

# Physical Education Curriculum Journey



Bishop Creighton Academy (2021 - 22)

# Physical Education Curriculum Journey

## Intent Statement

At Bishop Creighton Academy we recognise the role that Physical Education has to play in promoting a long-term healthy lifestyle which is both enjoyable and fulfilling.

At Bishop Creighton Academy we will provide a high-quality PE Curriculum Journey which aims to ensure that our pupils:

- ✓ are physically active for a sustained period of time and lead healthy, active lives
- ✓ are inspired to succeed and excel in competitive sport and other physically demanding activities
- ✓ have opportunities to become confident and physically literate in a broad range of activities in a way which supports their wellbeing.
- ✓ have opportunities to compete in sport and other activities in order to build resilience and embed values such as team work, fairness and respect.

Through our physical education culture we also aim to enhance academic achievement, as well as the health and well-being of our pupils. In turn, we believe this will have a positive impact on progress in reading, writing and maths.

# **Our PE Curriculum Journey supporting curriculum development across The Trust**

**Greenwood Academies Trust (GAT):**

**Primary Curriculum - Fundamental Principles**

**Our purposeful PE Curriculum Journey has been developed to meet the local needs of our children. We have also ensured that we have embedded the GAT fundamental principles that a curriculum should provide a high quality, exciting, engaging, broad and balanced learning journey that develops core transferable knowledge and skills, and meets and indeed, exceeds the expectations of the National Curriculum (2014).**

# Our PE Curriculum Journey supporting and developing Whole-School Values

**Respect Justice Courage Responsibility Integrity Wisdom Compassion Hope**

Our PE Curriculum Journey ensures that our children experience, understand and develop our Whole-School Values.

Through a wide range of physical activity experiences and opportunities our children learn about and develop respect for their own health and well-being, and about being courageous, resilient, hopeful, and challenging themselves to be the best they can be.

Team-building activities, leadership and partner work, collaborative planning and evaluation across a range of activities including Dance and OAA supports and encourages our children to develop respect for each other, take responsibility and show compassion and understanding.

Respect is also promoted and developed for the staff that are helping them on their curriculum journey.

Competitive experiences within activities such as Games and Athletics helps our children to develop a sense of fair-play and justice, playing by the rules and integrity.

A pedagogical approach to the implementation of our PE Curriculum Journey supports the development of wisdom through decision-making and problem-solving opportunities and also in the transference of knowledge that supports wider academic achievement.

Engaging in local community activities, competitive and enrichment opportunities, local coaches coming in, and links to local sports clubs also helps our children to develop a further sense of belong, identity and respect for their local community.

# Our PE Curriculum Journey supporting Whole-School Curriculum Intent

In line with our Whole-School Curriculum Intentions, and the Academy Improvement Plan (AIP), our PE Curriculum Journey aims to provide all pupils with a stimulating and inclusive educational environment in which:

- ✓ spiritual, moral, cultural, mental and physical development is promoted
- ✓ our pupils are prepared for the opportunities, responsibilities and experiences of later life
- ✓ pupils study a full curriculum which is coherently planned and sequenced toward building cumulatively sufficient knowledge and skills
- ✓ they learn to behave consistently well and develop positive attitudes and commitment toward their education
- ✓ they have access to a rich set of experiences

In line with the whole-school thematic approach to learning, as part of their PE Curriculum Journey, we encourage and support of pupils to use and apply skills and to develop links between their other curriculum areas.

Our pupils engage in a wide range of exciting physical activity areas that endeavour to foster a life-long love of learning and challenges and supports them to become independent, responsible young people.

We are a Microsoft Showcase school, recognised for exemplifying some of the best teaching and learning utilising technology in the UK. In line with whole-school intent with regards to enhancing pedagogy through technology, our teachers use IT within PE where appropriate to heightened level of pupil engagement and personalise learning so that it better meets the needs of our diverse learners.

# Intent: Our PE Curriculum Map

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Teacher	YDP	Teacher	YDP	Teacher	YDP	Teacher	YDP	Teacher	YDP	Teacher	YDP
<b>EYFS</b>	First PE (Fundamental Movement Skills)	Fundamental Movement Skills	Superhero Dance EY	EY Gymnastics	Pirate Fitness	Throwing and Catching	Mini Muay Thai	Yoga	Fairy tale Dance	EY Tennis	Sports Day EY	EY Athletic Skill
<b>Y1</b>	Gymnastics	Multi-skills	Winter Dance	Multi-Skills	Space Dance	Team Games (Ball Skills)	Jungle Yoga	Team Games (Social Dodgeball)	Olympic Dance	Sports Day (Multi-skills)	Mini Muay Thai	Athletic Skill
<b>Y2</b>	Gymnastics	Multi-skills	Fairy tales Dance	Team Games (Ball Skills)	Mini Muay Thai	Team Games	Jungle Dance	Kwik Cricket	Jungle Yoga	Sports Day (Multi-skills)	Pirates Fitness	Athletic Skill
<b>Y3</b>	Gymnastics	Quicksticks	Tudor Dance	Football	Fitness	Netball	<b>SWIMMING</b>	Yoga	Sports Day (multiskills)	Athletics	OAA	Kwik Cricket
<b>Y4</b>	Gymnastics	Quicksticks	Romans Dance	Basketball	<b>SWIMMING</b>	Football	Yoga	Multi-skills	Fitness	Athletics	OAA	Rounders
<b>Y5</b>	Gymnastics	Netball	<b>SWIMMING</b>	Tag Rugby	Greatest Showman Dance	Self Defence	Yoga	Tennis	<b>SWIMMING</b>	Kwik Cricket	OAA	Athletics
<b>Y6</b>	<b>SWIMMING</b>	Netball	Gymnastics	Multi-skills	Martial Arts Dance	Football	Leadership and Teambuilding	Basketball	OAA	Rounders	<b>SWIMMING</b>	Athletics



# Intent: Our PE Curriculum Journey

## Progression across the National Curriculum PE Areas of Experience & Development and intended Impact in relation to the national End of Year Age Related Expectations

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



# Intent: The Development of Physical Skills

## An example of how we are Sequencing Learning and Progression

### Our PE Curriculum Journey

#### Physical Skill Development - Overview



**Across EYFS and Key Stage 1 our children start to develop:**

- fundamental movement skills
  - physical literacy and fluency
  - balance, agility and co-ordination, and begin to apply these in a range of activities on their own and with others
- and:**
- become increasingly competent and confident, mastering basic movements including running, jumping, throwing and catching



**As they then move on through the curriculum, into Key Stage 2:**

**Across Years 3 – 6 our children 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.





# Impact

## Additional Impact on our children as a result of their PE Curriculum Journey at Bishop Creighton Academy

### Evidence: Attendance at Extra-Curricular Clubs

I found the PE CPD inset session useful

[More Details](#)



I enjoy teaching PE

[More Details](#)



Very useful. We use the videos all the time to see how to do the activities.

Yes, they are easy to follow and really suitable for EYFS (not always the case in lots of schemes)

Yes because everything is there, you do not need to think ahead. You can focus on your delivery of the lesson and you have time to support any weaker areas before the lesson as you are not worrying about the planning and resourcing of the lesson.

They are very useful because it shows a demonstration video for children and teachers who aren't so confident

Incredibly helpful, straightforward and easy to follow.

g to sports / physi

