



**St. Cuthbert's**  
Roman Catholic Academy Trust

# St. Charles' VC Academy Curriculum Overview

## Physical Education

**Underpinning values to our physical education curriculum:** Our curriculum broadly shares the key principles and aims of the national curriculum whilst also embracing the latest research in physical literacy and development. It serves to give our pupils the very best start in life, by establishing a love for play and physical activity and securing a solid foundation for skilled movement. We aim to inspire all our pupils to be successful, resilient and confident people and empower them to excel in a physically active and healthy life. This curriculum overview outlines our intentions in what is a carefully considered sequence of learning and development for every pupil in the academy trust.

Key Stage	Foundation	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
School Yr.	Reception	Years 1 & 2	Years 3 to 6	Years 7 to 9	Years 10 & 11	Years 12 & 13
PE Phase	<b>Active Start</b>	<b>Fundamentals</b>	<b>Foundation</b>	<b>Development</b>	<b>Extension</b>	
School Yr.	Reception	Years 1 to 4	Years 5 to 8	Years 9 to 10	Years 11 to 13	
Pupil Age	4-5	5-8	8-13	13-15	15-19	
PE Intentions	Establish a love for movement, exploration and play	Establish the fundamental movement skills	Establish and develop a secure basis of activity specific skills Maintain fundamental movement skills Refine and develop competency in a broader range of activity specific skills	Develop successful application of skills in more complex and demanding activities	Extend and maintain performance and participation.	



**Underpinning values to our primary phase:** We are committed to ensuring every pupil gets the best start in life by establishing the blueprint for a life-long love for play and physical activity. We aim to achieve this with a fun, engaging and inclusive curriculum that will initially focus on the fundamentals of skilled movement. Having established a secure foundation of fundamental movement skills, pupils will learn how to apply these into a broad range of activity specific skills and enjoy their success transitioning into healthy, confident and resilient performers.

Key Stage	Foundation	Key Stage 1	Key Stage 2	Key Stage 3
School Yr.	Reception	Years 1 & 2	Years 3 to 6	Years 7 to 8
PE Phase	<b>Active Start</b>	<b>Fundamentals</b>		<b>Foundation</b>
School Yr.	Reception	Years 1 to 4		Years 5 to 8
Pupil Age	4-5	5-8		8-13
PE Intentions	Establish a love for movement, exploration and play	Establish the fundamental movement skills		Establish and develop a secure basis of activity specific skills
				Maintain fundamental movement skills
				Refine and develop competency in a broader range of activity specific skills



**St.Cuthbert's**  
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# Active Start

PE Curriculum

## Primary Physical Education

**Aims:** Establish a love for movement, exploration and play

Key Stage	Year	Ages
Foundation	Reception	4-5

### Programme of study guidance

Children should be provided with the opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and a healthy diet. They must be able to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities. Children will learn most effectively in this phase if teaching and learning involves:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

It is suggested that schools plan their physical education curriculum with the above at the forefront of their curriculum decisions. Schools may decide to plan periods of learning through the seven activity areas outline below. Although this is not essential, it may help schools to shape a broad and balance range of experiences throughout the foundation stage.

### Activity Areas

Fitness	Individual Games	Team Games	Dance	Athletics	<b>Gymnastics</b>	OAA
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# Active Start

