pass a ball using two hands.</p> <p>I can receive a ball using two hands.</p> <p>I can show some control of a ball through dribbling.</p> <p>I can pass with increasing accuracy.</p>	<p>I can show spatial awareness of my surroundings</p> <p>I can use basic movements such as running, jumping and hopping</p> <p>I can pass a ball using two hands or my feet</p> <p>I can receive a ball using hands or feet</p> <p>I can pass to a team mate</p> <p>I know the difference between attacking and defending</p>	<p>I can show spatial awareness of my position in a playing area</p> <p>I can use movements together to travel in a playing area</p> <p>I can pass and receive confidently using hands and feet</p> <p>I know the fundamental rules of the games I am playing.</p> <p>I can use basic strategy in the games I am playing</p> <p>I can defend my goal area</p> <p>I can transition between attacking and defending</p>	<p>I can develop running techniques including increased agility</p> <p>I can show improved accuracy in passing</p> <p>I can shoot towards a goal area</p> <p>I know basic positional roles within a game</p> <p>I can make decisions in a game</p> <p>I can communicate in my team</p> <p>I know the importance of a referee</p>	<p>I can develop running techniques including increased agility and coordination</p> <p>I can show improved accuracy in passing and can use varied speed in my passes</p> <p>I know the importance of basic tactics such as possession and space</p> <p>I can make decisions in a game whilst under pressure</p> <p>I can communicate in my team and make choices which impact the game</p> <p>I can begin to use more advanced defensive techniques such as interception</p> <p>I know the importance of fair play and honesty</p>	<p>I can travel around a playing area using agility and coordination</p> <p>I can pass accurately using speed and showing more control</p> <p>I can shoot with increasing power and accuracy</p> <p>I know the importance of off ball movement</p> <p>I can make successful decisions in a game whilst under pressure</p> <p>I can motivate my peers in a game situation</p> <p>I know the importance of respect for my opponents</p>	<p>I can travel around a playing area using agility and coordination to impact a game</p> <p>I can pass accurately with varied speed and control to impact the game</p> <p>I can use advanced passing techniques</p> <p>I can shoot from increasingly challenging distances and angles</p> <p>I can manage a game situation to protect a lead</p> <p>I can show leadership in a team</p> <p>I know the importance of fair play, respect and graciousness in victory and defeat</p>
Skipping	<p>I can practice single jumps over a group skipping rope.</p>	<p>I know the basic concepts of skipping such as holding the skipping rope</p>	<p>I can develop my skipping skills by encouraging continuous skipping</p>	<p>I can understand the concept of Double Dutch skipping and</p>	<p>I can cross my arms whilst skipping, alternating the position of the</p>	<p>I can develop my skipping skills further by beginning to incorporate long</p>	<p>I can challenge myself to perform complex and creative freestyle</p>

	<p>I can take my turn when skipping.</p>	<p>handles correctly, jumping with both feet together and swinging the rope in circular motion.</p> <p>I can practice single jumps over the skipping rope whilst encouraging students to maintain a steady rhythm and coordination.</p> <p>I can practice simple coordination skills such as hopping on one foot whilst skipping and adding clapping motions during the jumps.</p>	<p>by attempting multiple skips without tripping or stopping.</p> <p>I can practice the skill ok skipping whilst alternating the foot that lands first, which promotes coordination and balance.</p> <p>I know that steady rhythm and coordination are key skills for being successful in skipping.</p> <p>I can learn basic skipping patterns such as skipping high, skipping low and/or skipping with knees up.</p>	<p>start to implement it into my lesson.</p> <p>I can jump in and out of the ropes with precise timing.</p> <p>I can begin incorporating skipping games into my lesson to make the activity more engaging and challenging.</p> <p>I can further develop my skipping skills by skipping with a partner and creating skipping routines.</p> <p>I know that coordination and teamwork are key skills when partner skipping.</p>	<p>hands to create a crossover motion with the rope.</p> <p>I can focus on increasing the speed and agility of skipping, whilst competing in competitions with my classmates around who can perform as many skips as possible.</p> <p>I can develop my own skipping routines, incorporating various jumps, footwork and tricks to express creativity.</p> <p>I can change parts of my dance due to self-evaluation</p>	<p>rope skipping in the lessons.</p> <p>I know that teamwork, coordination and timing are important elements when doing long rope skipping.</p> <p>I can develop advanced skipping tricks such as “criss-cross”, “scissors” or “double unders”.</p> <p>I can create my own choreographed skipping routine, incorporating music and synchronised movements.</p> <p>I know that my skipping actions must fit rhythmically with the music and routine.</p> <p>I can evaluate my own and others’ work whilst explaining how specific techniques have impacted the performance.</p>	<p>routines in Double Dutch skipping, combining footwork, tricks and synchronisation movements.</p> <p>I can organise skipping challenges and routines for me and my peers encouraging each other to showcase certain skills, creativity and teamwork.</p> <p>I can evaluate my own and others’ work suggesting thoughtful and appropriate improvements.</p>
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Progression of knowledge and skills

