



# Whitmore Park Primary School PE Curriculum



Whitmore

Park

Primary School



## Contents

Curriculum Drivers.....	3
Whole school links.....	4
Pupil Offer.....	5
Overview.....	3
History.....	3
Geography.....	4
Our History Key Concepts: .....	7
Pupil Offering .....	5
Year 1.....	10
Year 2.....	12



Year 3.....	14
Year 4.....	15
Year 5.....	18
Year 6.....	11



## Our Curriculum Drivers

Our Curriculum drivers thread throughout our whole curriculum.

**Vocabulary**

**Inclusion**

**Oracy**

**First Hand  
experiences**

**Diversity**



Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<i>Humanities</i>	Transport		Victorians		My School	Local Area
	<i>Science</i>	Materials		Plants	Trees	Senses	
	<i>Trips/Visits</i>	Transport Museum + Stage Coach Visitor Twycross Zoo					
2	<i>Humanities</i>	Lady Godiva	Great Fire of London	United Kingdom	Name Continents Of The World	The Queen	World Geography inc. Local Area
	<i>Science</i>	Animals	Materials	Materials	Plants	Living Things and Their Habitats	
	<i>Trips/Visits</i>		Selly Manor				Conkers
3	<i>Humanities</i>	Stone Age to Iron Age	Romans	Romans	Saxons	Local Area and UK Geography	
	<i>Science</i>	Light	Rocks	Forces and Magnets	Animals	Plants	
	<i>Trips/Visits</i>	Coombe Abbey	Roman Visitor		Saxon Visitor	Coundon Wedge + Jubilee Crescent	
4	<i>Humanities</i>	Egyptians		Vikings	Coventry	South America	
	<i>Science</i>	States of Matter		Sound	Electricity	Living Things	Animals including Humans
	<i>Trips/Visits</i>	Egyptian Visitor			City Centre Field Trip		
5	<i>Humanities</i>	Coventry Blitz		Volcanoes and Earthquakes	Europe and Barcelona	Ancient Greeks	
	<i>Science</i>	Properties and Changes of Materials		Living Things and Their Habitats		Forces	Earth and Space
	<i>Trips/Visits</i>	Transport Museum	Herbert Art Museum				
6	<i>Humanities</i>	Mayans				Crime and Punishment	Rivers
	<i>Science</i>	Animals including Humans		Evolution and Inheritance			
	<i>Trips/Visits</i>	Science Visitor	Mayan Visitor	Holes (Theatre)			



Year Group	Educational Visits (Off-Site)	Educational Visitors (On-Site)	Residential Visits	Outdoor Learning Sessions (e.g. Forest Schools)	Arts and Culture	Community and Partnership	Specialist Curriculum Days	Specialist Curriculum Weeks
1	Transport Museum <i>Transport</i>  Twycross Zoo <i>Animals</i>	Stage Coach <i>Transport</i>					5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
2	Selly Manor <i>Great Fire of London</i>  Conkers <i>Habitats and Living Things</i>				Morning of Music		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
3	Coombe Abbey <i>Stone Age to Iron Age</i>  Coundon Wedge Jubilee Crescent	Roman Visitor Saxon Visitor					5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
4	Field Trip – City Centre	Egyptian Visitor	Space Camp TBC		Morning of Music		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
5	Transport Museum Blitz Experience <i>Blitz</i>  Herbert Art Museum <i>Blitz</i>		PGL – 2 Nights		President Kennedy watch performance		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind
6		Mayan Visitor  Science Visitor	Dol-y-Moch		1 Theatre Visit (Holes)		5x Faith/RE Days International Day World Book Day Science Day Maths Day 3 x Book/Author Focus Day	<i>Art Week</i> <i>STEAM</i> <i>Alternate</i> Enterprise Book Week Healthy Body, Healthy Mind



## PE

### Intent

At Whitmore Park we strive to develop independent learners who are prepared for the next stage of their education. Our PE curriculum provides pupils with inspirational and engaging real life experiences that develop a range of skills. Our scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 PE. Children build upon their previous knowledge each year, firstly cementing skills and then applying skills into games. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. Our PE is split into 3 strands: Curriculum, extra-curricular and competitive school sports.

### Our PE Strands

Curriculum

Extra-Curriculum

Competitive School Sports

### By the end of Key Stage 1

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.

### By the end of Key Stage 2

Pupils should 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 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.

