



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

PHYSICAL EDUCATION CURRICULUM OVERVIEW

2025/26

SUBJECT LEADER: MISS GEMMA WALKER & MRS HELEN PORTER



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INTENT, IMPLEMENTATION AND IMPACT

OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &
ASPIRATIONS



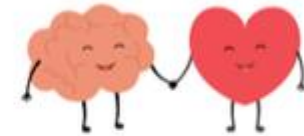
ACTIVE
CITIZENS



DIVERSITY



HEALTHY
ADVOCATES



RESILIENCE

INTENT

At Barrow URC Primary School, our aim is to give children a Physical Education curriculum that enables them to confidently explore and discover the world around them so that they have a deeper understanding of the world in which we live. We aim to create fun and stimulating Physical Education lessons that nurture children's curiosity whilst acquiring specific knowledge and developing key skills. Scientific enquiry skills are embedded in each topic the children study. Pupils are encouraged to work independently and collaboratively, to pose questions, plan and carry out investigations, predict, observe, analyse and explain. Specialist vocabulary is taught and the children are encouraged to explain their understanding of different scientific concepts in an age appropriate way.

IMPLEMENTATION

We will use the following approaches in our teaching of Physical Education:

- We teach 12 physical education units per academic year.
- A minimum of 2 hours of teaching each week in each class.
- We teach specific key vocabulary that pupils will use across the units and will be able to apply to other units, modelled by staff.
- Lessons are linked to the end of key stage national curriculum objects as well the Lancashire Physical Educational Key Learning.
- Each lesson is taught with a linked warm up and cool down that teaches pupils the importance of physical health.
- Extra-curricular opportunities for sport are given to the children in a variety of different sports.
- Competitive intra-competitive opportunities are provided throughout each unit as well as on an extra-curricular basis for all children to support the development of important skills such as resilience, perseverance and the understanding of being part of a team.
- We fulfil the requirements of the National Curriculum for Physical Education providing a broad, balanced and differentiated curriculum that inspires pupils to succeed and excel in competitive sport and other physically demanding activities, allowing them to become confident in ways that support their health and fitness.

IMPACT

We will assess the impact of the curriculum by:

- Reflection on standards achieved against the lesson objective and key skill.
- Pupil discussions about their learning,
- Sticky knowledge will be assessed by revisiting units taught during Pupil Voice sessions as well as through whole school events such as sports day, dance shows and tennis competitions.
- Pupil will have an increased subject specific vocabulary through technical and subject specific vocabulary being used across all units.
- Learning will be assessed through the implementation of a subject specific consolidation task; usually in the form of either a competitive game or a performance.
- Children will be inspired to follow future careers related to this, e.g. We are Athletes, We are Cricketers, We are Dancers etc.



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WHOLE SCHOOL PROGRAMME OF STUDY: PHYSICAL EDUCATION

PHYSICAL EDUCATION – WHOLE SCHOOL PROGRAMME OF STUDY (2025/26)

PE – WHOLE SCHOOL PROGRAMME OF STUDY (2025/26)

