

A close-up photograph of tennis equipment on an orange background. A black tennis racket with yellow and black strings is positioned diagonally. An orange tennis racket handle is visible in the lower left. Three yellow tennis balls are scattered around the racket. A white sneaker is partially visible in the top right corner.

# PE CURRICULUM

*West Meadows Primary School*





INTENT: KNOWLEDGE AND THE NATIONAL CURRICULUM



Our approach to the Physical Education Curriculum is taught discretely to ensure depth and rigour, whilst being underpinned by the accelerated learning approach to teaching and learning. The key concepts, principles and themes from the National Curriculum have been developed into a range of progressive content through which the children are helped to grow and develop to succeed in 21st century Britain. This sequential curriculum allows a creative way of teaching and learning, enabling us to deliver a more practical and engaging curriculum, which meets both the academic and pastoral needs of all our pupils. The progressive curriculum document support this and ensure that children are progressing upon previously taught skills each year.

The PE curriculum we offer is designed to meet the needs of all our pupils by providing purposeful contexts which engage our children. It is rich, varied, imaginative and ambitious and meets the needs of individual learners but can easily be adapted for pupils with additional needs. Through regular assessment, tasks are matched to the ability of each child through differentiated activities, providing a level of challenge that is stimulating for pupils.

The intent of our Physical Education curriculum is to provide a comprehensive and engaging physical education that develops pupils' competence and confidence across a wide range of physical activities. Our curriculum is designed to incorporate key concepts such as invasion games, striking and fielding, racket and net activities, athletics, dance, gymnastics and outdoor adventurous activities. While we aim to expose children to this diverse array of sports and activities, our fundamental emphasis is placed on physical development and the continuous improvement and refinement of both fine and gross motor skills from Reception through to Year 6.

This approach emphasises the importance of developing pupils' knowledge and skills through PE, school sport and physical activity. Our curriculum is carefully sequenced to build upon prior learning, gradually increasing in complexity and challenge as pupils move through the school. We strive to develop not only physical skills but also important life skills such as teamwork, resilience and strategic thinking. By providing a broad and balanced PE curriculum, we aim to foster a lifelong love of physical activity, promote healthy lifestyles and equip our pupils with the knowledge and skills to make informed choices about their physical well-being beyond their primary years.

Additionally, we utilise the PE and sport premium funding to enhance our provision and improve access to sport and physical activity, as advised by the government.

At West Meadows, we have developed a comprehensive range of sporting opportunities, in school, across schools and in extra-curricular groups such as: multi-sports, basketball, archery and cricket.

Our aim is to promote the application of acquired skills and the variety of competitions that our children are offered. This ensures lessons are relevant to the skills that children need to be working on in order to succeed in the sporting opportunities at the end of each half term.

AS A SCHOOL, WE ARE EXTREMELY PROUD OF OUR ACHIEVEMENTS IN SPORT THROUGH INTER SCHOOL COMPETITIONS AS WE HAVE WON ACCOLADES IN A WIDE RANGE OF COMPETITIONS INCLUDING: BOYS AND GIRLS FOOTBALL, BASKETBALL, ATHLETICS, CROSS COUNTRY AND BOCCIA.