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception	Introduction to PE		Focus on Bean Bags		Focus on a Ball		Gymnastics Travelling		Focus on Hoops and Quoits		Athletics	
Year 1	Reception Recap Focus on Bean Bags/Ball	<i>Team Building</i>	Ball Skills & Games	<i>Throwing &amp; Catching</i>	Gymnastics Travelling	<i>Dance The Seasons</i>	Gymnastics Jumping, Bouncing & Landing	<i>Partner Work</i>	Bat & Ball Skills & Games	<i>Attacking/Defending Team Games</i>	Athletics	<i>Magnificent 7</i>
Year 2	Throwing & Catching	<i>Team Building</i>	Dribbling, Kicking & Hitting	<i>Inventing Games</i>	Gymnastics Spinning, Twisting & Turning	<i>Dance Extreme Earth</i>	Gymnastics Linking Movements Together	<i>Group Games &amp; Inventing Rules</i>	<u>Evasion Games</u> Tag Rugby	<i>Magnificent 7</i>	Athletics	<i>Attacking/Defending Team Games</i> <u>XXXX</u>





Year 3	Tennis	<i>Team Building</i>	Ball Skills/ Invasion Games Benchball	<u><i>Creative Games</i></u>	Gymnastics Travelling with Changing Direction	<i>Dance Extreme Earth</i>	Athletics	<i>Dodgeball Flight Perception</i>	Tag Rugby	<u><i>OAA Outdoor Adventurous Activities</i></u>	Striking & Fielding	<u><i>Tri-Golf</i></u>
Year 4	Tennis	<i>Team Building</i>	<u>Ball Skills/ Invasion Games</u>	<u><i>Problem Solving &amp; Inventing Games</i></u>	Gymnastics Rolls	<i>Dance Water</i>	Athletics	<u><i>Inclusion Games</i></u>	Tag Rugby	<u><i>OAA Outdoor Adventurous Activities</i></u>	Striking & Fielding	<u><i>Tri-Golf</i></u>
Year 5	<u>Athletics</u>	<i>Team Building</i>	<i>Ball Skills &amp; Invasion Games Netball</i>	<i>Hockey</i>	Gymnastics Flight	<i>Dance WW2</i>	Handball	<u><i>Health &amp; Fitness</i></u>	Tennis	<u><i>OAA Outdoor Adventurous Activities</i></u>	Tag Rugby	<i>Striking &amp; Fielding Cricket</i>
Year 6	<u>Athletics</u>	<i>Team Building</i>	<i>Volleyball</i>	<i>Ball Skills &amp; Invasion Games Netball</i>	Gymnastics Holes & Barriers Partner Work	<i>Dance Electricity</i>	Handball	<u><i>Health &amp; Fitness</i></u>	<u>Tri- Golf</u>	<u><i>OAA Outdoor Adventurous Activities</i></u>	Tag Rugby	<i>Striking &amp; Fielding Rounders</i>

## Year Plan for PE



## Year 1

Autumn 1	Focus on Bean Bag & Balls & Team Building	Autumn 2	Ball Skills & Games & Throwing & Catching
Spring 1	Gymnastics (Travelling) & Dance	Spring 2	Gymnastics (Jumping, Bouncing & Landing) & Partner Work
Summer 1	Bat & Ball Skills & Games & Attacking & Defending Games	Summer 2	Athletics



## Skills and Knowledge Progression

Autumn Term	Spring Term	Summer Term
<p><b><u>Recognition of space</u></b> Pupils are aware of space and can move into space in different ways.</p> <p><b><u>Receiving and sending /Flight perception</u></b> Pupils can track equipment moving towards them in different ways (rolling, bouncing) Pupils can drop and catch a ball consistently.</p> <p><b><u>Knowledge</u></b> Pupils can roll and throw a ball with some accuracy in games.</p>	<p><b><u>Games/Game play</u></b> Pupils can play unopposed games using different skills.</p> <p><b><u>Gymnastics / Dance</u></b> Pupils can link basic movements together to start to build a routine. Pupils can perform different basic movements I.e., jump, log roll, balance.</p>	<p><b><u>Receiving and sending /Flight perception</u></b> Pupils can track equipment moving towards them in different ways (rolling, bouncing) Pupils can drop and catch a ball consistently.</p> <p><b><u>Athletics</u></b> Use a skill they have learnt to improve their performance (beat your best)</p>



## Year 2

Autumn 1	Throwing & Catching & Team Building	Autumn 2	Dribbling, Kicking & Hitting & Inventing Games
Spring 1	Gymnastics (Spinning, Twisting & Turning) & Dance	Spring 2	Gymnastics (Linking Movement) & Group Games & Inventing Games
Summer 1	Evasion Games (Tag Rugby) & Athletics	Summer 2	Athletics & Attacking & Defending Games



