



# Subject Overview

*Here, children thrive...*

# PE



## Physical Education curriculum intent

Our physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities helps pupils build character and embeds our school values such as determination and respect.

**Through participation in Physical Education, we aim to ensure that all pupils:**

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

Agility,  
balance and  
coordination

Competitive  
and  
non-competitive  
physical  
fitness

Communication  
and  
teamwork

## Implementation

### Curriculum structure & sequencing

As a school, PE provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net and wall games, strike and field games, gymnastics, dance, swimming and outdoor and adventure.

### Content & concepts

Using PE Passport, we maintain strong links to the National Curriculum guidelines to ensure all pupils participate in high quality PE lessons each week, covering four sporting disciplines each term. In addition, children are encouraged to participate in the varied range of extra-curricular activities (hockey, football, netball, multi-skills, dance). In addition to Outdoor and Adventure activities units, OAA is also a focus during Residentials in Key Stage Two.

### Enrichment and personal development:

Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Where appropriate we use outside providers, inter-school competition, extra-curricular activity opportunities and visits from high-level athletes to excite and intrigue our children to find out more about themselves and to push the limits of their abilities to the utmost. We aim to give our children as much opportunity to explore personal health, become competitive individually or within a team and to understand the importance of PE and exercise in becoming a healthy citizen of their local and wider community.

### Assessment and next steps

Through the quality first teaching of PE taking place, we will see the impact of the subject in different ways. Through pupil voice, children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in PE lessons and want to find out more. Participation will show that a range of fundamental skills are being covered, cross curricular links are made where possible and differentiated outcomes set where appropriate. Assessments and monitoring will show standards in PE will be high and will match standards in other subject areas.



## Physical Education in the Early Years Foundation Stage

Physical Education in the Early Years Foundation Stage (EYFS) is an integral part of children's Physical Development, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Physical Education strands are set out in the early learning goals of 'Physical Development'

At Boughton Heath, we believe 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. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Development Matters guides educators in facilitating Gross motor skills providing the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Gross Motor Skills

## Physical Development: Gross Motor Skills – Development Matters

Children in Reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

## Physical Development: Gross Motor Skills – Early Learning Goals



Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

# Inclusion within PE

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within PE. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.



Provide learners with targeted resources to support their learning and understanding such as prompts and visual aids.



Use partnered and turn based learning support to provide modelled examples to children and provide collaborative learning opportunities.



Give children longer time on tasks and break instruction down into more manageable steps to be followed – support by closer adult focus.

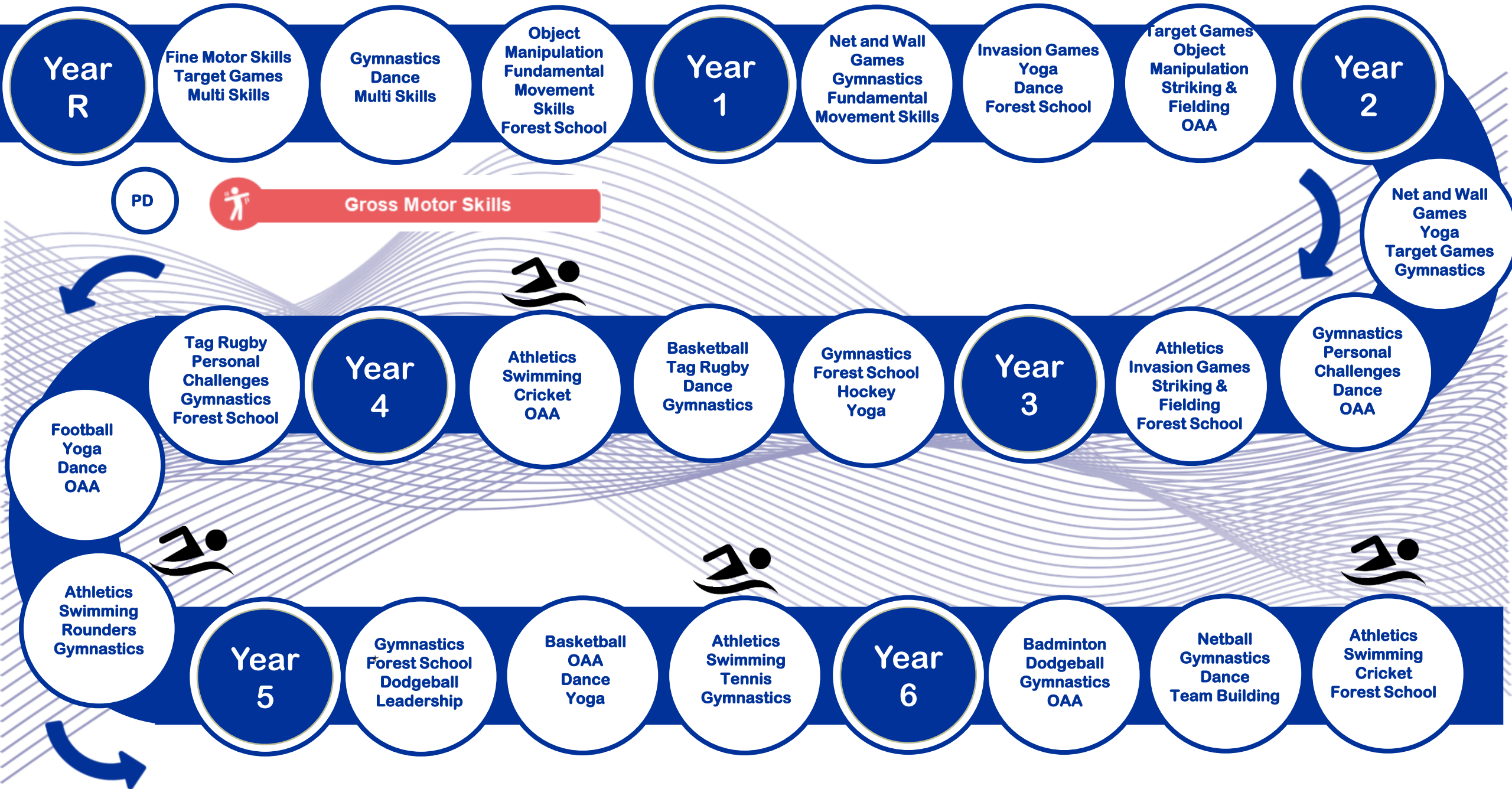


Sensory breaks to aid transition between physical education and other learning times.