PE Curriculum

## Primary Physical Education

**Aims:** Establish a love for movement, exploration and play

Key Stages	Year	Ages
Foundation	Reception	4 – 5

**Programme of study for year: 2019/2020**

<b>School:</b>	<b>St Charles</b>
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Term	Subject Content	Taught through (Activity Area)	Facility	Essential resources
Autumn	Half Term 1  Fundamental Movement Skills – through games and play.  Experiment different ways of moving – skipping, jumping and running. Use language to identify the different types of movements.	Team games Individual games	Hall KS1 Playground	Cones Bean Bags Hoops Balls Markers
	Outcomes  Students enjoy being active and start to be aware of the benefits of being active. Students develop confidence being active and are able to take turns and work as a team. <b>Can demo different ways of moving – showing control. PD 40-60+mths</b> <b>Can identify and name different types of movement. PD + CL 40-60+ mths</b> <b>Can show understanding of stop, stat and fast and slow. PD 40-60+ mths.</b>			
	Competitions/Extra Curricular			
	Half Term 2  Fundamental Movement Skills – through games and play.  Sending and receiving – with students pushing, patting, throwing and beginning to understand catching. Chn develop confidence handling PE equipment and sending and receiving them through a variety of games.	Team games Athletics	Hall KS1 Playground	Cones Bean Bags Hoops Balls Markers

	Outcomes	Students enjoy being active and start to be aware of the benefits of being active. Students develop confidence being active and are able to take turns and work as a team. <b>Can send and receive a variety of PE equipment – demonstrating fine and gross motor skills. 40-60+ mths</b>			
	Competitions/Extra Curricular				
Spring	Half Term 3	Fundamental Movement Skills – Fitness – focus in strength, agility and coordination. Use of games and challenges. <b><i>Children can give simple reasons as to why being active is important.</i></b> <b><i>Negotiate space successfully when racing and playing, adjusting speed and changing direction to avoid obstacles.</i></b>	Fitness	Hall KS1 Playground	Benches Mats Cones Balls Markers
	Outcomes	Student can enjoy doing physical challenges and fun games and races. Children can recall why it is important to be active. <b><i>Can give simple reasons as to why being active is important PD 40-60+mths</i></b> <b><i>Can give other ways of being healthy including diet etc? PD 40-60+ mths</i></b> <b><i>Can handle PE equipment safely and with increasing control PD 40-60+ mths</i></b> <b><i>Can negotiate space successfully when racing and playing PD 40-60+ mths</i></b> <b><i>Can use talk to sequence activities or actions CL 40-60+ mths</i></b>			
	Competitions/Extra Curricular				
	Half Term 4	Fundamental Movement Skills – Fitness – focus in endurance, mobility and agility. Use of dance activities. Use imagination to recreate roles and experiences in dance. Negotiate space successfully, adjusting speed and changing direction. Experiment with different ways of moving		Hall KS1 Playground	Music Player Cones Pictures
	Outcomes	Children can reciprocate simple moves and make up their own. Children enjoy being active to music.			

		<p><i>Can recreate roles and experiences in dance CL 40-60+ mths</i></p> <p><i>Travels with confidence and skill using different movements PD 40-60+ mths</i></p> <p><i>Negotiate space successfully, adjust speed and change direction with control PD 40-60+ mths</i></p>			
	Competitions/Extra Curricular				
Summer	Half Term 5	<p>Fundamental Movement Skills — Use of Fitness and Gymnastic Activities</p> <p>Jumps — different kinds of jumps — including jumping off equipment.</p> <p>Balances — use of individual feet and incorporate some group/ pair balances.</p> <p>Movement — rolls , hops, skips and a variety of actions.</p> <p>Travel around and across a variety of equipment.</p>	Gymnastics Fitness	Hall	Mats Benches Cones
	Outcomes	<p>Children show different ways of moving in a gymnastic way.</p> <p>Children jump, hop, run, balance and roll using some control.</p> <p><i>Can jump off an object and land appropriately PD 40-60+ mths</i></p> <p><i>Can balance on one foot (alternately) and apply this to some PE equipment PD 40-60+mths</i></p> <p><i>Can demonstrate different movements with control PD 40-60+ mths</i></p> <p><i>Can travel with confidence and skill around, under, over and through balancing and climbing equipment PD 40-60+ mths</i></p> <p><i>Can understand the terms under, over, around and through to PE activities CL 40-60+ mths</i></p>			
	Competitions/Extra Curricular				
	Half Term 6	<p>Fundamental Movement Skills — Use of Athletics and Individual Games</p> <p>Different ways of moving.</p> <p>Jumping and hopping.</p> <p>Kicking and throwing objects using gross motor skills.</p>	Individual games Athletics		Indoor athletic equipment. Cones Balls Markers