## Skills and Knowledge Progression

Autumn Term	Spring Term	Summer Term
<p><b><u>Receiving and sending /Flight perception</u></b> Pupils can use skills they have learnt in different ways (i.e. chest pass, tracking the ball-Tennis) Pupils can track equipment and catch it consistently.</p> <p><b><u>Recognition of space</u></b> Pupils can move with a ball at different speeds with control including using equipment (dribbling).</p>	<p><b><u>Gymnastics</u></b> Pupils can link together a variety of movements to follow a routine. Pupils can perform a variety of rolls safely.</p> <p><b><u>Peer Assessment</u></b> Pupils can peer assess work and talk about what was good about a performance.</p> <p><b><u>Games/Game Play</u></b> Pupils have developed a basic understanding of different techniques they have learnt and can use them in games correctly.</p>	<p><b><u>Athletics</u></b> Pupils have an understanding of athletics skills and can perform them with control (long jump, sprinting/ change of direction)</p> <p><b><u>Knowledge</u></b> Pupils have an understanding of different competitive games.</p> <p><b><u>Games/Game Play</u></b> Pupils have developed a basic understanding of different techniques they have learnt and can use them in games correctly.</p>



## Year 3

Autumn 1	Net/Wall/Court (Tennis) & Team Building	Autumn 2	Invasion Games & Creating Games
Spring 1	Gymnastics (Travelling) & Dance	Spring 2	Athletics & Dodgeball
Summer 1	Tag Rugby & Outdoor Adventurous Activities (OAA)	Summer 2	Striking & Fielding & Tri-Golf

## Skills and Knowledge Progression

Autumn Term	Spring Term	Summer Term
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<p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can sustain a rally/ keep possession using different equipment (floor tennis) ball skills. Pupils can get into the correct position to receive ball in different situations. (Hands together for a smaller ball, hands up at chest height for netball.)</p> <p><b><u>Recognition of space</u></b> Pupils can use a variety of techniques to keep possession in a team game. Passing to someone who isn't being marked.</p> <p><b><u>Games/Game Play</u></b> Pupils have a basic understanding of attacking and defending in competitive games.</p>	<p><b><u>Gymnastics / Dance</u></b> Create and perform a short sequence linking basic actions, with a clear beginning, middle and end</p> <p><b><u>Peer Assessment</u></b> Can begin to identify different levels of performance and use simple subject specific vocabulary to describe and discuss what they see.</p> <p><b><u>Athletics</u></b> Pupils have an understanding of athletics and the different techniques they can use to improve performance.</p>	<p><b><u>Knowledge</u></b> Pupils have an understanding of different competitive games.</p> <p><b><u>Games/Game Play</u></b> Pupils have a basic understanding of attacking and defending in competitive games.</p> <p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can sustain a rally/ keep possession using different equipment (floor tennis) ball skills.</p>
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## Year 4



Autumn 1	Net/Wall/Court Games (Tennis) & Team Building	Autumn 2	Ball Skills/Invasion Games & Inventing Games
Spring 1	Gymnastics (Rolls) & Dance	Spring 2	Athletics & Inclusion Games
Summer 1	Tag Rugby & OAA	Summer 2	Striking & Fielding & Tri Golf

## Skills and Knowledge Progression

Autumn Term	Spring Term	Summer Term
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<p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can select the correct shot/ skill to use in a tennis skills lesson. Pupils can throw accurately and catch consistently (different sizes of balls. Rounders/ ball skills)</p> <p><b><u>Recognition of space</u></b> Pupils show a good awareness of space in team games. Movement into space and passing to some who is in space.</p> <p><b><u>Games/Game Play</u></b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p>	<p><b><u>Knowledge</u></b> Pupils can identify tactics that will improve individual performance.</p> <p><b><u>Peer Assessment</u></b> Pupils can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p><b><u>Athletics</u></b> Pupils can demonstrate accuracy and technique in jumping and throwing events. Pupils can run at a speed appropriate to the distance they are running.</p>	<p><b><u>Knowledge</u></b> Pupils can identify tactics that will improve individual performance.</p> <p><b><u>Games/Game Play</u></b> Identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p> <p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can throw accurately and catch consistently (different sizes of balls. Rounders/ ball skills)</p>
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## Year 5

Autumn 1	Athletics & Team Building	Autumn 2	Ball Skills/Invasion Games (Netball) & Hockey
Spring 1	Gymnastics (Flight) & Dance	Spring 2	Handball & Health & Fitness
Summer 1	Tennis & OAA	Summer 2	Tag Rugby & Striking & Fielding (Cricket)



