

Curriculum Overview for Physical Education (P.E.)

Section A

General information	
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Section B

Our aspirations and aims for PE at Our Lady of the Wayside Catholic School Our curriculum intent
<p>Our overarching vision for PE is that we can deliver a child centred curriculum which ensures every child at Our Lady of the Wayside Catholic Primary School is given the opportunity to achieve in PE, sport and in life. We want our PE lessons to be engaging and challenge children. We want children to be equipped with the physical literacy, emotional, social and cognitive thinking skills to not only be successful within PE and Sport, but to understand the importance of a healthy, active lifestyle.</p> <p>Our PE curriculum must be inclusive with a broad range of activities that ensure children of all abilities are encouraged to be physically active for sustained periods of time. Regular participation in sport can improve physical fitness, reduce risk of disease, promote healthy lifestyles, instil self-discipline, lower stress and improve self-confidence. Our mission is to deliver a high-quality curriculum which will lead to life-long participation in physical activity.</p> <p>We are ambitious with our curriculum and want children at our school to access a broad experience of a range of sports and activities. We want children to succeed in PE and as educators, understand the importance of developing the fundamental movement skills of our children. Following the Real PE Scheme, the scope of our curriculum follows a clear progression of agility, balance and coordination skills. These skills are taught through a variety of activities and games away from the traditional 'sports'. We believe that this scheme allows are children to grow socially, cognitively, creatively, personally and physically. All skills which will benefit our children beyond their PE lessons.</p> <p>We aim for all children to have the opportunity to take part in competitive sports both inter and intra school. Through our memberships with the South Solihull Schools Sports Partnership and the Birmingham Catholic School Sports association, children are given opportunities to compete against other schools. Our goal is that all children are given at least one opportunity to represent our school in an external competition by the end of KS2. Children are given regular opportunities within our PE lessons, sports clubs and at lunchtimes to compete against their peers.</p> <p>Through our dance curriculum, children are given the opportunity to engage with a full range of dance styles as they progress through our school. Dance as a subject is unique, in that it blends artistic practice with physical activity. We know that dance has an affirmative impact on young people's education and learning which promotes well-being. To ensure high quality outcomes, children have sustained opportunities to engage practically with both creating and performing dance. Children will develop their observation, oracy, literacy and performance skills as they move through our school.</p> <p>We understand the importance and impact high quality PE and school sport can have on the whole school. We want PE to have a high profile in our school where there are high levels of enjoyment from children who have enthusiasm and a strong desire to get involved. This engagement must be extended beyond PE lessons where, following the Chief Medical Officer's recommendation, our children are given access to a further 30 minutes of physical activity each day.</p>

Section C

Fundamental movement skills progression (based off Real PE)

	Static balance: one leg	Static balance: seated	Static balance: floor work
Y1	1. Stand still for 10 seconds on both legs.	1. Balance with both hands/feet down. 2. Balance with 1 hand/feet down. 3. Balance with 2 hands/ 1 foot down. 4. Balance with 1 hand/ 1 foot down. 5. Balance with 1 hand or 1 foot down. 6. Balance with no hands or feet down.	1. Hold mini-front support position. 2. Reach round and point to ceiling with either hand in mini-front support.
Y2	On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats.	1. Pick up a cone from one side, swap hands and place it on the other side. 2. Return the cone to the opposite side.	1. Place cone on back and take it off with other hand in minifront support. 2. Hold mini-back support position. 3. Place cone on tummy and take it off with other hand in miniback support.
Y3	On both legs: 1. Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.	1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.
Y4	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.	1. Pick up a cone from one side and place it on the other side with same hand. 2. Return it to the opposite side using the other hand. 3. Sit in a dish shape and hold it for 5 seconds.	1. Hold full front support position. 2. Lift 1 arm and point to the ceiling with either hand in front support. 3. Transfer cone on and off back in front support.
Y5/Y6	On both legs: 1. Stand still on uneven surface for 30 seconds. 2. Stand still on uneven surface for 30 seconds with eyes closed. 3. Complete 10 squats into ankle extensions. 4. Complete 5 squats with eyes closed.	1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). 3. Hold a V-shape with straight arms and legs for 10 seconds.	1. Transfer tennis ball on and off back in a front support. 2. Transfer cone on and off tummy in back support. 3. Transfer tennis ball on and off tummy in back support.

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	Static balance: stance	Dynamic Balance: on a line	Dynamic balance to agility
Y1	1. Stand on line with good stance for 10 seconds.	1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble.	1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.
Y2	1. Stand on low beam with good stance for 10 seconds.	1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom.	1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).
Y3	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.	1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing. Walk fluidly, lifting heels to bottom and using heel to toe landing.	1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.
Y4	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back.	1. March, lifting knees and elbows up to a 90° angle. 2. Walk fluidly with heel to toe landing. 3. Walk fluidly, lifting knees and using heel to toe landing. Walk fluidly, lifting heels to bottom and using heel to toe landing.	1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction.
Y5/Y6	1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body	1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed.	1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing.