# Boughton Heath Academy Curriculum Road Map – Physical Education



# Autumn End Points

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Fine Motor Skills</b> To develop fine motor and movement skills, learn to move skilfully, negotiate space, share equipment, take turns, handle objects safely and play fairly with confidence and perseverance.</p> <p><b>Target Games</b> To develop accuracy and power, using both hands and feet to throw, kick, and roll a ball with control and cooperation.</p>	<p><b>Net and Wall Games</b> To accurately strike and receive balls, demonstrate the 'ready' and 'T' positions, move swiftly to receive balls, and show confidence and perseverance in playing games.</p> <p><b>Gym - Pathways</b> To create and perform sequences using different pathways, travel gracefully, mount and dismount safely, and show control and coordination.</p>	<p><b>Net and Wall Games</b> To proficiently send and catch balls accurately, and seamlessly perform routines, showcasing comprehension of game techniques and effective teamwork.</p> <p><b>Yoga</b> To create yoga poses, regulate breathing, displaying imaginative movement, understanding of 3-part breathing, and follow sporting values.</p>	<p><b>Gymnastics – Receiving Body Weight</b> To gain ability to receive, hold, and balance their body weight through various gymnastics movements, focusing on agility, balance, coordination, and precision.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>	<p><b>Tag Rugby</b> To develop fundamental skills, knowledge, and understanding of tag rugby, including ball handling, tagging, passing, and teamwork.</p> <p><b>Personal Challenge</b> To show determination, maintain pace in running, understand core strength and stamina, reflect on success, bounce and catch using both hands, compete to improve, travel with control and pace, move confidently, and engage in challenges, fostering self-motivation and active participation.</p>	<p><b>Gymnastics – Partner Work</b> To perform specific skills, actions, shapes and balances clearly, consistently and accurately, demonstrating good tension and extension.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>	<p><b>Badminton</b> To develop badminton skills by mastering various strokes, footwork techniques, and decision-making strategies, ensuring they can serve effectively, move swiftly, and execute shots with precision.</p> <p><b>Dodgeball</b> To refine their dodgeball skills, strategically choosing when to attack or defend, while recognising their strengths and those of their opponents, fostering teamwork and tactical awareness throughout the game.</p>
Autumn 2	<p><b>Gymnastics</b> To experiment with different ways of moving, jumping off an object and landing appropriately.</p> <p><b>Multi-Skills</b> To negotiate space successfully, adjusting speed or changing direction to avoid obstacles.</p>	<p><b>Gym – Balance</b> To perform controlled spins and balances, demonstrate symmetrical and asymmetrical shapes, work with a partner, and show agility, balance, and coordination in sequences.</p> <p><b>Fundamental Movement Skills</b> To develop fine motor skills, run skilfully, negotiate space, share equipment, take turns, and show control over objects and balance.</p>	<p><b>Target Games</b> To accurately throw underarm with both hands, demonstrating skills like precise rolling, accurate kicking with both feet, and controlled force in striking targets.</p> <p><b>Gym – Pathways</b> To demonstrate agility and coordination by creating sequences in straight, zigzag, and curved pathways, while adjusting movements based on feedback to enhance performance.</p>	<p><b>Hockey</b> To develop basic hockey skills, focusing on dribbling, passing, receiving, and understanding the importance of safety and rules.</p> <p><b>Yoga</b> To develop an understanding and practice of yoga, focusing on performing various poses, breathing techniques, relaxation, and meditation.</p>	<p><b>Gym – Arching</b> To confidently create and perform gymnastic sequences involving arching and bridges, supporting their body weight on hands and feet, spinning, and balancing with control.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>	<p><b>Dodgeball</b> To develop their dodgeball skills, strategically choosing when to attack or defend, while recognising their strengths and those of their opponents, fostering teamwork and tactical awareness throughout the game.</p> <p><b>Leadership Skills</b> To develop leadership skills by recognising fairness, adapting activities for engagement, managing behaviour effectively, and leading with creativity and enthusiasm, fostering a positive and inclusive environment in physical education.</p>	<p><b>Gym – Counterbalance</b> To explore gymnastics by mastering counter balance and tension techniques, creating synchronised sequences with partners, and incorporating push and pull forces into their movements.</p> <p><b>OAA</b> To effectively use communication, teamwork, and problem-solving skills to overcome challenges in outdoor adventures, demonstrating confidence and competence across various activities.</p>

