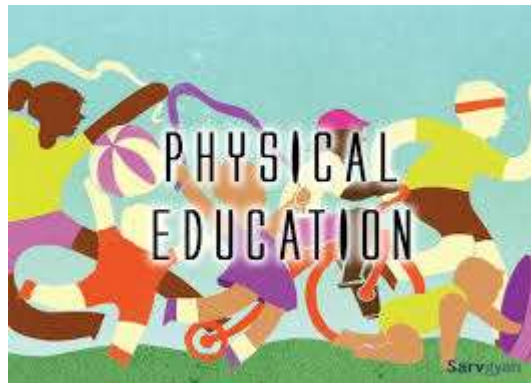




Welton St Mary's Church of England Primary Academy



PE Curriculum

Together we care, learn and thrive

'Champions keep playing until they get it right.' – Billie Jean King

'Persistence can change failure into extraordinary achievement.' – Marv Levy

'You are never really playing an opponent. You are playing yourself, your own highest standards, and when you reach your limits, that is real joy.' – **Arthur Ashe**

At Welton St Mary's, we aim to provide **an inclusive** Physical Education curriculum that develops children's **full potential**; providing them with the **opportunity** to develop existing skills alongside new experiences, enabling **them to flourish**. PE develops a child's knowledge, skill and understanding so that they can perform with increasing competence and confidence in a range of physical activities. A varied curriculum enables them **to strive for excellence** with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

Our Physical Education curriculum promotes **high expectations through** thinking, selecting and applying skills. It promotes positive attitudes towards a healthy lifestyle allowing them to be the **agents of positive change**. Thus we enable children to make informed choices about their physical lifestyle, **rooted in God's love**.

- **Inclusive** 
- **Value each person** 
- **All to flourish** 
- **Strive for excellence** 
- **Rooted in God's love** 
- **Agents of positive change** 

My Curriculum Map

2025/2026						
	TERM 1		TERM 2		TERM 3	
Reception	Games : Unit 1 Introduction to PE : Unit 1	Ball Skills : Unit 1 Introduction to PE : Unit 2	Dance : Unit 1 Fundamentals : Unit 1	Dance : Unit 2 Gymnastics : Unit 1	Gymnastics : Unit 2 Games : Unit 2	Ball Skills : Unit 2 Fundamentals : Unit 2
Year 1	Fundamentals Team Building	Fitness Yoga	Dance Fundamentals	Dance Gymnastics	Athletics Ball Skills	Invasion Games Striking and Fielding Games
Year 2	Ball Skills Team Building	Fitness Target Games	Dance Gymnastics	Gymnastics Dance	Striking and Fielding Games Athletics	Sending and Receiving Net and Wall Games
Year 3	Fitness Cricket	Fitness Fencing	Gymnastics Yoga	Hockey Dance	Athletics Handball	Athletics Ball Skills Y3/4
Year 4	Fundamentals Y3/4 Cricket	Gymnastics Yoga	Dance Dodgeball	Football Fitness	Athletics OAA	Rounders Athletics
Year 5	Rugby Dance	Drumba Netball	Gymnastics Fitness	Athletics Golf	Athletics Tennis	OAA Cricket
Year 6	Lacrosse Hockey	Football Fitness	Dance drumba	Gymnastics	Rounders Athletics	Athletics OAA

- All children in Key Stage 2 will be having 'top up' swimming in order for them to achieve their 25 metres badge

Core Concepts

CONCEPT – physically resilient

- 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

CONCEPT – be motivated and healthy

- Lead healthy and active lives
- Understand the importance of leading a healthy and active life

