

CURRICULUM SUBJECT OVERVIEW – PHYSICAL EDUCATION



‘Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity’. - John F Kennedy

‘Through Faith, Friendship and Fun we Learn and Grow’

In Physical Education, this vision translates into a holistic approach to movement where Faith is found in the appreciation of the human body’s potential and the practice of sportsmanship as a reflection of core values. Friendship is forged on the field through teamwork, where pupils learn to trust one another, communicate under pressure, and support teammates regardless of the score. The subject remains centred on Fun, ensuring that through inclusive games and physical challenges, every child finds joy in being active and healthy. As they Learn specific techniques and the rules of various sports, they fundamentally Grow in character; the resilience built by losing a game or failing a personal best teaches them to persevere, building the confidence and grit necessary for lifelong wellbeing.

Spirituality

Physical Education promotes spirituality by encouraging pupils to develop a deep sense of self-awareness and an appreciation for the "miracle" of the human body and its capabilities. It fosters moments of awe and wonders through the mastery of new skills and the grace of movement, while also providing a unique space for reflection on personal character, such as showing integrity in competition and compassion in defeat. The subject nurtures a resilient spirit as children learn to push past physical and mental barriers, discovering an inner strength and sense of perseverance that transcends the sports field. Furthermore, the experience of being part of a team creates a profound sense of belonging and connection, helping pupils to recognise the value of every individual as they work together toward a shared goal in a spirit of mutual respect.

Intent	Implementation	Impact
We strongly believe that Physical Education is a major part in the holistic development of our children. Our inclusive approach enables all children to experience challenge and enjoyment across the PE curriculum. This contributes to their well-being and self-confidence that our pupils carry with them in all aspects of their school life.	Our progressive PE curriculum develops physical competence so that pupils can move efficiently, effectively and safely; develop artistic and aesthetic understanding within and through movement; promote qualities of commitment, fairness, enthusiasm and concern for quality as well as success; allow pupils to experience the fun, enjoyment and satisfaction that is achieved through physical activities; and develop health awareness, fitness and total body coordination. We give all children the opportunity to continue the physical activities outside of school hours and direct them to further opportunities in the local community. We offer an inclusive approach that enables the benefits of physical education to be accessible to all and use Sports Premium funding wisely to improve the experiences of PE in our school's environment. The school uses the 'Complete PE' online schema to resource and track pupils' PE development.	Our PE curriculum transforms our children's development by fostering lifelong physical, cognitive, and social-emotional growth. Beyond teaching basic sports skills, our structured and inclusive PE programme establishes fundamental movement skills—such as agility, balance, and coordination—during critical early developmental windows. This physical literacy builds early confidence, encouraging children to remain active outside of school and reducing long-term risks of sedentary health conditions. Regular physical activity dynamically boosts brain function, enhancing memory, focus, and executive function, which directly correlates with improved academic performance and classroom engagement. Furthermore, our quality curriculum uses movement as a vehicle for essential life skills, teaching children how to cooperate, communicate, and navigate conflict through team games and collaborative challenges. Experiencing both victory and defeat in a structured environment builds emotional resilience, self-regulation, and self-esteem. By prioritizing inclusivity and diverse activities, the curriculum ensures that every child, regardless of initial ability, discovers joy in movement. Ultimately, this foundational investment does not just create healthier students; it builds a positive school culture and equips children with the physical competence and emotional tools needed to lead healthy, active, and successful lives

