



Subject: PE

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Moorside Primary School, Lancaster

EYFS & National Curriculum 2023 – 2024

NB We are reviewing PE in EYFS and this will be added later this term.

Moorside Primary School – KS1 Curriculum Map Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Year 1 FMS Baseline Unit Lost & Found	Year 1 FMS Baseline Unit Supertato	KS1 Y1 FMS – Tri-Throlf	Year 1 FMS Catching & Bouncing a Ball <i>Knowledge – To use a simple tactic i.e. Look one way and roll the ball the other.</i>	Year 1 FMS Overarm Throw (MFC Gym Stars) <i>Knowledge – To use a simple tactic i.e. Throw away from the cones.</i>	Year 1 Athletics <i>Perform FMS at a developing level.</i>
Aims of Unit	Children will be assessed and develop basic FMS skills. The baseline unit will be the basis for what is delivered in the FMS units.	Children will be assessed and continue to develop basic FMS skills.	Children develop basic game-playing skills, in particular the FMS of throwing for accuracy.	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They have the opportunity to play one against two or three.	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on striking and fielding games.	Children will explore running, jumping and throwing activities, and take
Unit 2	Year 1 Gym Activities 1	Year 1 FMS Underarm Throw <i>Knowledge – To use a simple tactic i.e. Look one way and roll the ball the other way.</i>	Year 1 Gym Activities 2	KS1 FMS & Gym – Jack and the Beanstalk	Year 1 FMS Kicking Unit	Year 1 Dance Toy Story
Aims of Unit	Children investigate movement and explore basic gymnastic actions on the floor and using the apparatus. They copy or create, short movement phrases of 'like' linked actions, eg. Two jumps, or two rolls.	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They have the opportunity to play one against two or three.	Children investigate movement and explore basic gymnastic actions on the floor and using the apparatus. They copy or create, short movement phrases of 'like' linked actions, eg. Two jumps, or two rolls.	Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases of 'like' linked actions, eg. 2 jumps, or 2 rolls.	Children develop basic game-playing skills, in particular the FMS of kicking. They play games based on fielding games.	Children will explore basic body actions, eg. Jumping and turning, and use different parts of their body to create and repeat short dances.

Moorside Primary School – KS1 Curriculum Map Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Fundamental Movement Skills 2	KS1 – Y2 FMS Playground games in the 20 th Century <i>Knowledge - To use a simple tactic i.e. move into space to receive a ball. To pass the ball to a player in space.</i>	KS1 FMS Kicking Unit	KS1 – Y2 FMS Bounce Ball <i>Knowledge -To use a simple tactic i.e. move into space to receive a ball. To pass the ball to a player in space.</i>	KS1 – Y2 Games Piggy in the Middle	Year 2 FMS End of KS1 Assessment
Aims of Unit	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.	Children will perform 10 FMS and take part in simple challenges to gain an assessment.
Unit 2	Dance – Under the Sea	KS1 – Y2 Athletics	Year 2 Gymnastics Activities 1	Year 2 – OAA – The Great Outdoors	Swimming 1	Swimming 2
Aims of Unit	Children will focus on creating and performing short dances that communicate different moods, feelings and ideas.	Children will explore running, jumping and throwing activities and take part in simple challenges and competitions. They will experiment with different ways of travelling, throwing and jumping.	Children will focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg. Roll, jump and a shape. They then transfer what they learn on the floor to apparatus.	Children will explore the Great Outdoors and take part in trails and simple team building exercises.	In this unit children learn to enjoy the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	In this unit children learn to enjoy the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.

Moorside Primary School – KS1 Curriculum Map Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Fundamental Skills Catch Up – Y2 FMS Playground games in the 20 th Century	Year 3/4 Dance Rock and Roll	Year 3 Gymnastic Activities 1	Y3/4 Health Related Fitness	Year 3/4 Creative Games – Tag and Target	Year 3/4 Striking and Fielding Games - Rounders

	Knowledge - To use a simple tactic i.e. move into space to receive a ball. To pass the ball to a player in space.					
Aims of Unit	Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.	Children to perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances.	Children will develop their skills with control and precision and combine them to create a sequence. They will extend their range of actions, working on more difficult combinations.	Children will use their knowledge of health and fitness and the links with Science, PSHE and DT. They will learn about different types of fitness and exercising safe practice.	To throw an object with accuracy within a target game. To demonstrate aiming skills eg. Archery, boccia.	Children will learn how to hit or strike the ball into spaces, so that they can score rounders. When fielding, they will learn how to work together to keep the scores down.
Unit 2	Swimming Autumn 1	Swimming Autumn 2	Swimming Spring 1	Swimming Spring 2	Year 3/4 Gymnastic Activities 2	Y3/4 Athletic Activities
Aims of Unit	In this unit children learn to enjoy the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	In this unit children learn to enjoy the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	In this unit children focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	Children will focus on improving the quality of their movement. They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly.	Children should concentrate on developing good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of Athletics.