CONCEPT – understand, evaluate, improve

- Develop competence to excel in a broad range of physical activities

CONCEPT – understand and live through our values

- Embed fairness and respect
- Build character

Progression of content

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> • Copy, explore and remember basic movements and body patterns. • Link movements to sounds and music. • Respond to a range of stimuli. 	<ul style="list-style-type: none"> • Copy and explore basic movements with clear control. • Vary levels and speed in sequence and the size of body shapes. • Add change of direction to a sequence. • Use and negotiate space clearly • Describe a short dance using appropriate vocabulary. • Respond imaginatively to stimuli. 	<ul style="list-style-type: none"> • Begin to improvise both independently and with a partner to create a simple dance. • Translate ideas from stimuli into movement with support. • Begin to compare and adapt movements and motifs to create a longer sequence. • Use simple dance vocabulary to compare and improve work 	<ul style="list-style-type: none"> • Confidently improvise with a partner or independently. • Begin to create longer dance sequences in a larger group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs. • Demonstrate rhythm and spatial awareness. • Modify parts of a sequence as a result of self-evaluation. 	<ul style="list-style-type: none"> • Begin to exaggerate dance movements and motifs (using expression when moving). • Demonstrate strong movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of 	<ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving). • Perform with confidence, using a range of movement patterns. • Demonstrate a strong imagination when creating own dance sequences and motifs. • Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required

				<ul style="list-style-type: none"> Use simple dance vocabulary to compare and improve work. 	<p>travelling and motifs.</p> <ul style="list-style-type: none"> Begin to show a change of pace and timing in movements. Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. 	<p>style in relation to the stimulus.</p> <ul style="list-style-type: none"> Begin to show a change of pace and timing in movements. Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
Gymnastics	<ul style="list-style-type: none"> Copy and explore basic movements with some control and coordination. 	<ul style="list-style-type: none"> Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence 	<ul style="list-style-type: none"> Work independently and with others to create a sequence. Copy, explore and remember a variety 	<ul style="list-style-type: none"> Link skills with control, technique, coordination and fluency. 	<ul style="list-style-type: none"> Select and combine skills, techniques and ideas. Apply combined skills accurately 	<ul style="list-style-type: none"> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including

	<ul style="list-style-type: none"> • Perform different body shapes. Perform at different levels. • Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements. 	<ul style="list-style-type: none"> • Link movements together to create a sequence. 	<p>of movements and use these to create their own sequence.</p> <ul style="list-style-type: none"> • Describe own work using simple gymnastics vocabulary. • Begin to notice similarities and differences between sequences. • Use turns whilst travelling in a variety of ways. • Begin to show flexibility in movements. • Begin to develop good technique when travelling, balancing, using equipment etc. 	<ul style="list-style-type: none"> • Understand composition by performing more complex sequences. • Begin to use gymnastics vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances. • Create sequences using various body shapes and equipment. • Combine equipment with movement to create sequences. 	<p>and appropriately, consistently showing precision, control and fluency.</p> <ul style="list-style-type: none"> • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Use more complex gymnastics vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances. • Link skills with control, technique, coordination and fluency. • Understand composition by performing more 	<p>variations in speed, levels and directions.</p> <ul style="list-style-type: none"> • Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapt sequences to include a partner or a small group. • Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Use more complex gymnastics vocabulary to describe how to improve and refine performances.
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					complex sequences	<ul style="list-style-type: none"> • Develop strength, technique and flexibility throughout performances
Games	<ul style="list-style-type: none"> • Travel in a variety of ways including running and jumping. • Begin to perform a range of throws. • Receive a ball with basic control. • Begin to develop hand-eye coordination. • Participate in simple games. • Use our school values 	<ul style="list-style-type: none"> • Confidently send the ball to others in a range of ways. • Begin to apply and combine a variety of skills (to a game situation). • Develop strong spatial awareness. • Begin to develop own games with peers • Understand the importance of rules in games. • Develop simple tactics and use them appropriately. • Begin to develop an understanding of attacking/ defending. • Use our school values 	<ul style="list-style-type: none"> • Understand tactics and composition by starting to vary how they respond. • Vary skills, actions and ideas and link these in ways that suit the games activity. • Begin to communicate with others during game situations. • Use skills with coordination and control. • Develop own rules for new games. • Make imaginative pathways using equipment. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking • Use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways, and can link these together. • Use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of tactics and composition. • Can create their own games using 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity. • Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations. • Consistently use skills with coordination, control and fluency. • Take part in competitive games with a strong understanding of

