



GWPA PE Curriculum

Created: January 2025

To be reviewed: January 2027

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Curriculum Statement

INTENT

In accordance with our curriculum intent, we feel PE should aid development of pupils to think critically about skills and game rules and participate in PE competition. To consider the how we can help improve our own performance as well as the performance of our peers by giving good advice and give all the children to opportunity to participate in sporting events and competitions in a range of sports.

IMPLEMENTATION

We have implemented an inclusive and diverse curriculum that aims to enable all our children to flourish and to develop key physical skills and to apply them within sporting games, competitions, and day to day life. We teach the National Curriculum, supported by Real PE and Cambridgeshire PE Scheme of Work to ensure that the children receive inclusive and exciting PE lessons. A love of sport is encouraged and grown. Skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

IMPACT

Formative judgements are made through observations and recorded through Insight. Summative assessments are made at the end of a unit through a triangulation of observations, evidence in lessons and assessment tasks.

PE lessons

Children at Great Wilbraham take part in at least 2 hours of PE a week and participate in regular competitions. PE lessons are taught by class teachers or our Sports coach, Mr Charlie Brown.

'With God, all things are possible' (Matthew 19:26)





Great Wilbraham C of E Primary Academy

In KS2 the children travel to the local swimming pool in the summer term and are taught to swim by qualified swimming instructors. In the Summer Term all children participate in Sports day, where they try to win the coveted House Trophy for their house.

Swimming and Water Safety

The recommendations from the Swim Group review have been adhered to and details are found within the latest Sports Premium Report document found within the Key Information page of the school website.

Sports Clubs and Competitions

We have a wide range of sports clubs at Great Wilbraham for both KS1 and KS2, running before and after school. Over the course of the year these include multi-skills, football club, curling, fencing, tennis and cricket. We compete in many different events throughout the year, including cross country, multi sports, mini tennis, athletics and tag rugby.

We are proud to say that PE is a popular and enjoyable subject for all children at Great Wilbraham Primary Academy.





What makes a GW Sports Person?

Someone who considers how we can help improve our own performance.

Someone who confidently develops new skills and ideas and uses these to participate in PE competitions.

Someone who gives good advice to help the performance of their peers.

Someone who thinks critically about skills and game rules.

Someone who uses opportunities to participate in sporting events and competitions.

Someone who engages in the subject.





Progression of skills

Personal	Progression of skills			
Curriculum objectives	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge 	<ul style="list-style-type: none"> Extend their agility, balance and coordination, individually and with others 	<ul style="list-style-type: none"> Learn how to evaluate and recognise their own success Take part in outdoor and adventurous activity challenges both individually and within a team 	
Key Skills	<ol style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help 	<ol style="list-style-type: none"> I try several times if at first, I don't succeed and I ask for help when appropriate. I can vary the dynamics, levels, speed and direction of my phrase/motif 	<ol style="list-style-type: none"> I know where I am with my learning, and I have begun to challenge myself. 	<ol style="list-style-type: none"> I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

Social	Progression of skills			
Curriculum objectives	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Show sensitivity to their own and others' needs 	<ul style="list-style-type: none"> Engage in co-operative physical activities, in a range of increasingly challenging situations 	<ul style="list-style-type: none"> Should enjoy communicating, collaborating and competing Play competitive games, modified where appropriate 	
Key Skills	<ol style="list-style-type: none"> I can work sensibly with others, taking turns and sharing I can play with others and take turns and share with help 	<ol style="list-style-type: none"> I can help, praise and encourage others in their learning. 	<ol style="list-style-type: none"> I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas. 	<ol style="list-style-type: none"> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.





Applying Physical		Progression of skills			
Curriculum objectives	<ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing Negotiate space and obstacles safely, with consideration for themselves and others 	<ul style="list-style-type: none"> Be able to engage in competitive activities, in a range of increasingly challenging situations master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and to begin to apply these in a range of activities perform dances using simple movement plans 	<ul style="list-style-type: none"> Should continue to apply and develop a broader range of skills, learning how to use them in different ways Use running, jumping, throwing and catching in isolation and combination Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively 		
Key Skills	<ol style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together I can move confidently in different ways 	<ol style="list-style-type: none"> I can move confidently in different ways. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can choose actions and link them with sounds and music I can copy and explore basic gymnastics actions with some control and co-ordination. I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. I can select and link basic gymnastics actions into fluent short movement phrases. 	<ol style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency I can select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas. 	<ol style="list-style-type: none"> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity. 	

Cognitive		Progression of skills			
Curriculum objectives	<ul style="list-style-type: none"> Explain the reasons for rules 	<ul style="list-style-type: none"> Become increasingly competent and confident and access a broad range of opportunities To develop simple tactics for attacking and defending 	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities Compare their performances with previous ones and demonstrate improvement to achieve their personal best Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 		
Key Skills	<ol style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at I can follow simple instructions 	<ol style="list-style-type: none"> I can name some things I am good at. I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well. I can remember simple dance steps and perform them in a controlled manner 	<ol style="list-style-type: none"> I can understand the simple tactics of attacking and defending. I can explain what I am doing well, and I have begun to identify areas for improvement. 	<ol style="list-style-type: none"> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. 	