# Spring End Points

<p><b>Spring 1</b></p>	<p><b>Gym - Flight</b> To construct jumping sequences with partners, learning control, demonstrate awareness of others, and land safely by bending their legs.</p> <p><b>Multi-Skills</b> To negotiate space successfully, adjusting speed or changing direction to avoid obstacles.</p>	<p><b>Invasion Games</b> To effectively receive and pass chest and bounce passes, dribble with control, understand basic attacking and defending principles, and display fairness in games.</p> <p><b>Yoga</b> To pose like jungle creatures, control their breathing, understand focus, warm up safely, and sustain performance, fostering physical flexibility and mental focus.</p>	<p><b>Gym – Stretching</b> To demonstrate agility, coordination, and body control through various curled, stretched, and arched positions, understanding the importance of transitions, feedback, and sharing apparatus.</p> <p><b>Net and Wall Games</b> To master striking techniques, positioning, and court movement, understanding the nuances of rallying, rules interpretation, and effective communication in game play.</p>	<p><b>Basketball</b> To develop basketball skills, focusing on ball handling, passing, dribbling, shooting, and understanding the game's rules and terminology.</p> <p><b>Tag Rugby</b> To develop tag rugby skills, focusing on ball handling, passing, scoring, and understanding the rules and strategies of the game.</p>	<p><b>Football</b> To confidently manipulate, send, and receive a football, defend against attackers, and work collaboratively in attack and defence.</p> <p><b>Yoga</b> To develop an understanding and practice of yoga, focusing on performing various poses, breathing techniques, relaxation, and meditation.</p>	<p><b>Basketball</b> To master basketball skills, employ defensive strategies, execute various skills such as passing, dribbling, and shooting and collaborate for scoring opportunities in games.</p> <p><b>OAA</b> To effectively use communication, teamwork, and problem-solving skills to overcome challenges in outdoor adventures, demonstrating confidence and competence across various activities.</p>	<p><b>Netball</b> To engage in netball match play, mastering various techniques such as passing, shooting, and positioning, while demonstrating tactical awareness, adherence to rules, and teamwork.</p> <p><b>Gym – Group Sequencing</b> To collaborate in groups to create aesthetically pleasing sequences, incorporating various choreographic styles, transitions, and formations, while demonstrating seamless performance and teamwork.</p>
<p><b>Spring 2</b></p>	<p><b>Dance</b> To create theme-related shapes and movements, move safely in space, show different levels during travel, copy teacher-led actions, demonstrate timing, and be creative in their movements.</p>	<p><b>Dance</b> To creatively express theme-related shapes and movements, understand movement safety, and effectively collaborate with peers, fostering agility and coordination.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>	<p><b>Dance – Great Fire of London</b> To creatively express The Fire of London, through body movements, contributing to themed mind maps, and performing basic movement patterns, while effectively communicating and collaborating with partners.</p> <p><b>OAA</b> To effectively collaborate to solve problems, exhibit teamwork, understand the importance of communication, and confidently explore various solutions without fear of failure.</p>	<p><b>Dance – Egyptians</b> To develop dance skills through the study of Egyptians, focusing on creating motifs, translating ideas into movements, and working effectively in groups.</p> <p><b>Gym – Symmetry</b> To develop gymnastics skills through exploring symmetry and asymmetry in partner work. Focusing on creating sequences with spins, rolls, and transitions, while demonstrating agility, balance, coordination, and precision.</p>	<p><b>Dance – Romans</b> To develop dance skills through the study of The Romans, focusing on creating motifs, translating ideas into movements, and working effectively in groups.</p> <p><b>OAA</b> To develop teamwork, communication, problem-solving skills, and physical agility through outdoor adventurous activities, focusing on planning, navigation, and group collaboration.</p>	<p><b>Dance – Through the Ages</b> To explore dance through the ages, developing motifs with agility, balance, and coordination, contributing to theme discussions, translating ideas into movements, collaborating effectively, and refining performances.</p> <p><b>Yoga</b> To delve into advanced yoga poses, meditation, and affirmations, mastering relaxation techniques, leading warm-ups, and recognizing the physical and mental benefits of yoga, while fostering self-motivation and confidence.</p>	<p><b>Dance – WW2</b> To explore World War 2 through dance, developing motifs with agility, balance, and coordination, contributing to theme discussions, translating ideas into movements, collaborating effectively, and refining performances.</p> <p><b>Team building/Problem Solving</b> To develop leadership, communication, and teamwork skills through verbal and non-verbal communication, planning, and maintaining composure under pressure to achieve goals and adapt plans for improvement in PE activities.</p>