			<ul style="list-style-type: none"> • Work well in a group to develop various games. • Begin to understand how to compete with each other in a controlled manner. • Use our school values • Begin to select resources independently to carry out different skills. 	<ul style="list-style-type: none"> • Can create their own games using knowledge and skills. • Work well in a group to develop various games. • Use our school values • Compare and comment on skills to support creation of new games. • Make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. 	<p>knowledge and skills.</p> <ul style="list-style-type: none"> • Use our school values • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Use running, jumping, throwing and catching in isolation and combination. 	<p>tactics and composition.</p> <ul style="list-style-type: none"> • Use our school values • Can create their own games using knowledge and skills. • Modify competitive games. • Compare and comment on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Use running, jumping, throwing and catching in isolation and in combination.
Athletics	<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position. • Perform a variety of throws with basic control. 	<ul style="list-style-type: none"> • Can change the speed and direction whilst running. • Can jump from a standing position with accuracy. • Perform a variety of throws with control and coordination. 	<ul style="list-style-type: none"> • Begin to run at speeds appropriate for the distance. • Can perform a running jump with some accuracy. • Perform a variety of throws using a selection of equipment. 	<ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. 	<ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. 	<ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Begin to record

		<ul style="list-style-type: none"> • Can use equipment safely. 	<ul style="list-style-type: none"> • Can use equipment safely and with good control 	<p>hop skip jump (triple jump).</p> <ul style="list-style-type: none"> • Demonstrate accuracy in throwing and catching activities. • Describe good athletic performance using correct vocabulary. • Can use equipment safely and with good control 	<p>hop skip jump (triple jump)</p> <ul style="list-style-type: none"> • Begin to record peers performances, and evaluate these. • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<p>peers performances, and evaluate these.</p> <ul style="list-style-type: none"> • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. • Can use equipment safely and with good control
Swimming	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different 	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different

	water-based situations.	water-based situations.	water-based situations.	water-based situations.	water-based situations.	water-based situations.
OAA			<ul style="list-style-type: none"> • Develop listening skills. • Create simple body shapes. • Listen to instructions from a partner/ adult. • Begin to think activities through and problem solve. • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> • Develop strong listening skills. • Use simple maps. • Begin to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe 	<ul style="list-style-type: none"> • Develop strong listening skills. • Use and interpret simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe. 	<ul style="list-style-type: none"> • Develop strong listening skills. • Use and interpret simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrate an understanding of how to stay safe.
Evaluating	<ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Begin to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Make suggestions on how to improve 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Begin to think about how they can improve their own work. • Work with a partner or small group to improve their skills. 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performance. • Make suggestions on how to improve their

			<p>their work, commenting on similarities and differences.</p>	<ul style="list-style-type: none"> • Make suggestions on how to improve their work, commenting on similarities and differences 	<p>improve performance.</p> <ul style="list-style-type: none"> • Make suggestions on how to improve their work, commenting on similarities and differences. 	<p>work, commenting on similarities and differences.</p>
<p>Healthy Lifestyles</p>	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understand the need to warm up and cool down. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understand the need to warm up and cool down. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understand the need to warm up and cool down. 	<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • Understand the need to warm up and cool down

Assessment

Concept: physically resilient

- competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sport

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Can show confidence and competence in a range of fundamental movement skills (FMS)</p> <p>Can copy, repeat and explore with control</p> <p>Show competence in agility, balance and coordination individually and with others.</p> <p>show an understanding of simple tactics for attacking and defending</p> <p>I can bounce a ball on the spot with control</p> <p>I can use one hand to throw, slide or roll a ball or beanbag underarm towards a partner</p> <p>I can use aiming skills, throwing a quoit or a beanbag towards a target with some accuracy and consistency</p> <p>I can link simple movement patterns to make simple dance phrase linked to an idea or a stimulus</p> <p>I can hold a bat with one or two hands and balance a ball on the face of the bat and walk a few steps.</p> <p>I can work with a partner to perform tree movements at three different levels to produce a simple sequence</p> <p>I can create competition against myself</p>	<p>I can copy, repeat, remember and explore simple FMS with increased control</p> <p>I can select and apply the skills with control and coordination</p> <p>I can work with a partner to keep a simple rally going using basic forehand and backhand shots</p> <p>I can dribble with hands and feet, displaying the ability to move with the ball and get my head to look around for opponents and team mates</p> <p>I can move with good control, demonstrating a variety of jumping, travelling and turning actions using the floor and low level apparatus</p> <p>I can remember and perform simple dance phrases on my own , with increased control and linked to a musical stimulus.</p> <p>I can use a bat to strike a ball thrown underarm to me by a partner after it has bounced, with increasing accuracy and control towards a target</p> <p>I can plan and structure simple dance movement phrases that I perform with a partner</p> <p>I can move into good positions in team games to support a team with the ball</p> <p>I can understand and follow simple rules for competitive activities against others</p> <p>I participate in competitive activities</p>	<p>I can select and apply skills in different ways and in different contexts with good control and coordination</p> <p>I can link skills to make actions and sequences of movement.</p> <p>I can apply and perform skills with accuracy, control and physical fluency.</p> <p>I can create and perform a dance with different phases, displaying good expression of movement and incorporating unison and canon</p> <p>I can dribble with a stick, hands or feet and keep possession of the ball showing good control to keep it away from an opponent</p> <p>Can swim competently, confidently and proficiently over a distance of 25m</p> <p>Link a range of simple striking skills including forehand, backhand and overhead shots using them to win points in a competitive rally</p> <p>I engage fully in individual and team competitive physical activities</p>