Creative	Progression of skills				
Curriculum objectives	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 	<ul style="list-style-type: none"> Develop fundamental movement skills 	<ul style="list-style-type: none"> Continue to apply and develop a broader range of skills and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns 		
Key Skills	<ol style="list-style-type: none"> I can explore and describe different movements I can observe and copy others 	<ol style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. 	<ol style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music I can recognise similarities and differences in movements and expression. 	<ol style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and can apply a variety of compositional ideas. 	

Health and Fitness	Progression of skills				
Curriculum objectives	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> Participate in team games 	<ul style="list-style-type: none"> Perform safe self-rescue in different water based situations 		
Key Skills	<ol style="list-style-type: none"> I am aware of why exercise is important for good health I am aware of the changes to the way I feel when I exercise Choose, use equipment safely 	<ol style="list-style-type: none"> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. Link, create, choose and use equipment effectively I can safely perform teacher led warm-ups and can describe and discuss others work. I can handle large apparatus safely. 	<ol style="list-style-type: none"> I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down. I can give reasons why PE is good for my health. I can work safely, handling a range of hand, small and large apparatus 	<ol style="list-style-type: none"> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. Know basic warm-ups and cool-downs Carry out warm-ups and cool-downs 	





Swimming		Progression of skills	
Curriculum objectives			<ul style="list-style-type: none"> Perform safe self-rescue in different water based situations
Key Skills		<ol style="list-style-type: none"> I can move around the pool independently I can submerge my whole head I can float without aids I can push and glide I can jump into the water I understand how to achieve a streamlined body position I can swim 2 strokes with good technique over at least 10 metres I can submerge to pick an item off the bottom of the pool I am able to jump into deep water 	<ol style="list-style-type: none"> I can swim 25 metres competently and proficiently using at least 1 stroke I understand the importance of a streamlined body position I can swim at least 25 metres using front crawl, backstroke and breaststroke I am able to tread water I can demonstrate a range of safe entry techniques I am able to identify areas of good technique and areas of improvement





Long Term Plan and Curriculum Coverage

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Fieldmice (R/1) A	YR Social Unit (RP)	Y1 Personal Unit (RP)	YR Creative Unit (RP)	Y1 Cognitive Unit (RP)	YR Health and Fitness (RP)	Y1 Physical Unit
Fieldmice (R/1) B	YR Personal Unit (RP)	Y1 Social Unit (RP)	YR Cognitive Unit (RP)	Y1 Creative Unit (RP)	YR Physical Unit (RP)	Y1 Health and Fitness Unit (RP)
Squirrels (2/3) A	Y2 Social Unit (RP) Gymnastics-Patterns and pathways (Cambs)	Y3 Personal Unit (RP) Dance-Great Fire of London Unit (Cambs)	Y2 Creative Unit (RP) Net Games	Y3 Cognitive Unit (RP) Hitting and Striking games	Y2 Health and Fitness (RP) Athletics	Y3 Physical Unit (RP) Invasion Games
Squirrels (2/3) B	Y2 Personal Unit (RP) Gymnastics-Points of Contact (Cambs)	Y3 Social Unit (RP) Dance-Solar System (Cambs)	Y2 Cognitive Unit (RP) Net Games	Y3 Creative Unit (RP) Hitting and Striking games	Y2 Physical Unit (RP) Athletics	Y3 Health and Fitness (RP) Invasion Games





Great Wilbraham C of E Primary Academy

Hedgehogs (4/5) A	Y4 Social Unit (RP) Gymnastics-Patterns and Pathways	Y5 Personal Unit (RP) Dance-Cold places	Y4 Creative Unit (RP) Net games	Y5 Cognitive Unit (RP) Hitting and striking games	Y4 Health and Fitness (RP) Athletics	Y5 Physical Unit (RP) Invasion games
Hedgehogs (4/5) B	Y4 Personal Unit (RP) Gymnastics-Body symmetry	Y5 Social Unit (RP) Dance-Football unit	Y4 Cognitive Unit (RP) Net games	Y5 Creative Unit (RP) Hitting and striking games	Y4 Physical Unit (RP) Athletics	Y5 Health and Fitness (RP) Invasion games
Badgers (6)	Y6 Real Leaders (RP) Invasion games	Y6 Social (RP) Net games	Y6 Cognitive (RP) Dance-Why bully me?	Y6 Physical Unit (RP) Gymnastics-Group work	Y6 Personal Unit (RP) Athletics	Y6 Health and Fitness (RP) Hitting and striking games