PE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	LPP Fundamental Movement Skills	LPP FMS: Castles	LPP FMS: Elmer	LPP FMS: How to catch a star	LPP FMS: Jack & The Beanstalk	LPP FMS: Space
YEAR 1	LPP FMS Baseline: Lost and Found	LPP FMS: Catching and Rolling a Ball	LPP FMS: Underarm Throw	LPP FMS: Overarm Throw	LPP Gymnastics: Year 1 (2)	LPP FMS: Tri Throlf
	LPP Dance: Robots	LPP Gymnastics: Year 1 (1)	LPP Dance: The Three Little Pigs	LPP Gymnastics: Year 1 (2)	OAA: Bespoke unit	LPP Athletics: Year 1
YEAR 2	LPP Dance: Wind in the Willows	LPP FMS: Bounce Ball	LPP Dance: Once Upon a Giant	LPP Net and Wall: Year 2 Games	LPP Striking and Fielding Year 2 Games	LPP Athletics: Year 2
	LPP FMS: Playground Games	LPP Gymnastics: Year 2 (1)	LPP Tactical Games: Piggy in the Middle	LPP Dance: Moving Along	OAA: The Great Outdoors	LPP FMS: End of Key Stage One Assessment
YEAR 3	LPP Dance: Superheroes	LPP Tag and Target: Creative Games	LPP Gymnastics: Year 3 (1)	LPP Net and Wall: Core Task (1) (Tennis)	LPP Gymnastics: Year 3 (2)	LPP Invasion games On the Attack
	LPP Target Games: Dodgeball	LPP Health Related Fitness: Year 3/4	LPP Invasion Games: Handball	LPP Dance: Rock and Roll	LPP Striking and Fielding: Cricket	OAA: Teamwork and Problem Solving Y3/4
YEAR 4	LPP Dance: Sparks Might Fly	LPP Invasion Games: Rugby	LPP Invasion Games: Basketball	LPP Net and Wall Games: Core Task (2) (Tennis)	LPP Gymnastics: Year 4 (2)	LPP Athletics: Year 4
	LPP Target Games: Boccia	LPP Gymnastics: Year 4 (1)	LPP Dance: The Great Plague	LPP Invasion Games: 3 Touch Ball	LPP Striking and Fielding: Rounders	OAA: Trust and Trails Y3/4
YEAR 5	Swimming	Swimming	LPP Invasion Games: Rugby	LPP: OAA: Teamwork and Problem Solving Y5/6	LPP Striking and Fielding: Cricket	Dance: Showtime
	LPP Dance: Burnley's Gotta Dance	LPP: Gymnastics: Year 5 (2)	LPP Invasion Games: Netball	LPP Net and Wall: Tennis	LPP Gymnastics: Year 5 (2)	LPP Athletics: Year 5
YEAR 6	LPP Dance: The Highway Man	LPP Gymnastics: Year 6 (1)	LPP Dance: Seaside	LPP Gymnastics: Year 6 (2)	LPP Rounders: Year 6	Dance: Showtime
	LPP OAA: Orienteering	LPP Invasion Games: Football	LPP Invasion Games: Creative Games	LPP Net and Wall: Badminton		Athletics: Bespoke English Schools' Athletics Awards

PHYSICAL EDUCATION IN EYFS

In EYFS, physical education is taught through the following areas of learning; personal, social and emotional development, physical development and expressive arts and design. Children are taught to manage their own needs and know and talk about the different factors that support their overall health and wellbeing through regular physical activity. They will revise and refine fundamental movement skills that they have already acquired and progress towards a more fluent style of moving. They will develop body strength, balance, coordination and agility as well as using core muscle strength. They will be taught to use a range of different apparatus both indoors and in the outside learning environment confidently and safely. Children will also develop their gross motor skills including negotiating space and obstacles and demonstrating strength, balance and coordination when playing. Children will be encouraged to express themselves through dance. Physical education in EYFS is delivered both in timetabled PE lessons and through continuous provision in and outside of the classroom.

PHYSICAL EDUCATION AND SEND PROVISION

The Physical Education curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Physical Education will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

PHYSICAL EDUCATION AND IDENTIFYING THE MORE ABLE

The Physical Education curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Physical Education will consider those children who are more able in PE and how to stretch and challenge them further. In Physical Education, we use this criteria to identify the characteristic of the More Able Learner;

- Be fascinated by, or passionate about PE, enjoys learning new skills and wants to be a successful learner,
- Achieves , or shows potential in a wide range of contexts across PE
- Works flexibly, processes unfamiliar information and applies their knowledge of PE experiences and insight to unfamiliar situations,
- Communicates their thoughts and ideas well in PE,
- Have a high degree of control and co-ordination of their bodies, showing strong awareness of their body in space.
- Be good decision makers and able to take the initiative, showing high level of autonomy, independence and ability
- Combine movements fluently, precisely and accurately in a range of contexts and activities.

PHYSICAL EDUCATION AND PROVISION FOR THE MORE ABLE

At Barrow, we ensure that those children who display characteristics of a more able learner in PE or in individual areas of PE are provided with opportunities that regularly stretch and challenge them to a deeper level. Some ways that we do this are:

Understanding Movement: Ensure that children are provided with new skills to explore in physical activity and sport

Leadership: Provide opportunities to act in a leadership role. For example, taking on a coaching role by watching a game to make judgements and suggest improvements using a specific criteria; taking on the role as official; taking on a role of leader or manager in outdoor education activities.

Reflection and Self Improvement: Giving children opportunities to identify areas of their own and others performances that need improvement and providing suggestions on how to improve

Confidence: Encouraging pupils to demonstrate what they can do and giving them the opportunities to share their expertise to support the teacher (E.g in gymnastics where the children is able to demonstrate something that a teacher may not)

Creativity: Model and give opportunities for children to think intelligently when making decisions (e.g using time to make decisions of what to do next)



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KNOWLEDGE AND SKILLS PROGRESSION

PHYSICAL EDUCATION

Key Learning in Physical Education: Years 1 and 2

During KS 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.

Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling</p> <ul style="list-style-type: none"> Running, hopping, skipping, galloping. Change direction easily i.e. dodging and swerving. Travelling with an object i.e. beanbag, ball, bat and ball. <p>Sending</p> <ul style="list-style-type: none"> Roll a ball underarm. Throw an object underarm (beanbag). Throw an object overarm (beanbag, ball). Kick a ball. Aiming at various targets using different equipment (beanbag, ball, quoit, shuttlecock etc.). Striking a ball with a bat. <p>Receiving</p> <ul style="list-style-type: none"> Trap a ball with feet. Catching a ball. Catching a ball at different heights. 	<ul style="list-style-type: none"> Recognise and use space in a game. Understand the concept of aiming and the need for accuracy. Use a feint to try and win a net type game. Throw or hit an object into space to make it more difficult for their opponents. Invasion type game – understand to pass the ball to a person in space (Y2). Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space. 	<ul style="list-style-type: none"> But advisable in terms of supporting children’s learning. <p>Examples include:</p> <ul style="list-style-type: none"> Describe what they have done or seen others doing. <i>i.e. opposite foot forward to throwing arm.</i> Copy actions and ideas and use the information they collect to improve their skills.

Key Learning in Dance type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Body Actions</p> <p>Copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds , objects) e.g. Penguins</p> <p>Travel - waddle, slide</p> <p>Turn - spin</p> <p>Gesture - bob, flap</p> <p>Stillness - freeze</p> <ul style="list-style-type: none"> Copy simple movement patterns <i>i.e. waddling, huddle and flap wings.</i> Show and tell using body actions to explore moods, ideas and feelings. Vary speed, strength, energy and tension of their movements. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> Choose movements to make own simple dance phrase with beginning, middle and ending. Practise and repeat these movements so they can be performed in a controlled way. Choose and link actions that express a mood, idea or feeling Remember and repeat movements showing greater control, coordination and spatial awareness. 	<ul style="list-style-type: none"> Use simple dance vocabulary to describe movement. <i>i.e. describe what body actions they see.</i> Describe why they think particular actions have been chosen. Describe how a dance makes them feel.

Key Learning in Physical Education: Years 1 and 2

Key Learning in Gymnastic type activities

Developing Skills	Attacking and Defending Strategies (Games) Applying and Linking skills – (gym/dance)	Evaluating Success Not Statutory at this stage
<p>Travelling – feet</p> <ul style="list-style-type: none"> • Jog, skip, gallop, hop, walk forwards, backwards. <p>Travelling – hands and feet</p> <ul style="list-style-type: none"> • Frog, Bunny, Crab, Bear, Caterpillar, Crocodile, Monkey, etc. <p>Shape</p> <ul style="list-style-type: none"> • Wide, thin, tuck, dish, arch. <p>Rolling</p> <ul style="list-style-type: none"> • Rocking on back, pencil, egg rolls, dish roll, teddy / circle roll, forward roll. <p>Balance</p> <ul style="list-style-type: none"> • Front support, balance on 4 & 3 points, large body parts, tummy, back, bottom, shoulder. <p>Jumping</p> <ul style="list-style-type: none"> • 2 feet to 2 feet, 2 to 1 and 1 to 2. • 2 feet to 2 feet for height with shape <p>Handle small and large apparatus</p> <ul style="list-style-type: none"> • Mats, benches, tables. 	<p>Applying and Linking skills</p> <ul style="list-style-type: none"> • Create and link simple combinations of 2/3 actions / skills e.g. <i>travel and balance</i>. • To link “like” movements with a beginning, middle and end • To copy a partner’s sequence. • Remember and repeat simple linked sequences. • Link simple combinations of 3 / 4 actions / skills e.g. <i>jump, travel, roll, balance</i>. • Devise short sequence, clear begin, middle, and end. • Adapt sequence to include partner or apparatus. • Remember and repeat accurately, devised sequences. 	<ul style="list-style-type: none"> • Observe and describe sequences using appropriate vocabulary. • Observe and copy a partner’s sequence. • Comment on one a sequence and say how to improve it.

Other Key Learning

- Knows the lesson begins with a warm up & ends with cool down.
- Describe how their heart is beating, and their breathing is normal /puffed at different times in the lesson.
- Understand and describe changes to their heart rate when playing different type games.
- Recognise risks when handling and placing large apparatus.
- Begin to understand basic principles of working with a partner or group.
- Explain why running and playing games is good for them.

The children should engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Learning in Physical Education: Years 3, 4, 5 and 6

During KS2 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.