		More focus on catching (sending and receiving)			
Outcomes		<p><i>Children enjoy running, throwing and jumping in a variety of simple athletic games/ exercises. Children develop confidence in movement.</i></p> <p><b><i>Can demo different ways of moving with control PD 40-60+mths</i></b></p> <p><b><i>Jumps off equipment and lands appropriately PD 40-60+ mths</i></b></p> <p><b><i>Can kick and throw different equipment showing increased coordination PD 40-60+mths</i></b></p> <p><b><i>Can throw and catch a variety of PE equipment PD 40-60+ mths</i></b></p>			
Competitions/Extra Curricular	Sports Day		Athletics Team Games	Field	Bean bags Hoops Bibs Track Foam javelins x 10
End of stage outcomes	<ul style="list-style-type: none"> <li>• Children should be regularly active (at least 2 hours in PE per week)</li> <li>• Children should enjoy being active, using their bodies in a variety of ways.</li> <li>• Children should explore different movements and sport related actions.</li> <li>• Children should develop teamwork and cooperation skills.</li> <li>• Children should be able to give reasons as to why being active is important.</li> </ul>				



**St. Cuthbert's**  
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# Fundamentals

PE Curriculum

## Primary Physical Education

**Aims:** Establish the fundamental movement skills

Key Stages	Years	Ages
1 & 2	1 - 4	5 - 8

### Programme of study guidance

Pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- 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.

Pupils should continue through the phase 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

### Activity Areas

Fitness	Individual Games	Team Games	Dance	Athletics	<b>Gymnastics</b>	OAA
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# Fundamentals

PE Curriculum

## Primary Physical Education

**Aims:** Establish the fundamental movement skills

Key Stages	Years	Ages
1 & 2	1 – 4	5 – 8

### Programme of study for year: 2019/2020

#### School:

Term	Subject Content	Taught through (Activity Area)	Facility	Essential resources
Autumn	Half Term 1	Fundamental Movement Skills		
	Outcomes	Master Basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination	Games, relays/ various competitive situations	
	Competitions/Extra Curricular			
	Half Term 2	Fundamental Movement Skills		
	Outcomes	Master Basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination	Games, relays/ various competitive situations	
	Competitions/Extra Curricular			
Spring	Half Term 3	Gymnastics		
	Outcomes	Pupils to continue to use basic movements and balance to perform basic balances on their own and in pairs. Practice and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight.	Floor/ Beam/ Benches	
	Competitions/Extra Curricular			
	Half Term 4	Dance		

	Outcomes	Use simple movements and gestures, move in time to music and remember simple dance moves. <ul style="list-style-type: none"> <li>• Develop their movements progressively individually</li> <li>• Develop more effective use of space levels, directions, speed and strength</li> <li>• Move with control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings.</li> </ul>	Floor		
	Competitions/Extra Curricular				
Summer	Half Term 5	Ball Games			
	Outcomes	Use a variety of ball games to demonstrate control, co-ordination, teamwork, dribbling, catching, throwing, passing and striking.	Various balls/small equipment.		
	Competitions/Extra Curricular				
	Half Term 6	Athletics			
	Outcomes	-participate in activities and physical challenges to learn to develop the core skills of running, jumping and throwing using a variety of equipment <ul style="list-style-type: none"> <li>• progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;</li> <li>• practice running over short and long distances;</li> <li>• practice jumping for height and distance;</li> <li>• practice throwing activities for accuracy and distance from a stationary position to a controlled run-up;</li> </ul>			
	Competitions/Extra Curricular				
End of stage outcomes					



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# Foundation

PE Curriculum

## Primary & Secondary Physical Education

**Aims:** Establish and develop a secure basis of activity specific skills  
Maintain fundamental movement skills  
Refine and develop competency in a broader range of activity specific skills

Key Stages	Years	Ages
2 & 3	5 – 8	8 – 13

### Programme of study guidance

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

### Activity Areas

Fitness	Individual Games	Team Games	Dance	Athletics	<b>Gymnastics</b>	OAA
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# Foundation