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human body	<p>I know that I use my body to exercise.</p> <p>I know that exercising makes me feel tired.</p>	<p>I know and can describe how the body feels before, during and after exercise.</p> <p>I know that exercise causes the heart rate to rise.</p>	<p>I know which parts of my body will be working during different exercise</p> <p>I know how to stretch correct muscles for different exercises</p> <p>I know and can describe how the body feels during and after different physical activities</p>	<p>I know the importance of raising my pulse in a warmup.</p> <p>I am able to identify when my pulse is raised</p>	<p>I know which conditioning exercises impact which parts of the body.</p>	<p>I know the different kinds of injury and damage which can occur to the human body and how to avoid this.</p>	<p>I understand the long-term impact of injury on the human body.</p>
Staying Healthy	<p>I can describe how the body feels when still and when exercising.</p>	<p>I can describe how the body feels before, during and after exercise.</p> <p>I can carry and place equipment safely.</p> <p>I know the importance of stretching and keeping hydrated.</p> <p>I know that I get better as I exercise more (conditioning)</p>	<p>I can recognise and describe how the body feels during and after different physical activities.</p> <p>I can explain what I need to stay healthy.</p> <p>I know that physical activity is important to stay healthy.</p> <p>I have a basic understanding that conditioning builds muscle strength and endurance</p>	<p>I can recognise and describe the effects of exercise on the body.</p> <p>I know the importance of strength and flexibility for physical activity.</p> <p>I know the importance behind warming up and cooling down.</p> <p>I know the importance of strength and flexibility.</p>	<p>I can describe how the body reacts to exercise and how this impacts stamina.</p> <p>I can explain why exercise is good for your health.</p> <p>I know some of the specific reasons why warming up and cooling down is important.</p>	<p>I know and understand the reasons for warming up and cooling down.</p> <p>I can explain some of the safety principals when preparing for and during exercise.</p>	<p>I know the importance of warming up and cooling down and have the opportunity to lead this with guidance from the teacher.</p> <p>I know that exercise is good for health, fitness and wellbeing.</p> <p>I know ways that I can become healthier.</p> <p>I know the impact of exercise on</p>

							cardiovascular healthy.
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PE Progression of vocabulary							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> -Arms, legs, core, upper body and lower. - shoulders, arms and legs - arms, legs and shoulder. <p>Explain why our body pumps faster in physical activities.</p>	<ul style="list-style-type: none"> -Talk about how and why our heart pumps faster during physical activities. - core: abdominals - upper body and lower body. - shoulders, arms and legs. - legs (quadriceps) 	<ul style="list-style-type: none"> - Upper body – arms & shoulders – biceps - core: abdominals Upper body - Biceps and triceps Lower body – Quadriceps Upper body - Biceps and triceps Lower body - Quadriceps and hamstrings Upper body -biceps and triceps Lower body - Quadriceps and hamstrings 	<ul style="list-style-type: none"> Upper body – arms & shoulders – biceps & deltoid Core – abdominals Legs – quadriceps upper body – Biceps and triceps Lower body - Quadriceps and hamstrings 	<ul style="list-style-type: none"> Arms – Biceps, triceps, Core – Abdominals and oblique Back – trapezius Arms – Biceps, triceps, Shoulders – deltoids Legs – quadriceps Arms – Biceps, triceps, Shoulders – deltoids Legs – quadriceps Arms – Biceps, triceps, Shoulders – deltoids Legs – quadriceps, calves, hamstrings 	<ul style="list-style-type: none"> Arms – Biceps, triceps, Legs – quadriceps, calves, hamstrings Core – Abdominals and oblique Back – trapezius Arms – Biceps, triceps, Shoulders – deltoids Arms – Biceps, triceps Arms – Biceps, shoulders – deltoids Legs – quadriceps, calves, hamstrings and glutes Core- abdominals

