

PE Curriculum

Langford, Wilberforce & Fulham
Primary Schools



Langford Primary
The best in everyone™
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Wilberforce Primary
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Fulham Primary School
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We are extremely fortunate to have specialist P.E. teachers deliver P.E. at our schools. Active Learning Academy teach our games, gymnastics, dance and athletics through a sequenced and connected curriculum starting in EYFS. Swimming is taught by swimming specialists using the Everyone Active swimming curriculum. We participate in competitive sports through both in school school and inter school competitions.

Our P.E. curriculum aims for our children to:

- 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

PE curriculum overview



| | Autumn | | Spring | | Summer | |
|----------------|---------------------------------------|-------------------------------------|--------------------------------|------------------------------------------|-------------------------------------------|--------------------------------|
| Nursery | Movement and handling new equipment | Movement and handling new equipment | Movement, balance and shapes | Balance, coordination and jumping | Jumping, throwing and movement | Rolling, balance and throwing |
| EYFS | Movement, throwing and catching | Balance, agility and coordination | Travelling, shapes and posture | Jumping, landing and fluency of movement | Sprinting, jumping, throwing and teamwork | Throwing, striking and control |
| Team 1 | Invasion Games: Basketball & Football | Invasion Games: Hockey & Tag Rugby | Dance | Athletics | Tennis | Cricket |
| Team 2 | Invasion Games: Basketball & Football | Invasion Games: Hockey & Tag Rugby | Gymnastics | Athletics | Tennis | Cricket |
| Team 3 | Basketball | Tag Rugby | Gymnastics | Athletics | Tennis | Cricket |
| Team 4 | Netball | Football | Gymnastics | Hockey | Tennis | Cricket |
| Team 5 | Basketball | Tag Rugby | Dance | Athletics | Tennis | Cricket |
| Team 6 | Netball | Football | Gymnastics | Hockey | Tennis | Cricket |

*Swimming is taught in Years 4 and 6.

During this term, pupils will perform dances using simple movement patterns as well as improving core strength, stability and balance through gymnastics. Pupils will experiment using different gymnastic equipment and improve their balance by using the balance beam. Pupils will also be able to express themselves through contemporary dance.

Team R

Lesson 13 - Learning intention: To develop confidence travelling across a mat whilst clearly demonstrating a start and finish position.

- Begin to demonstrate different movements in a game.
- Begin to demonstrate the start and finish position
- Begin to demonstrate different ways of travelling across the mat.

Lesson 14 - Learning intention: To continue travelling across the mat whilst introducing basic shapes.

- Continue travelling across the mat in different ways.
- Begin to demonstrate letter shapes.
- Begin to demonstrate the front support position.

Lesson 15 - Learning intention: To learn low level gymnastic shapes and hold with good posture.

- Understand the four low level shapes.
- Begin to demonstrate good posture when holding the shapes.
- Begin to demonstrate shapes in a game.

Lesson 16 - Learning intention: To continue learning shapes.

- Continue demonstrating good posture when holding the shapes.
- Begin to demonstrate the 'straddle' and 'star' shape.
- Begin to demonstrate shapes with a partner.

Lesson 17 - Learning intention: To introduce quality jumping and landing techniques whilst learning to travel across benches safely.

- Begin to demonstrate animal moves in a warm up game.
- Begin to demonstrate different ways of travelling across benches.
- Begin to demonstrate the correct jumping technique.

Lesson 18 - Learning intention: Recap shapes and different ways of travelling.

- Continue demonstrating a variety of shapes.
- Continue demonstrating different ways of travelling across a mat.
- Begin to demonstrate aiming at a target.

SAMPLE EYFS LEARNING JOURNEY

Team 4 - Netball

Lesson 1 - Learning intention: Begin to demonstrate the different passes in netball.

- Begin to demonstrate the three netball passes.
- Begin to demonstrate footwork through the ladders.
- Collaborate as a team to find ways of improving.

Lesson 2 - Learning intention: Begin to demonstrate footwork skills and use the different passes in a possession game.