Year A

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	Gymnastics - High, low, under, over Walking	Gymnastics - Moving Jumping	Dance - Ourselves High, low, over under	Health and wellbeing Dance - Nursery rhymes	Feet Rackets, bats, balls and balloons	Games for understanding Hands
<i>Reason</i>	The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work. The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games.	The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner. The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.	The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters. The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work	The unit of work will introduce pupils to the concept of movement and exercise, understanding why our heart beats faster and our breathing gets quicker when we exercise. Pupils will be introduced to the purpose of a warm up and will start to appreciate that exercise makes us feel happier and better about ourselves. The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner.	The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control. The focus of learning is for pupils to explore different ways of pushing/hitting a balloon. Pupils will understand why we need to push/hit a balloon with accuracy and control. Pupils will develop their ability to balance an object using a racket/bat.	The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games. The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.
Birch	Dance - Explorers Team building	Dance - Water Dodging	Gymnastics - Linking Hands 1	Dance – The Great Fire of London Feet	Rackets, bats and balls Hands 2	Games for understanding Jumping
<i>Reason</i>	The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography. The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems.	The unit of work will challenge pupils to use their whole body when creating sequences of movements. Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities. The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.	The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances. The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.	The unit of work will enable pupils to understand what happened in the Great Fire of London, so they can re tell the story and surrounding events through movement. Pupils will explore size, direction, height and expression as they unpick each part of the story of the fire from beginning to end. The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.	The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team. The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their understanding of why we need to be accurate when we throw.	The unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics in order to win the game. Pupils will develop their understanding of how, where and why to attack and defend in a game. The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. Pupils will continue to develop their ability to apply jumping in games.
Oak	Mindfulness	Dance – weather	Gymnastics - Symmetry & Asymmetry	Dance – Wild animals	Tag Rugby	Athletics

	Netball	Communication & tactics	Basketball	Gymnastics – Cannon & Unison	Swimming	Swimming
Reason	The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances and relaxation techniques to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life. The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score to win a modified game	The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character. The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the activities.	The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow. The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.	The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups. The unit of work will challenge pupils to develop and apply an understanding of canon and unison to create sequences. Pupils will work in small groups to create sequences that combine both canon and unison, using a range of apparatus that flow.	The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking. Lessons focus on overcoming water anxiety and mastering fundamental survival skills. Children learn to enter and exit the pool safely, float on their backs, and submerge their faces without panicking. The primary goal is achieving basic water competency and learning how to call for help in an emergency.	The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance. Instruction shifts toward teaching recognizable swimming strokes and moving independently over short distances. Children practice the fundamentals of front crawl, backstroke, and breaststroke, focusing on correct leg kicks and arm recovery. Training introduces breathing techniques to help pupils swim further without stopping.
Ash	Health related Exercise Netball	Dance – Carnival Orienteering	Gymnastics – Counterbalance and counter tension Basketball	Dance - Titanic Gymnastics - Flight	Tag Rugby Swimming	Athletics Swimming
Reason	The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.	The unit of work will challenge pupils to experience dances from different cultural traditions. Pupils will develop group movements selecting and applying choreography into a performance. Pupils will continue to use their bodies to perform technical movements with control and rhythm. The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.	The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements. The unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	The unit of work will challenge pupils to recreate the story of The Titanic through controlled movements and balances. Pupils will perform choreographed movements and balances that incorporate emotion, expression and characterisation. The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and unison all incorporated into the sequence.	The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. The curriculum increases physical demands to build cardiovascular endurance and stroke efficiency. Pupils work toward swimming 25 metres competently and choices of strokes are refined for maximum speed and minimal effort. Lessons also introduce deep-water navigation, treading water for extended periods, and basic safe-diving techniques.	The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely. Lessons prepare children for real-world water emergencies through water safety and self-rescue skills. Pupils practice swimming fully clothed, escaping from simulated currents, and using everyday objects as flotation devices.