	Counter Balance: With a partner	Coordination: Sending and receiving	Coordination: Ball Skills
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Y1	<ol style="list-style-type: none"> 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). 	<ol style="list-style-type: none"> 1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). 	<ol style="list-style-type: none"> 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands.
Y2	<ol style="list-style-type: none"> 1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. 	<ol style="list-style-type: none"> 1. Throw tennis ball, catch rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand without a bounce. 3. Throw tennis ball, catch rebound with other hand after 1 bounce. 4. Throw tennis ball, catch rebound with other hand without a bounce. 5. Strike large, soft ball along ground with hand 5 times in a rally. 	<ol style="list-style-type: none"> 1. Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand.
Y3	<ol style="list-style-type: none"> 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed. 	<ol style="list-style-type: none"> 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times 	<ol style="list-style-type: none"> 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times
Y4	<ol style="list-style-type: none"> 1. Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. 3. Perform above challenges with eyes closed. 	<ol style="list-style-type: none"> 1. Strike a ball with alternate hands in a rally. 2. Kick a ball with the same foot. 3. Kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning. 	<ol style="list-style-type: none"> 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2. Move a ball round waist 17 times. 3. Stand with legs apart and move a ball around alternate legs 16 times
Y5/Y6	<ol style="list-style-type: none"> 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. 	<ol style="list-style-type: none"> 1. Alternately throw and catch 2 tennis balls against a wall. 	<ol style="list-style-type: none"> 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times.

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	2. Stand on 1 leg while holding on to partner's opposite foot.	2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). 3. Throw 2 tennis balls against a wall in a circuit, in both directions.	2. Move ball around waist into figure of 8 around both legs 10 times. 3. Move ball around waist and then around alternate legs 12 times. 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.
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	Coordination: Footwork	Agility: Ball chasing	Agility: Reaction / response
Y1	1. Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip.	1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce.
Y2	1. Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left).	1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.	1. React and catch tennis ball dropped from shoulder height after 1 bounce.
Y3	1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.	1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 3. Complete above challenges with tennis ball.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
Y4	1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards.	1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

		facing the opposite direction. 3. Complete above challenges with tennis ball.	
Y5/Y6	1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.	1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction. 2. Perform above challenge with tennis ball. 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.	From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.

Section D

Dance Progression of skills

Year Group	Dance	Progression of skills
Y1	Country	<ul style="list-style-type: none"> • Dance creatively. • Explore basic body movements. • Copy increasingly complex dance moves. • Move around the space safely. • Link movements to sounds and music. • Change rhythm, speed and direction.
Y2	Rock and Roll/Jive	<ul style="list-style-type: none"> • Dance with coordination and control. • Explore and copy dance moves with clear control. • Negotiate space clearly. • Can describe a short dance using appropriate vocabulary. • Link dance moves together in a sequence. • Change rhythm, speed, level and direction with consistency.
Y3	African	<ul style="list-style-type: none"> • Begin to improvise independently, and with a partner, to create simple dances. • Listen to music and respond to the rhythm. • Translate ideas into movement (with support). • Begin to compare and appraise movements to extend a dance using simple dance vocabulary. • Create short dances in small groups using canon and unison. • Use counts to keep in time with a group or to the music. • Consider the expressive qualities of dance.
Y4	Line	<ul style="list-style-type: none"> • Confidently improvise independently or with a partner. • Confidently create some motifs or short movement patterns alone or in a small group. • Begin to create, refine, repeat and remember longer dances using canon and unison to perform them fluently.

		<ul style="list-style-type: none"> • Demonstrate control and precision when responding to a count or to the music. • Self-reflect to modify dance sequences. • Describe, compare and appraise movements to extend a dance using appropriate dance vocabulary. • To respond to a range of stimuli related to a narrative.
Y5	English Folk	<ul style="list-style-type: none"> • Begin to compose and plan dances creatively and collaboratively. • Create, refine, repeat and remember longer dances using canon and unison to perform them fluently. • To adapt the way they use space and rhythm in their dance to express the style of dance. • Peer-assess other's dance sequences. Recognising and commenting on dances, showing an understanding of the style. • Begin to exaggerate dance movements (and motifs) using expression.
Y6	Haka	<ul style="list-style-type: none"> • Confidently compose and plan dances creatively and imaginatively both independent and collaboratively. • To perform to music expressively and sensitively. • To perform longer dances with fluency and control. • Exaggerate dance movements (and motifs) using expression. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation.
End of KS2 expectation		<ul style="list-style-type: none"> ○ Pupils should 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. ○ Perform dances using a range of movement patterns.

