



love the journey

**Curriculum Implementation 2024-25**

**Primary**

<b>LCA Strand</b>	<b>Technology, Enterprise &amp; Sport</b>
<b>Subject</b>	<b>PE</b>

<p>What are the key concepts taught?</p>	<p>Across KS1 and KS2:</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Fundamental games and skills</li> <li>• Gymnastics including balance, flight, matching and mirroring, stretching, curling and arching, use of limbs and counterbalance/tension</li> <li>• Indoor athletics</li> <li>• Outdoor adventurous activities and orienteering</li> <li>• Table tennis</li> <li>• Short tennis and tennis</li> <li>• Athletics</li> </ul>
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<p>What is the sequencing of units?</p>	<p><b><u>EYFS Physical Development</u></b></p> <p>Unit 1 – Fundamental Skills            Unit 2 – Dance            Unit 3 – Gymnastics            Unit 4 – Throwing and Catching            Unit 5 – Athletic Skills            Unit 6 – Kicking and hitting with a bat</p> <p>These topics will include:</p> <p>Revise and refine the fundamental movement skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing.            Progress towards a more fluent style of moving with developing control and grace.</p> <p>Develop the overall body strength, coordination and balance.            Develop small motor skills e.g. paintbrushes.</p> <p>Confidently and safely use a range of large and small apparatus.            Developing ball skills.</p>
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**Chapter 1:**

Unit 1 – Dance  
Unit 2- Gymnastics: Travelling & Balance  
Unit 3 – Fundamental Games  
Unit 4 – Developing Partner Work  
Unit 5 – Athletics  
Unit 6 – Short tennis

**Chapter 2:**

Unit 1 – Fundamental Games  
Unit 2- Dance  
Unit 3 – Gymnastics: Parts high & parts low  
Unit 4 – Fundamental Group Games  
Unit 5 – Athletics  
Unit 6 – Short tennis

**Chapter 3:**

Unit 1 – Indoor Athletics  
Unit 2 – Fundamental Skills  
Unit 3 – Gymnastics: Pathways  
Unit 4 – Gymnastics: Stretching, curling and arching  
Unit 5 – Athletics  
Unit 6 – Tennis

**Chapter 4:**

Unit 1 – Indoor Athletics  
Unit 2 – Fundamental Skills  
Unit 3 – Gymnastics  
Unit 4 – Outdoor Adventurous Activities  
Unit 5 – Athletics  
Unit 6 – Tennis

**Chapter 5:**

Unit 1 – Gymnastics: Flight  
Unit 2 – Indoor Athletics  
Unit 3 – Gymnastics: Functional use of the limbs  
Unit 4 – Orienteering  
Unit 5 – Athletics  
Unit 6 – Tennis

**Chapter 6:**

Unit 1 – Gymnastics: Matching and Mirroring Indoor  
Unit 2 – Indoor Athletics  
Unit 3 – Gymnastics: Counterbalance & counter tension  
Unit 4 – Table tennis  
Unit 5 – Athletics  
Unit 6 – Tennis

How do we encourage pupils to see the links between different units and concepts?

Pupils explore and extend their skills across topics eg. Dance; Indoor Athletics; and Gymnastics as they cover and review them during each key stage.

Gymnastics skills are built on during each topic and previous skills are revised.

	<p>Athletics skills are reviewed each year with pupils reflecting on their achievements and understanding from the year before while being allowed to improve these.</p> <p>Pupils are given opportunities to develop new skills and concepts individually and competitively within PE lessons, Games lessons and competitions out of school.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<ul style="list-style-type: none"> <li>• SEND pupils are supported and encouraged to complete tasks to their own ability. Tasks are differentiated to provide support and challenge.</li> <li>• Challenge opportunities for More Able pupils and suggestions for adaptations of tasks are built into every lesson plan.</li> <li>• Tasks and specific skills are broken down into smaller sections.</li> <li>• All children are given opportunities to be part of school teams based on their ability in the subject, regardless of their successes in other curriculum subjects.</li> <li>• Equipment and resources are reviewed and selected to support the learning.</li> </ul>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> <li>• Key subject-specific vocabulary is taught and used to question the children's understanding throughout each unit.</li> <li>• Opportunities for peer and self-assessment are included in planning.</li> <li>• Children are given the chance to model skills learnt to their peers.</li> </ul>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Following on from each progress point, pupils are given opportunities to consolidate and improve specific skills that overlap different topics.</p> <p>Pupils are encouraged to build on skills and targets throughout the year groups as they revisit topics and develop skills further.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>PE is predominantly an oral and physical subject.</p> <p>Reading is part of the Y4 Unit 'Outdoor Adventurous Activities' and Y5 Unit 'Orienteering' where children have to read signs, interpret maps and understand basic orienteering skills eg. direction.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Subject-specific vocabulary; map reading and direction skills</p> <p><b>Numeracy:</b></p>
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Scorekeeping; counting how many times; measuring distance/length/height; symmetry and asymmetry.

**Oracy:**

Children constantly interact orally with each other during game playing and cooperating in groups

**SMSC:**

Learning to take turns; winning and losing; supporting team and class members