## Skills and Knowledge Progression

Autumn Term	Spring Term	Summer Term
<p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can effectively play a competitive net / wall game. Pupils can track a ball in a game and choose the correct technique to stop the ball/ catch the ball.</p> <p><b><u>Recognition of space</u></b> Can dribble effectively in and out of obstacles using both hands. (ball skills- dribbling)</p> <p><b><u>Games/Game Play</u></b> Pupils can choose skills and tactics that meet the needs of the situation in different games.</p> <p><b><u>Knowledge</u></b> Choosing the correct shot in tennis.</p>	<p><b><u>Gymnastics</u></b> Pupils can develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p><b><u>Peer Assessment</u></b> Pupils can begin to describe constructively how to refine, improve and modify performance.</p> <p><b><u>Athletics</u></b> Pupils can link different jumps together in a sequence (i.e. Triple Jump) and perform athletic skills well in a competitive situation.</p>	<p><b><u>Knowledge</u></b> Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</p> <p><b><u>Games/Game Play</u></b> Pupils can choose skills and tactics that meet the needs of the situation in different games.</p> <p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can track a ball in a game and choose the correct technique to stop the ball/ catch the ball.</p>

Year 6



Autumn 1	Athletics & Team Building	Autumn 2	Net/Wall/Court (Volleyball) & Invasion Games (Netball)
Spring 1	Gymnastics (Holes, Barriers & Partner Work) & Dance	Spring 2	Handball & Health & Fitness
Summer 1	Tri-Golf & OAA	Summer 2	Tag Rugby & Striking & Fielding (Rounders)



## Skills and Knowledge Progression

Autumn Term	Spring Term	Summer Term
<p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can apply different techniques when fielding or receiving the ball in a team game. Pupils can play recognised version of net/batting game showing tactical awareness and knowledge of rules and scoring.</p> <p><b><u>Recognition of space</u></b> Pupils have established skills with consistent accuracy and control.</p> <p><b><u>Games/Game Play</u></b> Pupils can choose different techniques/tactics in order to improve performance in different situations during a game.</p>	<p><b><u>Gymnastics</u></b> Plan and perform with precision, control and fluency a movement sequence showing a wide range of actions including variations in levels, speed and directions.</p> <p><b><u>Peer Assessment</u></b> Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.</p> <p><b><u>Athletics</u></b> Pupils can demonstrate good control strength speed and stamina in a variety of athletics events.</p>	<p><b><u>Knowledge</u></b> Pupils can attack and defend successfully showing appropriate positional play and awareness of opponents.</p> <p><b><u>Games/Game Play</u></b> Pupils can choose different techniques/tactics in order to improve performance in different situations during a game.</p> <p><b><u>Receiving &amp; Sending / Flight Perception</u></b> Pupils can apply different techniques when fielding or receiving the ball in a team game. Pupils can play recognised version of net/batting game showing tactical awareness and knowledge of rules and scoring.</p>

## Implementation

We have a specialist PE team consisting of a teacher, teaching assistant and apprentice who deliver high-quality lessons that cover all areas of the PE National curriculum.

Each class has two one-hour long PE lessons a week, one taught by the PE specialists and the other taught by class teachers supported by the PE team. Our overarching aim is for PE specialists and teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Staff training sessions have been led by the PE team to ensure that all teachers are given good teaching strategies to teach high quality lessons. The PE team have pre planned lessons to provide age-appropriate plans that meet all the needs of the PE National Curriculum. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and build on these to develop new or

more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. This allows for skills development to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE.

School Sport and Extra-Curricular sports are used to help kickstart a lifelong love of physical activity and sport. We run a wide range of extra-curricular clubs either before or after school. They allow children to participate in different sports whilst trying to encourage children to continue their love of sport outside of school. We have made excellent links with local clubs to provide a pathway from children participating in sports in school to outside of school. Children have the opportunity to join local football, rugby, tennis and swimming clubs.

We strive to improve children's Cultural Capital by giving them the opportunity to experience competitive sports within school and at School Sports competitions. All children will compete in intra school competitions at the end of each topic, this gives children a fantastic chance to apply their skills to a game situation. There are also excellent opportunities throughout the year for children to compete in inter school competitions through the Coventry football and netball leagues and the School Games competitions (sportshall athletics, quad kids, football, netball.) Through our links with local sports teams, we will also get tickets to local events to give children the chance to experience professional level games (dependent on Covid restrictions).

## Impact

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Teachers will use the skills progressions to assess children throughout each topic they do in PE. Teachers will use AFL in each lesson to monitor and assess children's progress which will help inform future lessons and areas for development. Notes will be made after each lesson to record whether children are working towards the skills progression or not. At the end of each topic, during competition week, teachers will make their decision whether children have used the skills consistently and correctly for that unit of work. At the end of the year the PE team will determine whether children are working at an age expected level or not.



The high quality and consistent approach to PE teaching should significantly improve attainment in knowledge, vocabulary and skills in PE. We will measure whether the impact of a high-quality curriculum and excellent provisions of extra-curricular sport contribute to better social skills, resilience, well-being and more confident children. This will be done by using a survey to measure these specific things.