



QUEENSMEAD PRIMARY ACADEMY

At Queensmead Primary Academy, we ensure that the PE curriculum is underpinned by our Routes to Resilience work. We provide opportunities for pupils to achieve their full potential and recognise the benefits of encouraging a life-long commitment to being active, staying healthy, developing teamwork and social skills.

Curriculum PE

The National Curriculum for Physical Education states...

Pupils should be taught to:	KS1	KS2	All schools must provide swimming instruction either in key stage
<ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Be physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>In particular, pupils should be taught to:</p> <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 • perform safe self-rescue in different water-based situations.

PE Intent

Rationale:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, respect and resilience. All children given the opportunity to develop their social, teamwork, communication and leadership skills.

Aims:

Our PE curriculum aims to ensure that all pupils:

- develop competence skills 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 and are aware of how physical exercise can have a positive impact on their well-being
- To develop the children's social and team building skills.

PE Curriculum Journey across EYFS & KS1

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

PE Curriculum Journey across KS2

Pupils will build upon their KS1 journey, and 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. They will have the opportunity to communicate, collaborate and compete with each other. They will develop an understanding of how to improve in a wide range of different physical activities and sports and learn how to evaluate and recognise their own success. They will develop their leadership and social skills through team games and challenges throughout the year.

PE intent and impact

National Curriculum Physical Education Areas of Experience & Development	Our PE Curriculum Journey – Key Stages 1 and 2 (Intent and Impact) (PE MAPs®)					
	Overview of the End of Year Age Related Expectations for National Curriculum PE					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PHYSICAL	Children <i>develop simple</i> fundamental movement skills (FMS), which they copy, repeat and explore with <i>basic control</i> .	Children become increasingly <i>competent and confident</i> in their simple FMS. They access a <i>broad range of opportunities</i> to extend their agility, balance and coordination <i>individually and with others</i> .	Children copy, repeat, <i>remember</i> and explore their simple FMS with increased <i>control</i> .	Children develop a broader range of skills and begin to <i>select and apply</i> them more <i>appropriately</i> , with <i>control and coordination</i> .	Children <i>select and apply</i> their skills for use in <i>different ways and in different contexts</i> with <i>good control and coordination</i> .	Children <i>link their skills</i> to make <i>actions and sequences of movement</i> . They <i>apply and perform</i> them accurately with <i>precision, control and physical fluency</i> .
PERSONAL	Children <i>begin to become aware of</i> their own and others' feelings when working together. They can follow <i>basic instructions</i> and generally <i>do their best</i> in any physical tasks on <i>their own</i> .	Children are able to engage in simple, <i>competitive activities</i> against themselves and <i>co-operative physical activities with others</i> . They generally try their hardest to do well.	Children engage and <i>collaborate</i> in partner work and <i>small group activity</i> and <i>start to display some simple, effective communication and co-operation skills</i> . They follow and understand <i>simple rules for competitive physical activities against others</i> . They are keen to do well.	Children display <i>more developed communication and collaboration skills</i> in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to <i>cope with winning and losing</i> . They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in <i>challenging themselves</i> to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They <i>consistently work well</i> in <i>team challenges</i> displaying <i>good communication skills</i> . They engage fully in individual and team competitive physical activities. They always respect rules and display a <i>good sense of fair play</i> . They display resilience and <i>challenge themselves consistently</i> to improve their own performance.
COGNITIVE	Children <i>describe and comment</i> on their own and others' actions.	Children talk <i>generally about the differences</i> between their own and others' simple actions and <i>suggest some improvements</i> . They begin to show a <i>basic understanding</i> of simple tactics for attacking and defending.	Children <i>describe in more detail</i> how their work is <i>different</i> from others' work, and <i>start to use</i> this understanding to improve <i>their own</i> performance. They <i>begin to show an increasing understanding</i> of simple tactics and some <i>basic compositional ideas</i> .	Children see and <i>describe in some detail</i> how their work is <i>similar to and different from</i> others' work, and use this understanding to improve <i>their own and others'</i> performance. <i>Tactical and compositional understanding is improving</i> .	Children observe others and compare and comment on aspects including the <i>skills, techniques, tactics, ideas and composition</i> used. They are now starting to use their findings on a <i>consistent basis</i> to refine their own performance in <i>some physical activities and sports</i> .	Children evaluate and recognise <i>correctly, and with consistency, their own and others' success</i> . They <i>regularly</i> compare and provide feedback on the <i>skills, techniques, tactics, ideas and composition</i> used in their own and others' work, and use this understanding <i>consistently</i> to make improvements across a <i>range of physical activities and sports</i> .
HEALTH	Children <i>talk about</i> how to exercise safely, and <i>describe</i> how their bodies feel when they are <i>moving and when they are at rest</i> .	Children give a <i>simple explanation</i> of how to exercise safely. They <i>describe</i> how their bodies feel <i>during different activities</i> and have a <i>simple awareness</i> that <i>exercise is good for them</i> .	Children can <i>describe</i> how their bodies feel if they are <i>physically active for sustained periods</i> of time, and are aware that their health will benefit. They can <i>give reasons</i> why it is important to warm up before physical activity.	Children <i>know</i> what <i>different intensities</i> of physical activity <i>feel like</i> . They can <i>give some reasons</i> why their health will benefit if they are physically active for sustained periods of time. They <i>show</i> that they can warm-up safely.	Children display a <i>good understanding</i> of the health benefits of engaging regularly in <i>vigorous physical activity</i> for sustained periods of time <i>in and out of school</i> . They <i>plan and demonstrate</i> that they can <i>take their own warm-up and cool-down safely</i> .	Children <i>explain in detail</i> how physical activity and sport contributes to a healthy lifestyle. They <i>engage in a range of physical activities and sports</i> and can <i>describe</i> some of the different <i>health benefits</i> of each. They <i>consistently</i> warm up and cool down safely in ways that suit the activity.