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Willow	Gym - High, low, under, over Walking	Gym - Moving Jumping	Dance - Ourselves High, low, over under	Health and wellbeing Dance - Nursery rhymes	Feet Rackets, bats, balls and balloons	Games for understanding Hands
Reason	<i>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.</i> <i>The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games.</i>	<i>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner.</i> <i>The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.</i>	<i>The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.</i> <i>The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work</i>	<i>The unit of work will introduce pupils to the concept of movement and exercise, understanding why our heart beats faster and our breathing gets quicker when we exercise. Pupils will be introduced to the purpose of a warm up and will start to appreciate that exercise makes us feel happier and better about ourselves.</i> <i>The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner.</i>	<i>The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.</i> <i>The focus of learning is for pupils to explore different ways of pushing/hitting a balloon. Pupils will understand why we need to push/hit a balloon with accuracy and control. Pupils will develop their ability to balance an object using a racket/bat.</i>	<i>The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games.</i> <i>The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.</i>
Birch	Hands 1 Health and wellbeing	Dance - Heroes Running 1	Hands 2 Jumping 1	Dance - The Zoo Feet 1	Wide, narrow, curled Rackets, bats and balls	Dance - Growing Games for understanding
Reason	<i>The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</i> <i>The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding.</i>	<i>The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</i> <i>The unit of work will develop pupils' ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</i>	<i>The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</i> <i>The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique. Pupils will begin to understand the different reasons when, where and why we jump in different ways</i>	<i>The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</i> <i>The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</i>	<i>The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</i> <i>The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding of accuracy and space in a variety of games.</i>	<i>The unit of work will challenge pupils to respond to rhythm and patterns through their movements. Pupils will learn how to control and co-ordinate their bodies to perform a motif. In addition, pupils will explore various dynamics and movement qualities as they create movement patterns.</i> <i>The unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics in order to win the game. Pupils will develop their understanding of how, where and why to attack and defend in a game.</i>
Oak	Mindfulness Rounders	Dance – World War 2 Problem solving	Gymnastics – Bridges Dance – Space	Hockey Gym – Levels and direction	Football Swimming	Athletics Swimming
Reason	<i>The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances and relaxation techniques to help combat</i>	<i>The unit of work will challenge pupils to create movements that tell the story of World War II. Pupils will explore the full duration of the war, from when it first started to VE Day. Pupils will perform with emotion, timing,</i>	<i>The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and</i>	<i>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court,</i>	<i>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the</i>	<i>The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit</i>

	<i>feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.</i> <i>The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</i>	<i>rhythm and be able to sustain their characters.</i> <i>The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.</i>	<i>bridge balances in pairs, applying flow and challenging their creativity.</i> <i>The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</i>	<i>creating an attack that results in a shooting opportunity.</i> <i>The unit of work will focus on pupils using and applying an understanding of levels and direction to create and perform sequences in groups. Pupils will create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.</i>	<i>pitch, creating an attack that results in a shooting opportunity.</i> <i>Lessons focus on overcoming water anxiety and mastering fundamental survival skills. Children learn to enter and exit the pool safely, float on their backs, and submerge their faces without panicking. The primary goal is achieving basic water competency and learning how to call for help in an emergency.</i>	<i>will introduce throwing for distance with javelins and explore the triple jump.</i> <i>Instruction shifts toward teaching recognizable swimming strokes and moving independently over short distances. Children practice the fundamentals of front crawl, backstroke, and breaststroke, focusing on correct leg kicks and arm recovery. Training introduces breathing techniques to help pupils swim further without stopping.</i>
Ash	Health related exercise Rounders	Dance - Greeks Problem solving	Gymnastics – Creating sequences Dance – Street Art	Hockey Gymnastics – Matching and mirroring	Football Swimming	Athletics Swimming
Reason	<i>The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</i> <i>Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</i>	<i>The unit of work will challenge pupils to create movement using improvisation, to select and choreograph ideas into a sequence. Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics, concluding with an opening ceremony performance.</i> <i>The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create, evaluate and adapt tactics.</i>	<i>The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts, they have learnt throughout KS2. Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus.</i> <i>The unit of work will challenge pupils to bring different types of street art to life through movement and expression. Pupils will be able to understand and depict the emotion behind certain street art and use different types of chorographical skills to tell a story/deliver a message.</i>	<i>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</i> <i>The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements. Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</i>	<i>Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</i> <i>The curriculum increases physical demands to build cardiovascular endurance and stroke efficiency. Pupils work toward swimming 25 metres competently and choices of strokes are refined for maximum speed and minimal effort. Lessons also introduce deep-water navigation, treading water for extended periods, and basic safe-diving techniques.</i>	<i>The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</i> <i>Lessons prepare children for real-world water emergencies through water safety and self-rescue skills. Pupils practice swimming fully clothed, escaping from simulated currents, and using everyday objects as flotation devices.</i>