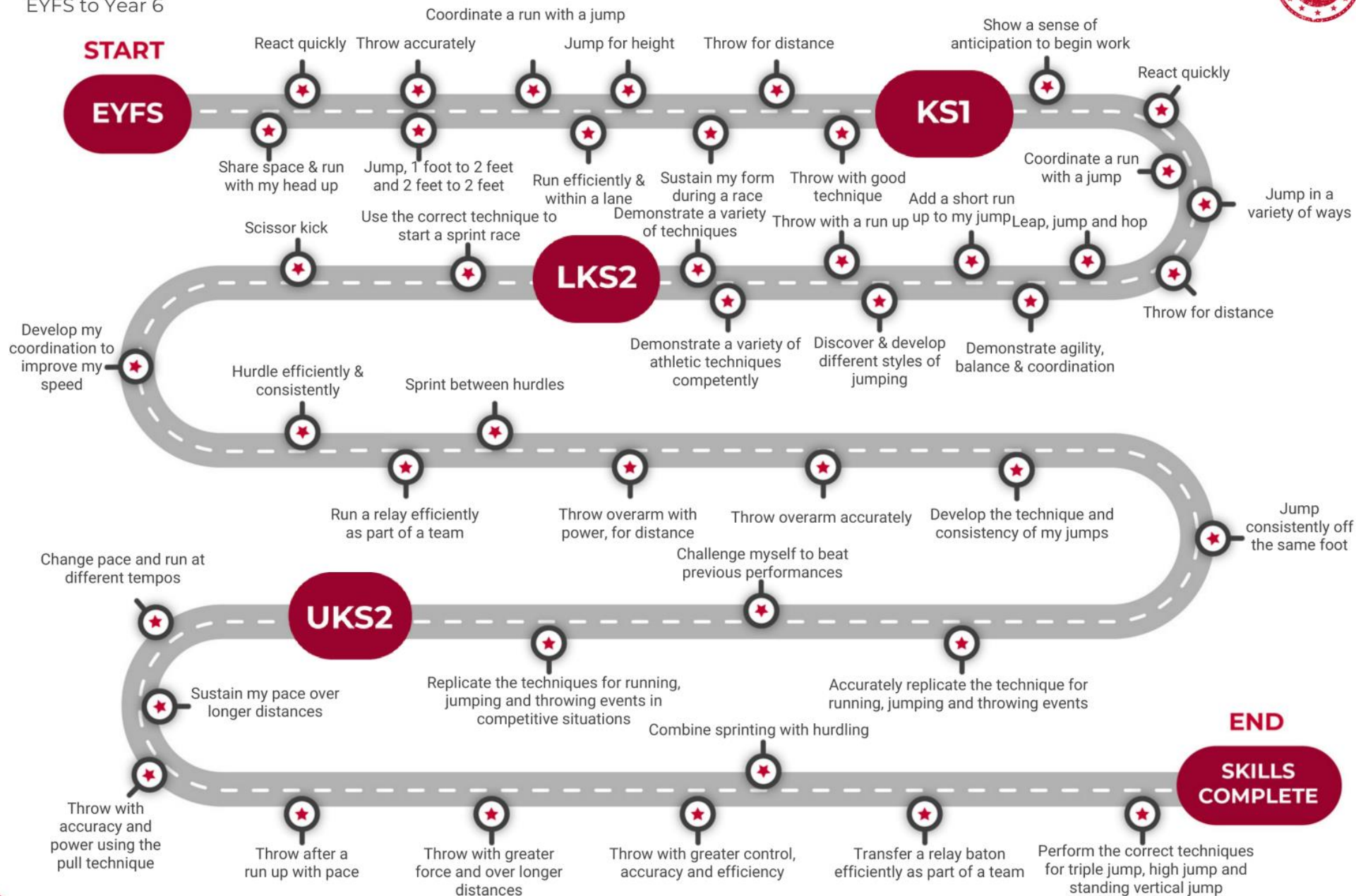
# Summer End Points

<p><b>Summer 1</b></p>	<p><b>Object Manipulation</b> To develop familiarity and confidence in moving objects in various ways, including controlling them around their bodies, playing games, and practicing social skills like mirroring and taking turns.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>	<p><b>Target Games</b> To show improved kicking accuracy, collaborate effectively, understand striking techniques, and apply basic skills across various activities, fostering teamwork.</p> <p><b>Object Manipulation</b> To confidently dribble, trap, turn, and control balls with their feet, as well as accurately throw objects underarm and overarm, demonstrating improved spatial awareness and sharing resources effectively.</p>	<p><b>Athletics</b> To develop athletic skills by improving coordination, linking movements, and refining techniques in jumping, running, and throwing.</p> <p><b>Invasion Game Skills</b> To develop invasion game skills by learning strategies for both attack and defence, such as using the width of the pitch when attacking and closing space quickly when defending.</p>	<p><b>Athletics</b> To take part in running, jumping, throwing and rely activities with fluency and control.</p> <p><b>Swimming</b> To develop range of swimming strokes and perform safe self-rescue in various water-based situations.</p>	<p><b>Athletics</b> To take part in running, jumping, throwing and rely activities with fluency and control.</p> <p><b>Swimming</b> To develop range of swimming strokes and perform safe self-rescue in various water-based situations.</p>	<p><b>Athletics</b> To confidently perform various running, jumping, and throwing techniques, understand safety and proper form, lead warm-ups, and actively participate in sessions, showing improvement in speed, distance, accuracy, and teamwork in athletics.</p> <p><b>Swimming</b> To develop range of swimming strokes and perform safe self-rescue in various water-based situations.</p>	<p><b>Athletics</b> To confidently perform various running, jumping, and throwing techniques, understand safety and proper form, lead warm-ups, and actively participate in sessions, showing improvement in speed, distance, accuracy, and teamwork in athletics.</p> <p><b>Swimming</b> To swim competently, confidently, and proficiently over a distance of at least 25 meters using a range of strokes effectively, and to perform safe self-rescue in different water-based situations.</p>
<p><b>Summer 2</b></p>	<p><b>Fundamental Movement Skills</b> To travel with confidence and skill around, under, over and through, balancing and climbing equipment.</p> <p><b>Multi-Skills</b> To use a small range of basic skills for running, jumping and throwing.</p>	<p><b>Striking and Fielding</b> To confidently demonstrate basic batting, fielding, and bowling skills, understanding key rules, and working effectively in a team.</p> <p><b>OAA</b> To effectively collaborate to solve problems, exhibit teamwork, understand the importance of communication, and confidently explore various solutions without fear of failure.</p>	<p><b>Striking and Fielding</b> To develop basic skills in striking, fielding, and bowling within the context of striking and fielding games.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>	<p><b>Cricket</b> To develop fundamental cricket skills, including batting, bowling, fielding, wicket keeping, and understanding of game components, leading to effective participation in cricket matches.</p> <p><b>OAA</b> To develop teamwork, communication, problem-solving skills, and physical agility through outdoor adventurous activities, focusing on planning, navigation, and group collaboration.</p>	<p><b>Rounders</b> To confidently develop and secure skills in striking, fielding, and running in small game situations, demonstrating effective throwing, catching and decision-making.</p> <p><b>Gym – Partner Work</b> To confidently perform gymnastics sequences with a partner, balancing on different points, matching and contrasting movements, while demonstrating control, good decision-making, effective communication, and constructive feedback.</p>	<p><b>Tennis</b> To confidently play singles and doubles tennis, using a range of strokes and tactics, perform forehand, backhand, volleys, smashes, lobs, and serves, understand the rules and scoring, and demonstrate tactical and performance awareness individually and as a team.</p> <p><b>Gym – Match and Mirror</b> To confidently perform gymnastics sequences with a partner, including matching, mirroring, and contrasting movements, hold various balances, transition smoothly, and use gymnastic terminology for effective communication and evaluation.</p>	<p><b>Cricket</b> To confidently perform various cricket skills, including accurate overarm throws, consistent catches, and precise batting techniques, while demonstrating tactical awareness and effective teamwork.</p> <p><b>Forest School</b> To learn in a woodland environment, fostering a relationship between learners and nature, promoting holistic development through supported, appropriate risks, and cultivating resilient, confident, independent, and creative learning opportunities.</p>