	Autumn 1 – Ball Games		Autumn 2 – Football		Spring 1 – Fairy Tale Dance		Spring 2 – Gymnastics		Summer 1 – Cricket		Summer 2 – Outdoor Adventure	
	Lesson Focus	Skills from HCAT Curriculum	Lesson Focus	Skills from HCAT Curriculum	Lesson Focus	Skills from HCAT Curriculum	Lesson Focus	Skills from HCAT Curriculum	Lesson Focus	Skills from HCAT Curriculum	Lesson Focus	Skills from HCAT Curriculum
Lesson 1	I can try and move into a space and catch the ball.	I know basic sending and receiving techniques.	I can stop a ball using the sole of my foot	I can pass a ball in different ways  I know basic sending and receiving techniques.	I can listen to the beat of the music and move in time to it.	I know how to explore a variety of movements	I can perform a shape with a strong body and control.	I know how to copy and name basic low-level shapes	I can roll a ball with some control and stop the ball using two hands.	I can throw a ball in different ways  I know the correct technique for catching a ball	I can co-operate with a partner to overcome a challenge and problem solve	I can recognise when I do well in activities.
Lesson 2	I can pass a ball to someone on my team	I know basic sending and receiving techniques.	I can attempt to pass a ball with the inside of my foot	I can use coordination, accuracy and weight transfer when moving	I can use basic dance movements to travel such as jumping and turning.	I know a variety of movements that can form a short dance phase	I can perform a jump with control, a strong body and pointed toes.	I know how to jump and land safely whilst exploring different jump techniques	Striking the ball (use a tennis racquet)  I can throw underarm and catch a ball with some control	I know how to accurately strike a ball with a racquet or bat.  I know the correct technique for catching a ball	I can co-operate with a partner to give clear instructions	I can talk to others to work together and solve problems.
Lesson 3	I can pass, move forward and receive the ball	I can pass a ball in different ways	I can dribble a ball using my feet, keeping the ball near me	I can use the terms 'opponent' and 'teammate' in games.	I can explore some movements in response to a story (stimulus)	I can explore basic body patterns and movements to music	I can perform a tuck rock, tuck roll and lag roll with control.	I know how to safely take weight on my hands and feet  I know how to link shapes and rolls to form a short sequence	I can bowl underarm towards a target with control	I can throw a ball in different ways	I can move forwards, backwards, left and right and follow instructions	I know that some activities can be hard for me, either by myself or with a group.
Lesson 4	Pass, catch, move.  I can follow an opponent in a game.	I can use coordination, accuracy and weight transfer when moving	I can dribble into a space, keeping the ball near me.  I can keep my head up when dribbling the ball.	I know basic sending and receiving techniques.	I can perform dance movements showing a variety of levels including low and high.	I know how to perform my dance actions with control and co-ordination	I can balance on different parts of my body, holding the balance for at least 5 seconds.	I know how to use space effectively using agility, balance and coordination	I can throw a ball overarm with control	I can throw a ball in different ways	I can provide instructions to move in different directions using a grid.	I can talk to others to work together and solve problems.
Lesson 5	Introduce possession of the ball (play games such as Piggy in the Middle)  I can intercept the ball in a game.	I know which direction my team is attacking and I can contribute	I can tackle another player and sometimes get the ball from them.	I can decide where to position myself in a game.	I can perform basic dance movements with some control in a duet.	I can perform a variety of movements to form a group dance	I can perform a bunny hop across a mat placing hands in first, then feet.	I know how to use different styles of travelling: under, over and through	I can hold the bat correctly and hit the ball off a tee with control.	I know how to accurately strike a ball with a racquet or bat.	I can work in a group to solve a matching task	I know that some activities can be hard for me, either by myself or with a group.
Lesson 6	Discuss how the skills learnt can be applied to play a ball game  I can communicate with my team to score.	I can decide where to position myself in a game.  I can use the terms 'opponent' and 'teammate' in games.	I can look up and aim to score a goal.  I can strike the ball in the direction I am looking.	I know which direction my team is attacking and I can contribute	I can remember simple dance moves and perform with some control and synchronisation.	I can observe others and identify similarities within pieces	I can perform a sequence with control and a strong body.	I know how to copy, mirror and create a short routine with matching actions	Rules of Cricket/Tactics  Different areas of the pitch to strike the ball  (Caterpillar Cricket)	I know how to accurately strike a ball with a racquet or bat.  I can decide where to position myself in a game	I can lead a group, co-operate and encourage to complete a task	I know that in outdoor activities, different people can have different jobs.

\* During the Connection (warm up), focus on the following IICAT statements for the key concept **Health & Exercise**:

- I know that there are different types of exercises
- I know that the purpose of exercise is to be healthy or keep fit
- I know why warming-up is an important part of exercising

\* During the Consolidation, focus on the following IICAT statements for the key concept **Analysing Performance and Sporting Conduct**:

- I know similarities and differences between my work and others
- I know what has gone well and can explain why
- I know how to use my understanding of skill and technique to improve my own performance
- I know how to play a game fairly and in a sporting manner
- I know and follow the rules of games

An example from Year 1 of the West Meadows Curriculum Long Term Planning



IMPLEMENTATION: ACCELERATED LEARNING CYCLE





Physical Education is taught discretely and it is delivered to raise interest, self-esteem, creativity and aspirations of all our children. The curriculum is rich and varied, which provides our pupils with the skills required for life in the 21st Century. Within a lesson, a new skill is introduced, where learners have the time to practise this skill and then apply the skill to a game situation. This builds on the gather, skills, apply approach and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi-sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

Ultimately, providing opportunities to allow children to be fit and healthy are at the heart of the PE curriculum offer that we provide to the children exploring a wide range of topics, to prepare them for life. This include: approved sporting competitions, extra-curricular sports clubs and residential stays.

These opportunities provided through school via our PE curriculum has inspired and developed a new generation of successful competitors both locally and nationally.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Too much information at once can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.



Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. This helps pupils to pay attention to the content which they are expected to learn. Adaptations to support individual pupils will be recorded on personal school support plans.

Pupils specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Teachers may need to make adaptations to ensure that SEND learners can access the curriculum, such as adjusting equipment or allowing additional time. Time is also planned to ensure pupils with SEND are pre taught instructions and vocabulary to support their understanding.





# IMPACT: ASSESSMENT



Formative assessment is ongoing throughout each lesson. It judges progress and enables the teacher to make flexible adaptations to their planned teaching.

Through this regular ongoing assessment, tasks are matched to the ability of each child through adapted activities and including adult support, thus providing a level of challenge that is stimulating for pupils and questioning skills

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.