Concept: be motivated and healthy <ul style="list-style-type: none"> Lead healthy and active lives Understand the importance of leading a healthy and active life 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>I can give a simple explanation as to how to exercise safely</p> <p>I can describe how my body feels during different activities</p> <p>I have an awareness that exercise is good for me.</p> <p>I try my best in any physical activity</p> <p>I have shown that I put a good deal of effort in to succeeding</p>	<p>I know what different intensities of physical activity feel like.</p> <p>I can give some reasons why my health will benefit if I am physically active for sustained periods of time.</p> <p>I can explain why it is important to warm up before physical activity. – so my muscles don't hurt, to start pumping blood around the body and heart ready for strenuous activity</p> <p>I can show how to warm up safely.</p> <p>I show enthusiasm for physical activity and making improvements</p> <p>I can work with a partner to create my own warm up</p>	<p>I can explain in detail how physical activity and sport contributes to a healthy lifestyle.</p> <p>I take part in a range of physical activities and sports and describe the different health benefits of each.</p> <p>I consistently warm up and cool down safely in ways that suit the activity.</p> <p>I can plan and lead a warm up and cool down safely.</p> <p>Plan and regularly take their own warm ups and cool downs safely and appropriately without guidance from staff</p> <p>Identify which parts of their body and activity uses and the types of fitness required eg aerobic and plan a suitable warm up for that activity</p>
Concept: understand, evaluate, improve <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>I can talk generally about the differences between my own and others actions and suggest some improvements</p>	<p>I am keen to do well and improve my performance</p> <p>I show good understanding of tactical and compositional skills</p> <p>I can use feedback to improve my performance in some physical activities and sports</p> <p>I show resilience and look for ways to improve</p>	<p>I show resilience and challenge myself consistently to improve my performance</p> <p>I can observe others, compare and evaluate and comment on aspects including skills, techniques, tactics , ideas and composition used.</p> <p>I can use the feedback to refine and improve my performance in a range of physical activities and sports</p>

		<p>I can describe in detail how my work is different from others and suggest how I can improve my performance and others can improve their performance</p>	<p>I always try to improve my performances</p> <p>I can observe my own performance – eg gymnastics performance on an ipad and evaluate the techniques and the composition identifying good aspects and an area for development</p> <p>I start to have conversations, unprompted, with my partner about the quality of my performance, the skills, tactics and give and accept feedback</p> <p>Show good evaluation and planning skills and demonstrate good communication skills to provide feedback across a range of physical activities</p>
<p>Concept: understand and live through our values</p> <ul style="list-style-type: none"> • Embed fairness and respect • Build character 			
<p>expected</p>	<p>Am aware of my own feelings and others feelings when working together</p> <p>Can follow basic instructions</p> <p>I can cooperate in physical activities with others</p> <p>I can show that I can take turns in a small group and understand that I need to wait for my go</p>	<p>I can engage and collaborate in partner work and small group activity.</p> <p>I can communicate effectively and show cooperation skills.</p> <p>I am able to praise others and offer support to team mates.</p> <p>I show respect for others feelings when they have been beaten in a competitive activity</p> <p>I am able to cope with winning and losing</p>	<p>I can work well in team challenges showing good communication skills</p> <p>I always respect rules and show a good sense of fair play.</p> <p>I can explain the importance of not cheating my opponent</p>