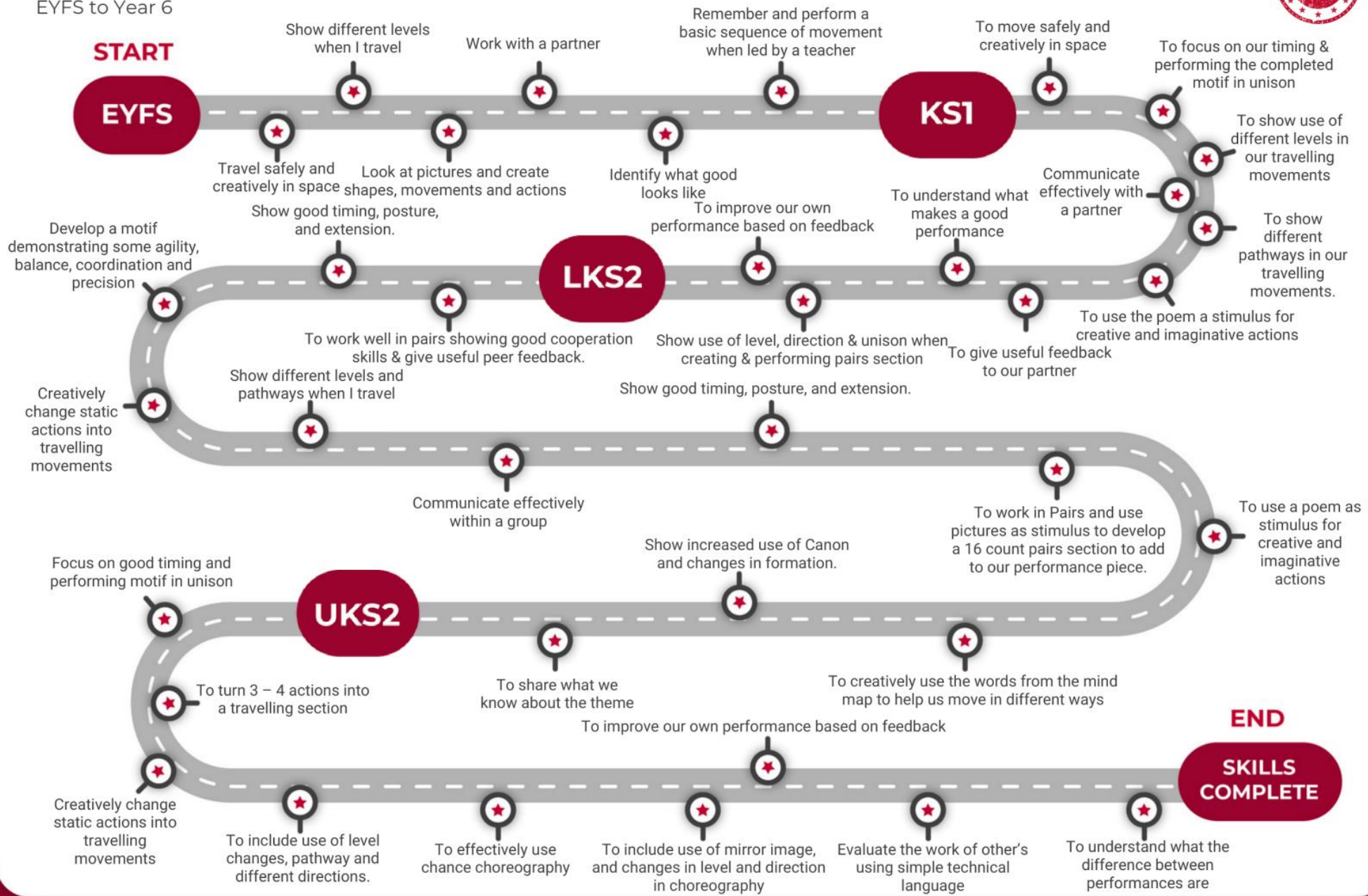
# Athletics

EYFS to Year 6



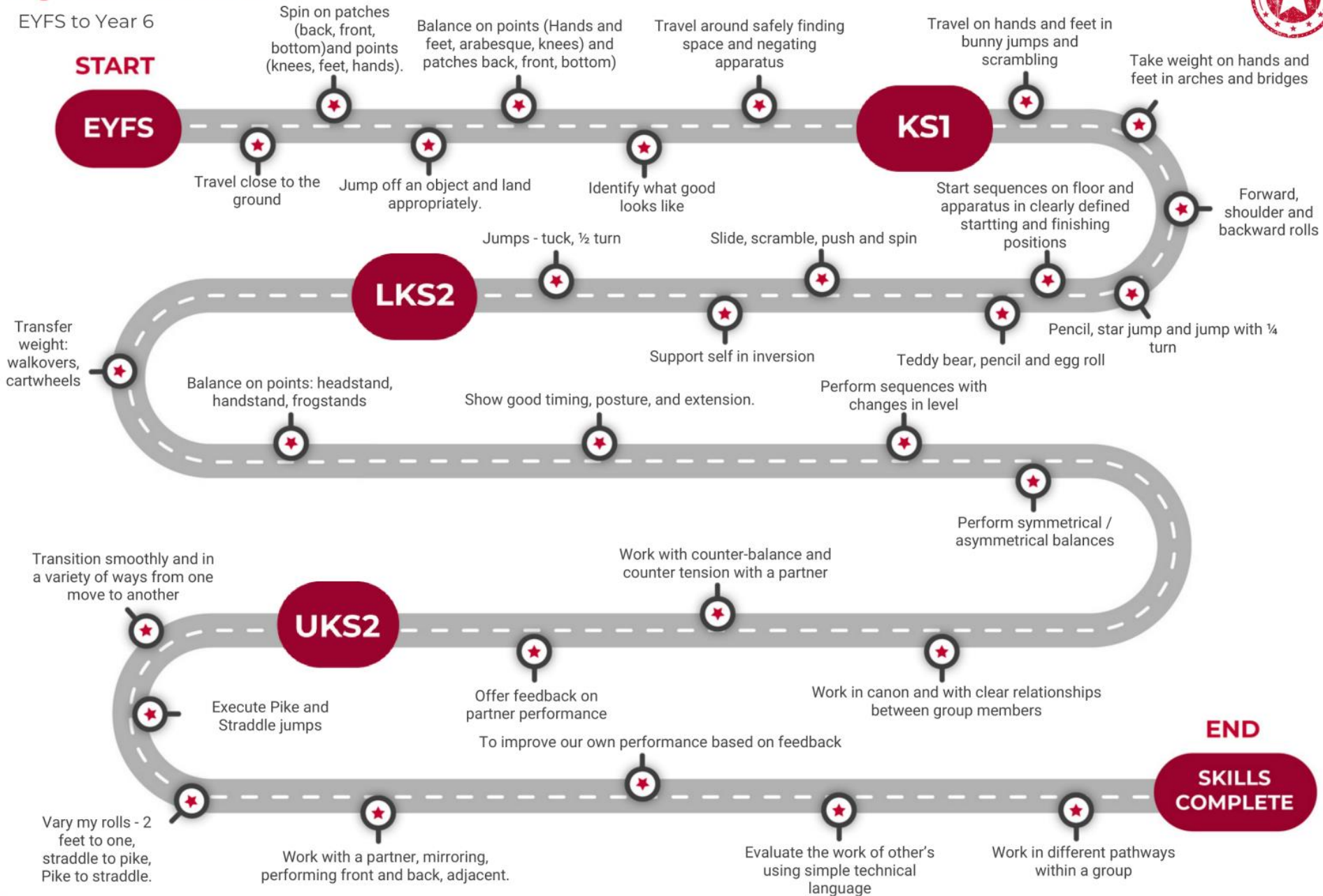
# Dance

EYFS to Year 6



# Gymnastics

EYFS to Year 6





# Invasion Games

EYFS to Year 6



**START**

**EYFS**

Run forwards & backwards whilst being aware of others and my environment.