Section E

Swimming Progression of Skills

By the end of Y5:	<ul style="list-style-type: none"> • 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.
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Section F

Gymnastics Progression of skills

End of year expectation	Y1	Y2	Y3
Focus 1	<p>Flight Bounce, jump and land...</p> <ol style="list-style-type: none"> 1. from 1 foot to 2 feet. 2. in a thin shape. 3. in a star shape. 4. at high and low levels 	<p>Parts high and parts low</p> <ol style="list-style-type: none"> 1. Travel close to the ground and far away from the ground in a variety of ways. 2. Travel with different body parts high. 3. Travel with different body parts low. 	<p>Stretching and curling</p> <ol style="list-style-type: none"> 1. Explore different curled-up and stretched out shapes remembering 'points and patches' 2. Travel in curled-up and stretched out shapes 3. Partner work – contrasting and matching movements
Focus 2	<p>Point and patches</p> <ol style="list-style-type: none"> 1. In different combinations, balance on large and small body parts. 2. Travel on small 'points' and large 'patches'. 3. Change balances smoothly and showing different speeds. 	<p>Straight, zig-zagged and curved pathways</p> <ol style="list-style-type: none"> 1. Identify different pathways, changing direction. 2. Travel down large and small pathways using different movements. 3. Partner work – 'follow the leader' 	<p>Symmetry and asymmetry</p> <ol style="list-style-type: none"> 1. Balance and travel symmetrically and asymmetrically 2. ...with legs apart and together
Focus 3	<p>Rocking and rolling</p> <ol style="list-style-type: none"> 1. Explore different body parts to balance on. 2. Perform a variety of rolling actions. 3. Join together a jump and a roll. 4. Create a short jump and roll sequence. 	<p>Turning, twisting and spinning</p> <ol style="list-style-type: none"> 1. Execute a quarter, half, three-quarters and full turn in the air and on the floor. 2. Spin using different body parts. 3. Twist and come back the same way. 4. Turn, twist and spin in a sequence. 	<p>Pathways</p> <ol style="list-style-type: none"> 1. Chose appropriate pathways for different pathways 2. Follow pathways quick/slow/acceleration/ deceleration 3. Change levels
Focus 4	<p>Stretching – wide, narrow, curled</p> <ol style="list-style-type: none"> 1. Stretch and balance in wide and narrow shapes. 2. Travel in long and narrow and wide and long shapes. 3. Perform a tuck jump – feet together and apart. 	<p>Linking movements together</p> <ol style="list-style-type: none"> 1. Continuity of movement 2. Change speed and direction 3. Use different parts of the body leading into the next movement 4. Create short sequences 	<p>Travelling with change</p> <ol style="list-style-type: none"> 1. Jump 1 to 2 feet to change the way you face 2. Travel in the same direction constantly changing the way you face 3. Join the above together with a change of direction

End of year expectation	Y4	Y5	Y6
Focus 1	<p>Balance</p> <ol style="list-style-type: none"> 1. Balance the right way and upside-down 2. Use different body shapes in balances 	<p>Bridges</p> <ol style="list-style-type: none"> 1. Explore different bridge shapes 2. Travel in high and low bridge shapes 3. Move smoothly in and out of a bridge shape. 4. Join movements together smoothly into a sequence. 	<p>Matching and mirroring</p> <ol style="list-style-type: none"> 1. Match and mirror different modes and travelling, exploring shapes 2. match and mirror close to the floor and far away
Focus 2	<p>Receiving body weight</p> <ol style="list-style-type: none"> 1. Use different body parts taking weight in balance and travel 2. Limbs together and apart 3. Move smoothly from one balance to another 4. Continuity in movement in a sequence with a partner 	<p>Flight</p> <ol style="list-style-type: none"> 1. Cover the 5 basic jumps 2. Create shapes in the air (leap, straight, star, stag, tuck, twisted, scissor, two footed turning, one footed turning, hop jump) 3. Land to rebound 4. Sequence jumps 	<p>Synchronisation and canon</p> <ol style="list-style-type: none"> 1, Synchronise and cannon... <ul style="list-style-type: none"> - Travelling - Directions - Different body parts leading - Pathways and rhythm
Focus 3	<p>Balance leading into change of face / direction</p> <ol style="list-style-type: none"> 1. Join together a run, jump, roll and balance to change face 2. explore travelling at different levels in differing directions 3. Create a short sequence showing changes in direction 	<p>Use of limbs</p> <ol style="list-style-type: none"> 1. Explore different ways of pulling and pushing to travel along the ground 2. Use swinging to travel 3. Grip to hold a balance and travel 	<p>Holes and barriers</p> <ol style="list-style-type: none"> 1. stretched and curled, contact and non-contact with a partner 2. Stable and unstable base 3. Matching and contrasting shapes
Focus 4	<p>Rolling</p> <ol style="list-style-type: none"> 1. Travel close and far away from the floor 2. Explore different ways of rolling 3. Forward roll 4. Backwards roll 5. Join movements together using a roll 	<p>Turning and spinning</p> <p>Turn and spin...</p> <ol style="list-style-type: none"> 1. ...on different body parts 2. ...around the long axis of the body 3. ...around the side-to-side axis of the body 4. ...around the front and back of the body 5. Sequence 	<p>Counter balance and counter tension</p> <ol style="list-style-type: none"> 1. Push and pull against the floor or apparatus to hold a balanced position 2. Push and pull against a partner using a variety of body parts to hold a balanced position 3. Create a sequence