Physical Education Curriculum in EYFS			
<b>Physical development (educational programme) Gross/fine motor:</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults.			
Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> <li>- Walk, run, jump, and climb and start to use the stairs independently</li> <li>- Spin roll and independently use ropes and swings</li> <li>- Sit on a push along toy e.g., scooter or tricycle</li> <li>- Use large and small motor skills e.g. manage buttons and zips and pour drinks (0-3) (Gross and Fine Motor)</li> <li>- Continue to develop movement, balancing, riding and ball skills</li> <li>- Go up steps and stairs or climb up apparatus using alternate feet skip hop stand on one leg hold a pose</li> <li>- Start taking part in group activities which make up for themselves or in teams.</li> <li>- Match their developing physical skills to tasks and activities in the setting</li> <li>- Choose the right resources to carry out their own plan</li> <li>- Collaborate with others to manage large items. (3-4) (Fine Motor)</li> <li>- Use a comfortable grip with good control when holding pens and pencils</li> <li>- Use one handed tools and equipment.</li> <li>- Cut independently using a knife and fork</li> <li>- Preference for a dominant hand</li> <li>- Independent when they get dressed and undressed (3-4) (Fine Motor)</li> </ul>	<ul style="list-style-type: none"> <li>- Provide large apparatus e.g., crates, wooden planks set up for children to choose how they want to travel along this.</li> <li>- Have scooters, balance bikes available</li> <li>- Part of transition with parents encourage in the holidays for children to put on their own coats, shoes etc to develop that independence before starting nursery.</li> <li>- Encourage children to paint, chalk or make marks with water on large surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements.</li> <li>- You can begin by showing children how to use onehanded tools (scissors and hammers, for example) and then guide them with hand-over-hand help.</li> <li>- PE sessions providing children to learn new skills e.g., obstacle courses with large and smaller apparatus.</li> <li>- Open ended resources in outdoor area to transfer skills and create their own obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>- I can copy actions</li> <li>- I can repeat and explore skills.</li> <li>- I can move with control and care</li> <li>- I can decide where to stand to make a game difficult for a team</li> <li>- I use space safely</li> <li>- I can curl my bod</li> <li>- I can stretch my body</li> <li>- I can climb safely</li> <li>- I can balance</li> <li>- I can travel in more than one way</li> <li>- I can roll</li> </ul>	<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things, and 'have a go'.</li> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>
<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>- Progress towards a more fluence style of moving, with developing control and grace</li> <li>- Overall body strength co-ordination, balance, and agility to engage with future physical education sessions.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outdoors.</li> <li>- Ball skills (4-5) (Gross Motor)</li> <li>- Develop their small motor skills so that they can use tools competently.</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient (4-5) (Fine Motor)</li> </ul>	<ul style="list-style-type: none"> <li>- Provide access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth, and hard surfaces</li> <li>- Give children experience of carrying things up and down on different levels (slopes, hills, and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking, and climbing.</li> <li>- Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams, and carts are all good options.</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about what I have done</li> <li>- I can describe what others' have done</li> <li>- I can throw a ball underarm</li> <li>- I can roll a ball or hoop</li> <li>- I can hit a ball with a bat</li> <li>- I can move and stop</li> <li>- I can move to catch or collect</li> <li>- I can throw and kick a ball in different ways</li> <li>- I can perform some dance moves</li> <li>- I can put moves together to make a short dance</li> <li>- I can show rhythm in my dance</li> <li>- I can choose the best movements to show different ideas</li> <li>- I can copy sequences and repeat them</li> <li>- I can choose which actions to make</li> </ul>	
<b>Early Learning Goals</b> <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. (GROSS MOTOR)</li> <li>• Hold a pencil effectively in preparation for fluent writing: using tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes, and cutlery</li> <li>• Begin to show accuracy and care when drawing. (Fine Motor)</li> </ul>			

## PE Curriculum Progression in Early Years

GAMES – Cricket, Rounders, Tennis, Badminton	Striking and Fielding	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Throwing	I can throw a ball underarm.	I can throw a ball in different ways.	I know how to use different types of throws for purpose (distance/speed).	I can throw and catch a ball with control and accuracy (Including bowling).	I can investigate different ways of throwing and know when each is appropriate.	I can choose an appropriate type of throwing and use this accurately within a game.	I can accurately throw and catch whilst under pressure.
	Catching	I know how to move to catch or collect.	I know the correct technique for catching a ball.	I can use the correct technique to catch a ball.	I know how to be controlled and skilful in my action and movements.	I know how to use ABC (agility, balance, coordination) to move into good positions for catching.	I can refine my positioning for catching within a game.	I can apply my skills for throwing and catching within a game situation.
	Striking (Replace 'ball' with alternatives, if necessary, i.e. shuttlecock)	I know how to hit a ball.	I know how to accurately strike a ball with a racquet or bat.	I know how to position the body to strike a ball.	I know how to strike a bowled ball.	I know how to strike a ball with control (distance/speed/accuracy).	I know how to use a range of shots when striking a ball.	I know how to combine my skills and choose which type of shot to use when striking a ball.
						I know how to serve underarm.  I know how to use forehand and backhand in racquet games.  I know how to use the correct grip of the racket and get in the ready position.	I know how to serve overhead.  I know how to play a range of shots and strokes (ground strokes & volleys).  I know how to build up a rally.	I know the difference between a high and low serve.  I know how to select appropriate shots for attacking.  I can develop my knowledge and understanding of principles within a doubles game.

## Progression through a key concept in PE

**Credits:**

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