Slide in both directions and begin to dodge off one foot.

Send & receive a ball

Throw using underarm and overarm and can sometimes catch a ball thrown to me.

**KS1**

Dodge off both feet, evading others.

Start to make decisions about when to attack and when to defend

Receive a ball whilst I am on the move.

Begin to read the intentions of other players

Pass accurately over short distances and then move into space without prompting

Increase my awareness of other children and the space we have to play in.

**LKS2**

Manipulate the ball in a variety of ways to outwit an opponent in a one to one situation.

Cushion a ball & move the ball into a good position to send

Turn in a variety of ways enabling me to retain possession and evade opponents

Pass and then move into space to receive the ball back.

Signal non verbally when I want to receive possession of the ball

Create overloads by supporting the attack at the right time and targeting members of the opposition defence, giving them more than one opponent to mark.

Anticipate what is going to happen by reading my opponent's body language

Use the width of the pitch when attacking to stretch the opposition's defence and pull opponents out of position

**UKS2**

Close the space down quickly between me and an opponent and then jockey awaiting the right moment to dispossess them.

Mark an opponent directly, staying with them at all times.

Use a variety of ways of sending a ball and make good decisions about which technique to use under pressure.

**END**

**SKILLS COMPLETE**

Receive the ball on the half turn, thereby opening up the pitch and creating more angles for me to send the ball.

Deceive opponents by feinting, faking and 'giving the eyes'

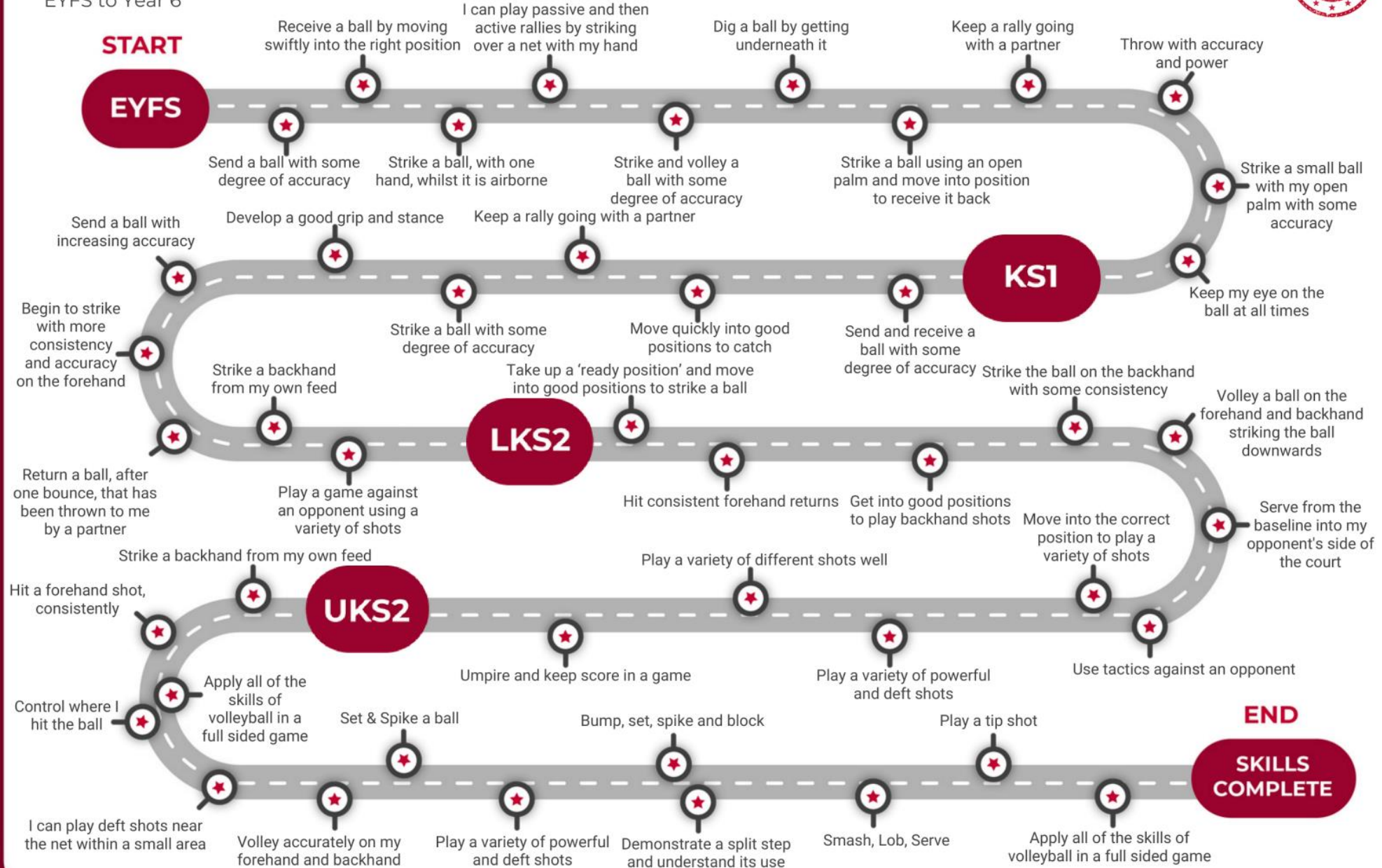
Adopt high and low presses when working as part of a defensive tactic