PE Curriculum

## Primary & Secondary Physical Education

**Aims:** Establish and develop a secure basis of activity specific skills. Maintain fundamental movement skills. Refine and develop competency in a broader range of activity specific skills

Key Stages	Years	Ages
2 & 3	5 – 8	8 – 13

### Programme of study for year: 2019/2020

#### School:

Term	Subject Content	Taught through (Activity Area)	Facility	Essential resources
Autumn	Half Term 1	Racket and Ball		
	Outcomes	-Demonstrate increased control of basic skills such as a rally. -Apply fundamental hand eye coordination skills in basic drills and small sided games - Identify and apply how skills can be developed to outwit an opponent - Essential skills- hand feed/ grip/ ball control -Advance skills- maintain a rally/ serve	Tennis Badminton	
	Competitions/Extra Curricular	Summer Tennis club/ Equipment out at play and lunchtime?		
	Half Term 2	Invasion Games	Rugby/ Football/ Netball/ Basketball	
	Outcomes	<ul style="list-style-type: none"> <li>• Progress from developing individual skills and partner activities and games to suitable small sided, adapted and mini-games through both co-operative and then competitive play;</li> <li>• Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;</li> <li>• Improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and</li> </ul>		

		<p>partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;</p> <ul style="list-style-type: none"> <li>• Develop an understanding of, and participate in, small-sided, adapted and mini games. <ul style="list-style-type: none"> <li>- Essential skills- throwing catching/ striking/ dribbling/ attacking and defensive skills.</li> </ul> </li> </ul>			
	Competitions/Extra Curricular				
Spring	Half Term 3	Fitness	Training methods		
	Outcomes	<ul style="list-style-type: none"> <li>-Describe the physical and psychological impact and its importance exercise has on the body</li> <li>- Identify a variety of training methods</li> <li>-Be able to perform at maximum effort to test physical components of fitness</li> <li>-Identify personal fitness strengths and areas for improvement</li> </ul> <p>Training methods; HIT, circuit, continuous, exercise to music</p> <p>Components of fitness- Cardiovascular endurance, Muscular endurance, Muscular strength, Speed, Agility, Flexibility,</p>			
	Competitions/Extra Curricular	Fitness club?			
	Half Term 4	Dance			
	Outcomes	<ul style="list-style-type: none"> <li>• Progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;</li> <li>• Develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.</li> <li>• Develop more effective use of space levels, directions, speed and strength</li> <li>• Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;</li> <li>• Create, practice and perform movement sequences, using a variety of stimuli and to an audience;</li> <li>• Structure dances with clear beginnings, middles and ends;</li> </ul>			

		<p>Gymnastics</p> <ul style="list-style-type: none"> <li>• extend their body management skills and improve the variety and quality of movement;</li> <li>• progress from working individually to working in pairs, trios, small groups and whole groups;</li> <li>• explore, practice and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching</li> </ul>	Floor and Basic Apparatus		
	Competitions/Extra Curricular				
Summer	Half Term 5	Athletics	Track and Field events		
	Outcomes	<p>-participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;</p> <ul style="list-style-type: none"> <li>• progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;</li> <li>• practice running over short and long distances;</li> <li>• practice jumping for height and distance;</li> <li>• practice throwing activities for accuracy and distance from a stationary position to a controlled run-up;</li> <li>• record and analyses personal performance in a variety of ways.</li> </ul>			
	Competitions/Extra Curricular				
	Half Term 6	Bat and Ball	Kwik Cricket/ Rounders/ Softball		
	Outcomes	<p>-Recall knowledge of striking a ball using a variety of equipment</p> <p>- Develop hand eye coordination to improve accuracy and success</p> <p>-Apply skills to small sided games</p> <p>- Select and identify ways in which skills can be applied for success (essential skills throwing catching/ fielding/ bowling/ striking a ball)</p>			
	Competitions/Extra				

	Curricular				
End of stage outcomes					