Key Learning in Games

Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball with/without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> Shoot and score accurately in a range of ways. Shot from a distance and from close range. <p>Net Wall Games</p> <ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. Keep a rally going that is not cooperative. <p>Striking Fielding Games</p> <ul style="list-style-type: none"> Hit a ball off a tee. Different ways of striking a ball using different equipment (e.g. rounders, cricket). Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Bowl underarm and overarm with increasing accuracy and speed. Retrieve, intercept and stop a ball when fielding. 	<ul style="list-style-type: none"> Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. Choose when to pass or dribble, so they keep possession and make progress towards the goal. Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> Know how to mark and defend their goal(s). Ways of keeping the ball away from defenders. How to mark a player and space. Intercept and tackle to get the ball back. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. 	<ul style="list-style-type: none"> Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. Explain why a performance is good. Recognise and describe the best points in an individuals and a team's performance. Identify aspects of their own and others performances that needs improving.

Key Learning in Physical Education: Years 3, 4, 5 and 6

Key Learning in Dance Type Activities

Composing	Performing	Appreciating
<ul style="list-style-type: none"> To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively. 	<ul style="list-style-type: none"> To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. To perform more complex dance phrases that communicate character and narrative. Perform in a whole class performance. 	<ul style="list-style-type: none"> To talk about how they might improve their dances. To describe and evaluate some of the compositional features of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.

Key Learning in OAA

Trails	Problem Solving	Orienteering
<ul style="list-style-type: none"> To improve communication skills. To improve ability to work with and trust others. To undertake an adventure trail to develop communication skills. To work safely with a partner in an adventurous environment. To complete a Trail within the school grounds. To increase confidence in decision making. To know how to use a control card. 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges Develop communication and collaboration skills Evaluate their own success To take responsibility for self and others Take part in activities that involve working with and trusting others To work effectively as part of a team 	<ul style="list-style-type: none"> Know some of the symbols on a orienteering map. Know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. Know the eight points of a compass. Record information accurately at the control marker. Plan effectively to visit as many control markers in the time allowed. To run safely with a map around a simple orienteering course. Navigate to a control marker on a score event course.



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PLANNING EXAMPLES

PHYSICAL EDUCATION

1.1A – DANCE: ROBOTS

ROBOTS

PRIOR LEARNING

Fundamental movement skills – R.1, R.2, R.3, R.4, R.5, R.6

ENRICHMENT IDEAS/HOME LEARNING

Whole School Dance Show
Create and film your own dance based on a story

CURRENT LEARNING (SKILLS BASED OBJECTIVES)

1. To explore the qualities of Robots and copy and repeat movements precisely
2. To explore travelling, use of levels and different settings as a robot and try mirroring with a partner
3. To create a mirroring dance with your partner perform it to the class. Remember the Robot dance without any help from a teacher.
4. To explore transformers characters and work with others to create interesting transformers shapes.
5. To link all our dances together and perform all our robot ideas as a whole class
6. Consolidation - To perform to an audience with confidence

CHARACTER VALUES



FUTURE LEARNING

Dance – 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 5.1, 5.6, 6.1, 6.3, 6.6

APPLIED VOCABULARY

Dance, move, travel, jump, spin, repeat.

TAUGHT VOCABULARY

Mirror, levels, swirl, pose, stretch, point, leap, duo, rhythm, synchronised.

JOB ROLE & CONSOLIDATION TASK

We are... Dancing Robots

To perform their robot dances as a whole class

NATIONAL CURRICULUM

To 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.

To develop balance, agility and co-ordination

To perform dances using simple movement patterns

1.1B – FMS BASELINE: LOST AND FOUND



PRIOR LEARNING

FMS – R.1, R.2, R.3, R.4, R.5, R.6

AIMS OF THE UNIT

Children will be assessed and develop their basic FMS skills which will influence what is delivered next

CURRENT LEARNING (SKILLS BASED OBJECTIVES)

1. To demonstrate the FMS of underarm throwing and hopping
2. To demonstrate the FMS of overarm throw and skipping
3. To assess fundamental movement skills of catching and bouncing a ball
4. To demonstrate the FMS of running and jumping
5. To demonstrate the FMS of kicking and throwing a ball
6. Consolidation - To take part in an Island Olympics

CHARACTER VALUES



FUTURE LEARNING

FMS – 1.2, 1.3, 1.4, 1.5, 2.1, 2.6

APPLIED VOCABULARY

Run, jump, stop, go, fast, slow

TAUGHT VOCABULARY

Coordination, catch, bounce, hop, movement, Olympics, athletics

JOB ROLE & CONSOLIDATION TASK

We are... Sailors

To take part in an Island Olympics

NATIONAL CURRICULUM

To 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.

To master basic movements including running, jumping, throwing and catching

To apply these in different activities