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Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Gymnastics	Dance	T-Ball	Rugby	Athletics	OAA
Year 1	Skipping	Moving together (Dance)	Multi- sports Racket ball and bench ball	OAA	Gymnastics	Athletics
Year 2	Gymnastics and yoga	OAA	Moving together (Dance)	Multi- sports Racket ball and bench ball	Skipping	Athletics
Year 3	Gymnastics and yoga	OAA	Cricket	Moving together	Athletics	Skipping
Year 4	Gymnastics and athletics	OAA	Cricket	Skipping	Moving together Swimming	Basketball Swimming
Year 5	Moving Together	Tennis	Skipping Swimming	OAA Swimming	Basketball	Gymnastics and athletics
Year 6	Gymnastics and athletics Swimming	Skipping Swimming	Tennis	Basketball	OAA	Moving Together

Enrichment



- Moving Together dance company.
- Cross-curricular orienteering
- Climbing wall
- Bouldering wall
- Skipping Henry
- Swimming (Year 4-6)
- Woodgate Adventure Playground
- Mini-me Yoga
- TMET premier football league
- TMET competitions

Extra-curricular



- Moving Together dance squad.
- Skipping club
- Football club
- Netball club
- Basketball club
- Multi-sports
- Dodgeball
- Cricket All Stars

SEND

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations are considered at a pupil level and will vary dependent on need. In PE, a STEP document has been created where teachers will plan and adapt their PE lessons to meet the needs of the SEND children.

Adaptive curriculum

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full access to the curriculum and the learning intended within PE as a subject. To achieve this, pupil work or outcomes may be demonstrated differently to their peers.

These adaptations are included in the STEP document.

Challenge

All children at Fosse Mead Primary Academy have the opportunity to challenge themselves during PE lessons. For example, during a Racket sport lesson such as Tennis, children can challenge themselves by serving the ball with their other hand or playing a game of tennis and using their non dominant hand to make the hits. Those children at Fosse Mead Primary Academy that have excelled in certain areas of PE have had the opportunity to represent the school at different competitions.

Equality, diversity and inclusion

At Fosse Mead Primary Academy, we are dedicated to creating an educational environment where equality, diversity, and inclusion (EDI) are fundamental principles guiding our interactions, teaching, and community engagement. We believe that a diverse and inclusive school community enriches the educational experience and prepares our students for a global society. We integrate EDI principles into our curriculum, ensuring that learning materials reflect the diversity of our community and the wider world. We aim to provide a balanced education that celebrates different cultures, perspectives, and histories. Adaptations have been made to areas such as our school kits where we have invested in Hijabs for the girls to wear, this is so all religions and cultures can be represented at Fosse Mead Primary Academy and children can participate in their PE lessons comfortably.

Health and safety considerations

Fosse Mead Primary Academy takes the health and safety of all pupils and staff seriously. Teachers will carry out a dynamic risk assessment in PE before they teach their lesson. In PE, there is a specific risk assessment for Swimming.

Assessment and recording

In PE, BEG, WTS and EXP sheets are used to record the progress that children have made during that lesson. Assessment sheets are kept in Year groups planning folder.

Monitoring

At Fosse Mead Primary Academy, PE is monitored through learning walks and scrutinies, which happen twice a year.