



love the journey

Curriculum Implementation 2025-26

Primary

LCA Strand	Technology, Enterprise & Sport
Subject	PE

What are the key concepts taught?	Across KS1 and KS2: • Dance • Fundamental games and skills • Gymnastics including balance, flight, matching and mirroring, stretching, curling and arching, use of limbs and counterbalance/tension • Indoor athletics • Outdoor adventurous activities and orienteering • Table tennis • Short tennis and tennis • Athletics
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What is the sequencing of units?	<u>EYFS Physical Development</u> 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 These topics will include: 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. Develop the overall body strength, coordination and balance. Develop small motor skills e.g. paintbrushes. Confidently and safely use a range of large and small apparatus. Developing ball skills.
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	<u>Chapter 1:</u> Unit 1 – Dance Unit 2- Gymnastics: Travelling & Balance Unit 3 – Fundamental Games Unit 4 – Developing Partner Work Unit 5 – Athletics Unit 6 – Short tennis <u>Chapter 2:</u> 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 <u>Chapter 3:</u> 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 <u>Chapter 4:</u> Unit 1 – Indoor Athletics Unit 2 – Fundamental Skills Unit 3 – Gymnastics Unit 4 – Outdoor Adventurous Activities Unit 5 – Athletics Unit 6 – Tennis <u>Chapter 5:</u> 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 <u>Chapter 6:</u> 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
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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.
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	Athletics skills are reviewed each year with pupils reflecting on their achievements and understanding from the year before while being allowed to improve these. Pupils are given opportunities to develop new skills and concepts individually and competitively within PE lessons, Games lessons and competitions out of school.
What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	• SEND pupils are supported and encouraged to complete tasks to their own ability. Tasks are differentiated to provide support and challenge. • Challenge opportunities for More Able pupils and suggestions for adaptations of tasks are built into every lesson plan. • Tasks and specific skills are broken down into smaller sections. • 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. • Equipment and resources are reviewed and selected to support the learning.
What are the planned opportunities for retrieval and reflection by pupils?	• Key subject-specific vocabulary is taught and used to question the children's understanding throughout each unit. • Opportunities for peer and self-assessment are included in planning. • Children are given the chance to model skills learnt to their peers.
What are the opportunities for feed forward by the teacher post assessment outcomes?	Following on from each progress point, pupils are given opportunities to consolidate and improve specific skills that overlap different topics. Pupils are encouraged to build on skills and targets throughout the year groups as they revisit topics and develop skills further.
What are the planned opportunities for developing Reading?	PE is predominantly an oral and physical subject. 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.
What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	Literacy: Subject-specific vocabulary; map reading and direction skills Numeracy:

	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
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