Stay in a defensive shape and communicate well with other defenders

# Net and Wall Game Skills

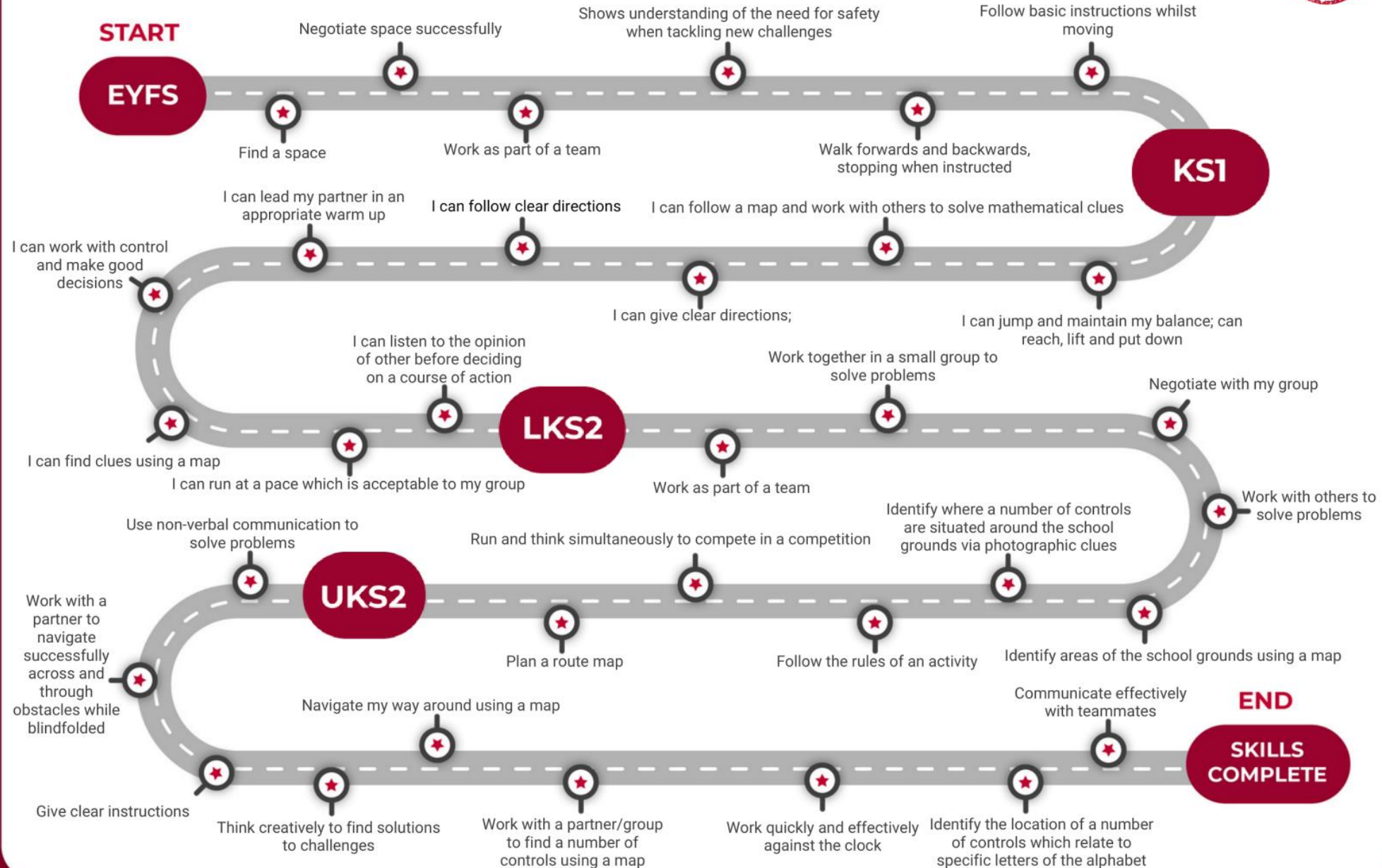


EYFS to Year 6



# OAA Skills

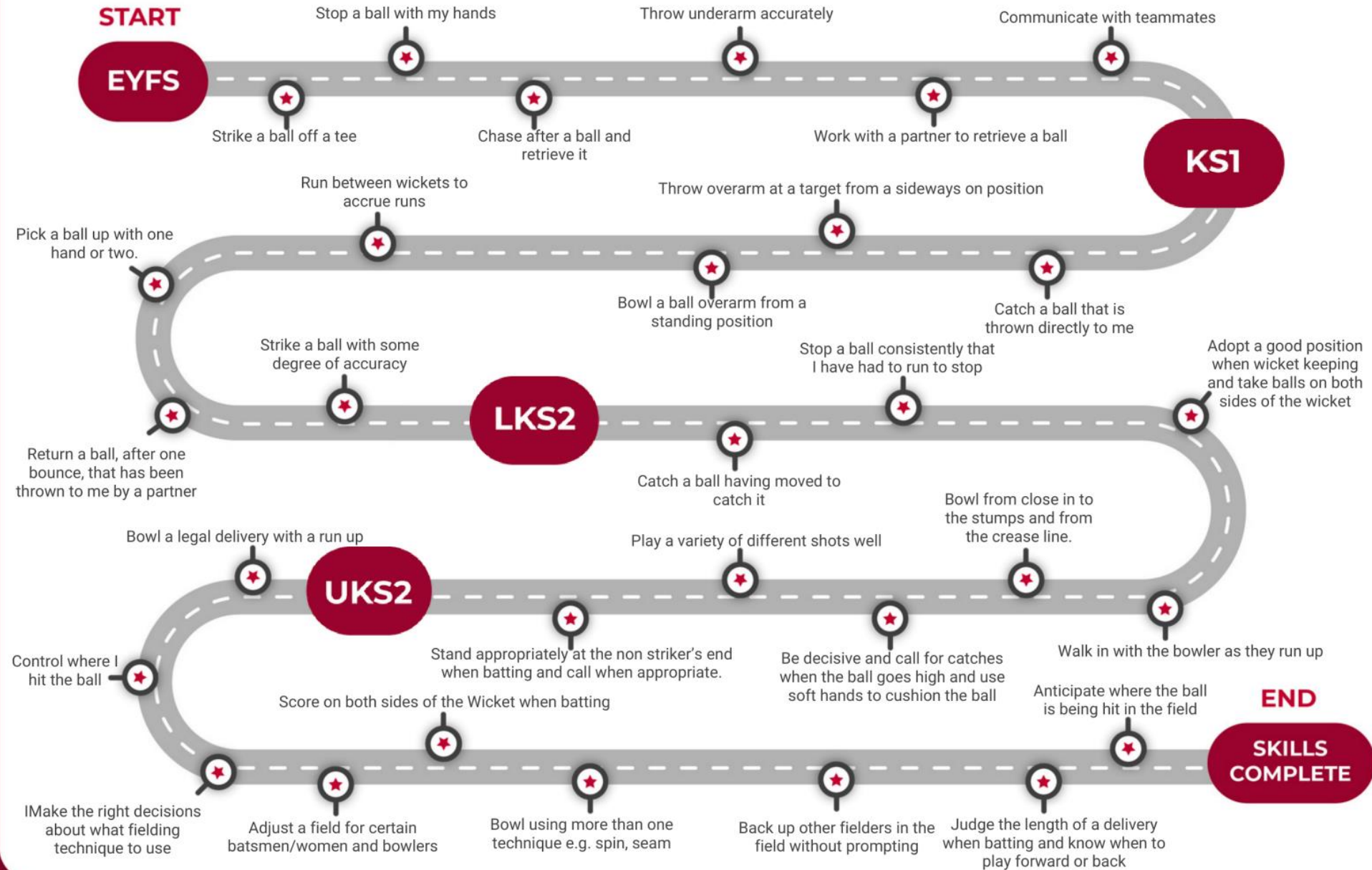
EYFS to Year 6





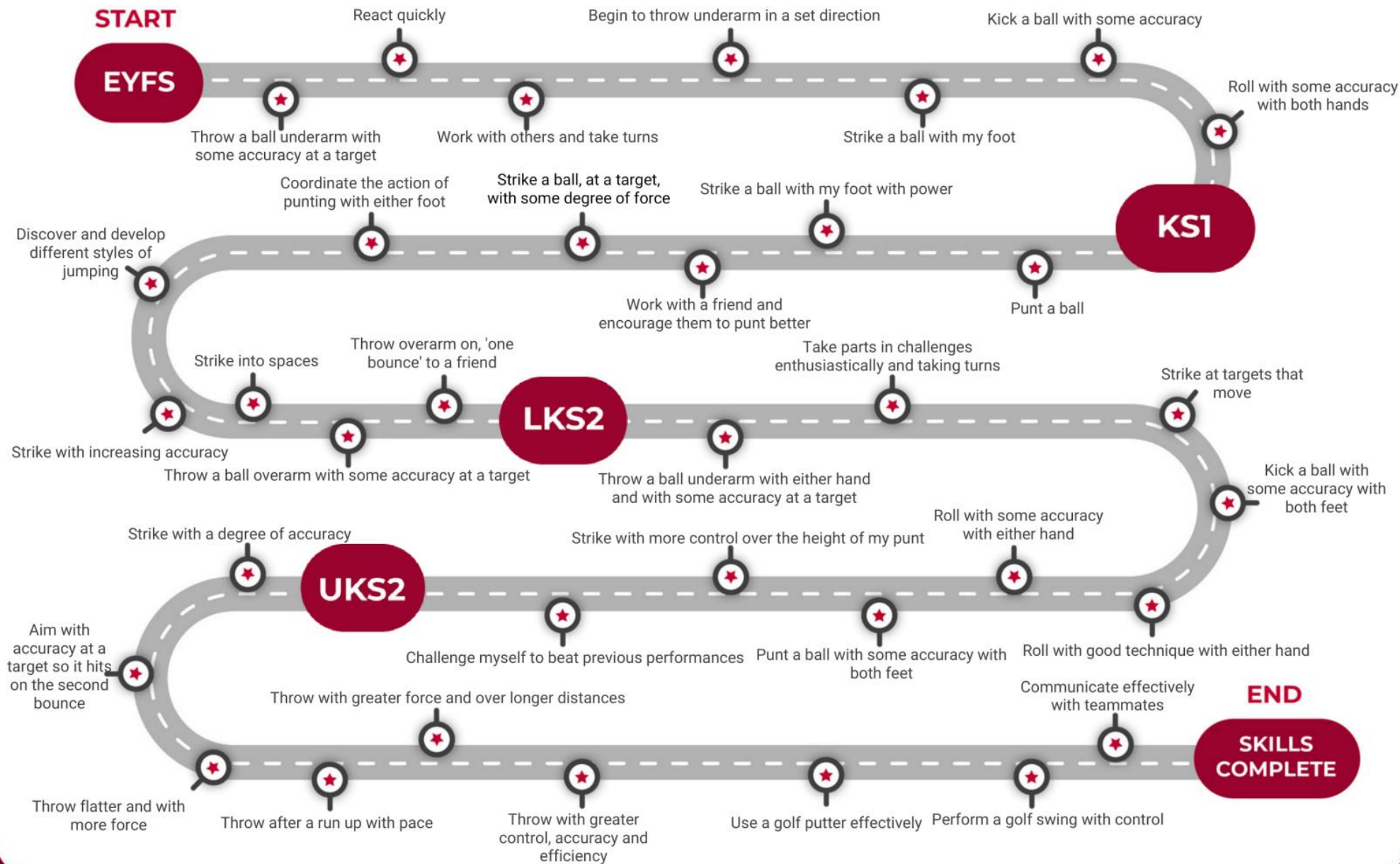
# Striking & Fielding Game Skills

EYFS to Year 6



# Target Game Skills

EYFS to Year 6





## Assessment within Physical Education

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Physical Education.

When assessing Physical Education, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the Physical Education units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children .

Teachers assess pupils on PE Passport. Each child is assessed on their performance, social development and competition at the end of a unit. Bronze is intervention/on watch, Silver and Gold are working at and Greater Depth is for children who are working beyond a unit :

		Bronze	Silver	Gold	Greater Depth
Performance	×	+	+	+	+
Social / Development	×	+	+	+	+
Competition	×	+	+	+	+

## Making judgements – formative assessment

Our assessment outcomes focus on the child's holistic development in PE and not merely on performance. It is completed through The Primary PE Passport using a combination of formative and summative assessment. Teacher's assessment through observation, forms the basis of assessment for PE. Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress across a unit of work. Lesson evaluations are completed after each lesson through the teacher's notes section of the PE Passport to inform future teaching and assessments are carried out at the end of every unit of work. This assessment is against a clear endpoint linked with the national curriculum.

## Making judgements – summative assessment

We assess across a range of units to ensure coverage across the different strands of PE e.g. dance, gymnastics, OAA etc. The end of unit assessments clearly identify those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work. These are combined and averaged at the end of the academic year to give each child an overall grade which are then passed onto the next teacher in order to inform and adapt planning accordingly. Teacher's use this information to give children a termly assessment grading.

Performance	Social / Development	Competition	Grade
1.80	1.80	2.00	1.87
2.20	2.20	2.33	2.24
1.60	1.60	1.33	1.51
2.00	2.00	2.00	2.00
2.20	2.00	1.67	1.96
1.80	1.80	2.00	1.87
3.00	2.80	2.33	2.71
2.40	2.40	2.33	2.38