

Edward Peake CofE Middle School  
PE Curriculum Progression

**Curriculum Intent:**

The intention of the PE curriculum is to teach our children the positive impacts being active has on their social, mental and physical wellbeing. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. To support this, we have an in-depth curriculum plan which also includes activities such as, dance, fitness, swimming and OAA. We offer an enriched sports leaders programme that allows our pupils to explore leadership qualities in their chosen area of interest, Thus, allowing pupils who participate in extracurricular activities the opportunity to gain experience in leadership. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. This is delivered through a golden thread approach, with key concepts running throughout each year's group curriculum. These key concepts are **skill development, active thinkers, mental and physical health and positive social impacts**. This enables children to make informed choices about physical activities throughout their lives.

**Our main aims are to:**

- **Live:** Broaden pupil choices around their social, physical & mental wellbeing.
- **Love:** Encourage passionate, engaged and enthusiastic learners
- **Learn:** Develop independent, confident and successful learners who engage with the full PE curriculum

Skills and Knowledge	Year 5	Year 6	Skills and Knowledge	Year 7	Year 8
<p>Understanding of the fundamental differences between Sport, PE &amp; Physical Activity</p> <p>Understanding of what is meant by the term physical</p> <p><b>active thinkers</b> <b>mental and physical health</b></p>	<p>Pupils know: the difference between sport, PE and Physical Activity. That sport is the structured learning that takes place beyond the curriculum That Physical Education is the planned, progressive learning that takes place in school curriculum That physical activity is a broad term referring to all bodily movement that uses energy</p>	<p>Pupils know: the difference between sport, PE and Physical Activity That sport is the structured learning that takes place beyond the curriculum That Physical Education is the planned, progressive learning that takes place in school curriculum That physical activity is a broad term referring to all bodily movement that uses energy</p>	<p>Understanding of the fundamental differences between Sport, PE &amp; Physical Activity.</p>	<p>Pupils know: the difference between sport, PE and Physical Activity That sport is the structured learning that takes place beyond the curriculum That Physical Education is the planned, progressive learning that takes place in school curriculum That physical activity is a broad term referring to all bodily movement that uses energy</p>	<p>Pupils know: the difference between sport, PE and Physical Activity That sport is the structured learning that takes place beyond the curriculum That Physical Education is the planned, progressive learning that takes place in school curriculum That physical activity is a broad term referring to all bodily movement that uses energy</p>

	<p>the value and importance of PE, through various sporting activities.</p> <p>How their skills and abilities impact performance.</p> <p>the fundamentals of movement phrases and patterns while conducting baseline assessments.</p> <p>the fundamental skills that are required to be a successful team. For example, developing effective listening skills, communication skills, leadership skills.</p> <p>how individual cooperation can create success at a team level.</p>	<p>How to reflect on their skill development experiences from year 5 and set personal goals through physical activity.</p> <p>the difference between skill and ability</p> <p>how their skills and abilities impact performance through numerous sporting activities.</p> <p>passing, receiving, movement on and off the ball, pupils understand how this can benefit active game strategy. For example Actively thinking about stamina and strength and how this benefits their body and the game.</p> <p>How to build on previously learnt skills from year 5. Pupils develop a more in-depth understanding into running, jumping and throwing techniques both benefiting skills and body.</p> <p>how to officiate, record and measure indoor athletic events.</p>			
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	<b>Where in the curriculum this is taught:</b> Year 5 Autumn Term 1 Year 5 Autumn Term 2 Year 5 Spring Term 1 Year 5 Spring Term 2 Year 5 Summer Term 1 Year 5 Summer Term 2	<b>Where in the curriculum this is taught:</b> Year 6 Autumn Term 1 Year 6 Autumn Term 2 Year 6 Spring Term 1 Year 6 Spring Term 2 Year 6 Summer Term 1 Year 6 Summer Term 2		<b>Where in the curriculum this is taught:</b> Year 7 Autumn Term 1 Year 7 Autumn Term 2 Year 7 Spring Term 1 Year 7 Spring Term 2 Year 7 Summer Term 1 Year 7 Summer Term 2	<b>Where in the curriculum this is taught:</b> Year 8 Autumn Term 1 Year 8 Autumn Term 2 Year 8 Spring Term 1 Year 8 Spring Term 2 Year 8 Summer Term 1 Year 8 Summer Term 2
<p>Understand the relationship between skill and ability and how this will impact their overall PE performances.</p> <p><b>skill development</b>  <b>mental and physical health</b></p>	<p>Pupils know: the difference between skill and ability</p> <p>replication, counting, timing that dance requires to keep in time to Music.</p> <p>These skills are transferable to other subjects such as Maths.</p> <p>the use of unison and mirroring, by learning the key vocabulary and demonstrating its key elements.</p> <p>the skill development of passing, receiving and dribbling skills.</p> <p>the basic rules application and game play while using pre learnt knowledge of team work.</p>	<p>Pupils know: the difference between skill and ability</p> <p>Motifs, counting, timing that dance requires to keep in time with beats.</p> <p>the use of unison and mirroring, by learning the key vocabulary and demonstrating its key elements.</p> <p>the physical stamina dance requires and how it improves physical strength and mental resilience.</p> <p>passing, receiving, movement on and off the ball, pupils understand how this can benefit active game strategy. For example actively thinking about hand eye coordination and balance.</p>	<p>Understand the value and importance of studying physical education throughout their KS3 education.</p>	<p>Pupils know: passing, receiving, movement on and off of the ball (Skill development). the physical and mental impacts these activities have on the body and mind. develop a more in-depth understanding into running, jumping and throwing techniques. how to officiate, record, measure and lead indoor athletic events.</p>	<p>Pupils know: passing, receiving, movement on and off of the ball (Skill development). the physical, mental impacts and social gains these activities have on the body, mind and social ability. develop a more in-depth understanding into running, jumping and throwing techniques. how to officiate, record, measure and lead indoor athletic events.</p>