- Begin to demonstrate footwork skills through a SAQ circuit.
- Begin to demonstrate the different passes in a possession game.
- Can often mirror a partner's movement.

Lesson 3 - Learning intention: To be able to understand the shooting technique and match play.

- Begin to demonstrate the shooting technique.
- Begin to understand the basic rules in match play.
- Often identifies new space once they have made a pass.

Lesson 4 - Learning intention: Begin to develop attacking and defending principles.

- Often demonstrate movement to evade an opponent.
- Begin to understand different positions used in netball.
- Often using the correct passes in the match.

Lesson 5 - Learning intention: To evade opponents by using different movement.

- Often demonstrate pass and move in a possession game.
- Often demonstrate the different netball passes.
- Begin to see attackers evading defenders.

Lesson 6 - Learning intention: Netball competition.

- Pupils clearly lead a warm up.
- Competing fairly in the competition.
- Begin to use tactics in the competition.

**SAMPLE KS2 LEARNING
JOURNEY**

Additionally, Physical Development is deliberately planned in all EYFS Unit plans with sample overview below:

| Communication, Language and Literacy | Personal, Social and Emotional Development | Physical Development |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Engage in non-fiction books. • Retelling using story book language. • Use new vocabulary throughout the day. • Ask questions about the book. Make comments and share their own ideas. • Develop play around favourite books using props. • Children can answer 'what', 'who' and 'where' questions about a familiar text. • Writing some or all of their name • Writing some letters accurately. • Segmenting and writing CVC words using known GPCs. • Read individual letters by saying the sounds for them. • Oral blending. • Blending CVC words using known GPCs. • Read books that contain words using known GPCs. | <ul style="list-style-type: none"> • Talk about their feelings using a range of words including 'happy', 'sad', 'angry' 'worried', frustrated', 'confused' and 'excited'. • Become more outgoing with unfamiliar people and show more confidence in new social situations. • Usually dry and clean during the day. • Play with one or more other children, extending and elaborating play ideas. • Be able to wait for their turn.. • See themselves as a valuable individual | <ul style="list-style-type: none"> • Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene • Start to eat independently and learn how to use a knife and fork. • Show a preference for a dominant hand. • Securely using a comfortable grip with good control when holding pens and pencils. • Using one-handed tools and equipment efficiently. |
| Maths | Understanding the World | Expressive Arts and Design |
| <ul style="list-style-type: none"> • Use the vocabulary fewer, the same and more to compare groups of objects. • Identify representations of 1, 2 and 3. • Match number names we say to numerals and quantities. • Count up to 3 objects in different arrangements by touching. • Use their own mark making to represent 1, 2 and 3. • Explore and notice the different compositions of 2 and 3. • Copy, continue and create simple AB repeating patterns. • Find and match objects that are the same. • Sort objects according to colour, size or shape. • Use mathematical language to describe size. | <ul style="list-style-type: none"> • Discuss our own history and begin to create a timeline of our lives. • Discuss our family history. • Describe what they see, hear and feel whilst outside. • Explore the natural world around them. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. | <ul style="list-style-type: none"> • Draw with increasing complexity and details. • Explore and use a variety of artistic effects to express their ideas. • Show different emotions in their drawings. • Explore colour and colour mixing. • Develop storylines in their pretend play. • Remember and sing entire songs. • Make imaginative and increasingly complex 'small worlds' with blocks and construction kits, such as a city with different buildings. |

Beyond the taught curriculum (Fulham):

| | Active Playtimes | Sports Clubs | Swimming | Targeted enrichment | Physical residential | Sports Day | PSHE Healthy Living |
|-----------|------------------|--------------|----------|---------------------|----------------------|------------|---------------------|
| Nursery | | | | | | | |
| Reception | | | | | | | |
| Year 1 | | | | | | | |
| Year 2 | | | | | | | |
| Year 3 | | | | | | | |
| Year 4 | | | | | | | |
| Year 5 | | | | | | | |
| Year 6 | | | | | | | |

Beyond KS2:

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.