		How to actively think, how this benefits their body and game play situations.			
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Literacy and how this will help them to develop physically.  <b>active thinkers</b> <b>mental and physical health</b> <b>positive social impacts</b>	Pupils know: key terminology, learning about different parts of the human body, bones, muscles, cardiovascular system, respiratory system.  balancing on points and patches, exploring pathways, basic joint and body locomotion, individual routine creation.  how to perform balances using different parts of the body.  how muscles, joints and bones react differently to different sporting activities in passing,	Pupils know: key terminology, learning about different parts of the human body, bones, muscles, cardiovascular system, respiratory system.  balancing on points and patches, exploring pathways, basic joint and body locomotion, individual routine creation.  how to perform balances using different parts of the body.  how muscles, joints and bones react differently to different sporting activities in passing,	Insight into and an understanding of how PE can support their mental & emotional health.	Pupils know: how PE can positively support mental health through various sporting activities  development and active thinking skills through attacking and defending play, passing, receiving, control.  the impact on the body through muscles, joints etc. Learning about Endorphins	Pupils know: how PE can positively support mental health through various sporting activities  how PE can positively support and improve social skills.  development and active thinking skills through attacking and defending play, passing, receiving, control.  the impact on the body through muscles, joints etc. Learning about Endorphins  How this effect improves socialisation skills.

	receiving, control and movement.  how this impacts on body and fitness health.	receiving, control and movement.  how this impacts on body and fitness health.			
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Competitive games  <b>active thinkers</b> <b>mental and physical health</b> <b>positive social impacts</b> <b>skill development</b>	Pupils know: how the body responds to the different running, jumping and throwing skills  How to run for distance and pacing. How to jump for distance and pull throws in javelin.  In tennis- grip, body position, controlling the racket face, forehands, backhands and rallies.  over and under arm throwing technique. Bowling and batting techniques, fielding and barrier techniques, basic rule application.	Pupils know: How to apply running, jumping and throwing skills into athletic specific disciplines. E.g sprints and relay changeovers and jumping sequences and push throws.  In tennis- grip, body position, controlling the racket face, forehands, backhands and rallies.  throwing and receiving techniques. Bowling and batting techniques, rule application and game play.	Knowledge of health-related fitness/OAA and understand its importance outside of PE lessons.  Understanding the impact of regular Physical Activity on cognitive function attainment and social benefits.	Pupils know: OAA- promotes a positive state of health. increasing their activity level and in general health and well-being.  the fundamental components of teamwork: Communication, Listening Cooperation Leadership Resilience Problem solving  How to apply knowledge of running, jumping and throwing skills into athletic specific disciplines. E.g sprints	Pupils know: OAA- promotes a positive state of health. increasing their activity level and in general health and well-being.  the fundamental components of teamwork: Communication, Listening Cooperation Leadership Resilience Problem solving  How to apply knowledge of running, jumping and throwing skills into athletic specific disciplines. E.g sprints

				and relay changeovers and jumping sequences and push throws.  that athletic events do not need to be competitive to gain the physical, mental and social rewards from regular running, jumping or throwing activities.	and relay changeovers and jumping sequences and push throws.  that athletic events do not need to be competitive to gain the physical, mental and social rewards from regular running, jumping or throwing activities.
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**Curriculum Impact:**

Pupils achieve academically, are ready for their next steps in their Physical education and have high aspirations for their future.

They become confident in participating in a wide range of activities and discuss the benefits of a better physical, mental and social lifestyle. They should be able to make decisions and be critical thinkers about their work/ practice and how to adapt and refine. This should help them develop into independent learners and be confident about sharing and speaking about their experiences.

- **Live:** Broaden pupil choices around their social, physical & mental wellbeing.
- **Love:** Encourage passionate, engaged and enthusiastic learners
- **Learn:** Develop independent, confident and successful learners who engage with the full PE curriculum