Moorside Primary School – KS1 Curriculum Map Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Year 3/4 Games – Net and Wall Unit Core Task 1	Year 4 Invasion Games – Rugby 2	Year 3 Invasion Games - Netball	Y3/4 Dance – Myths and Legends	Year 3/4 Striking and Fielding Games - Rounders	Year 3/4 Striking and Fielding Games - Cricket
Aims of Unit	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4v2 invasion game. “On the Attack.”	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4v2 invasion game. “On the Attack.”	Children gain inspiration from English and work in pairs and small groups. Children concentrate on combining and linking phrases of movements fluently and with control.	Children will learn how to hit or strike the ball into spaces, so that they can score rounders. When fielding, they will learn how to work together to keep the scores down.	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters’ scores down.
Unit 2	Year 3/4 Target Games - Dodgeball	Year 4 Gymnastic Activities 3	Year 3/4 Creative Games – Tag and Target	Y3/4 Health Related Fitness	Golf Heysham GC	Year 3/4 Athletics
Aims of Unit	Children will continue to learn simple attacking tactics through playing a target game - Dodgeball	Children will learn to develop their skills with control and precision and combine them to create a sequence. They will extend their range of actions. Working on more difficult combinations.	To throw an object with accuracy within a target game. To demonstrate aiming skills eg. Archery, Boccia.		To learn a new game and the difference between striking for accuracy and distance. Children will learn to putt, drive and chip through a range of child friendly games and activities.	Children should concentrate on developing good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of Athletics.

Moorside Primary School – KS1 Curriculum Map Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Year 5/6 Invasion Games – Rugby 1	Year 5/6 Invasion Games – Rugby 2	Year 5/6 Football	Year 5/6 Athletics	Year 5/6 Dance - Earthlings	Year 5/6 Net and Wall Tennis
Aims of Unit	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a arrange of running, jumping and throwing activities.	Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas.	Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall type games.
Unit 2	Year 5/6 Invasion Games - Hockey	Year 5 Gymnastic Activities 1	Year 5/6 Invasion Games - Netball	Year 5 Gymnastics Activities 2	Year 5/6 OAA Teamwork and Problem Solving 1	Year 5/6 Striking and Fielding Games - Cricket
Aims of Unit	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.	Children will develop a wider range of actions and use their skills and agility individually, and in sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.	Children will develop a wider range of actions and use their skills and agilities individually, and in sequence with a partner. Children will create longer sequences with a partner to perform paired balances for an audience.	Children will develop their problem-solving skills in familiar and unfamiliar situations and environments.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.

Moorside Primary School – KS1 Curriculum Map Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Y6 Dodgeball	Y6 Athletics – Cross Country	Geocaching	Y6 Gym Circuits (health related fitness)	Year 5/6 Invasion Games – Rugby 2	Y6 Lacrosse
Aims of Unit	Children will continue to learn simple attacking tactics through playing a target game - Dodgeball	Children will focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.	Children will take part in more complex orienteering events and teamwork challenges. They will learn to read maps, clues and technology more accurately and adapt their skills to meet challenges set in new environments.	Children will use their knowledge of health and fitness and the links with Science, PSHE and DT. They will learn about different types of fitness and exercising safe practice.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games to 5v4 or 4v3. Children will also learn a wider range of sports specific techniques.
Unit 2					Y6 Invasion Games Ultimate Frisbee	Striking and Fielding Games Rounders
Aims of Unit					The children will learn a new sport and continue to develop their understanding of attack and defence through the introduction of a new game, follow specific rules and scoring techniques.	Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter.

This is a working document and is regularly updated to meet the needs of children at Moorside.

Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught from year group to year group:

The PE curriculum at Moorside is based upon the Lancashire PE Passport APP which is a professionally designed scheme of work approach sequential in its progression and development of key skills. It was adopted by the school because of the breadth of experiences it provides and its sequential nature.

At KS1 the main focus is for all children is to master **10 Key Fundamental Movements Skills** through a variety of thematic titles, covering most areas of study, yet the outcomes of the sessions are similar throughout to ensure that plenty of opportunity is offered to master those early skills.

At Lower KS2 the children will continue to use those learnt skills and be introduced to a variety of equipment and games, where the teaching of generic taught skills can be adapted to suit the needs of each game. These are taught through invasion games, net and wall games and striking and fielding games. The gymnastics/dance units are progressive throughout the year group and again a variety of titles are included to offer a range of thematic approaches to link to year group topics but sometimes these will have to be taught separately, due towards the nature of the activity.

At Upper KS2 the children PE sessions take a more sports themed approach to learning and preparing the children for school competitions and events, but early key skills are common throughout and practiced regularly throughout the progressive Lancashire scheme.

Rationale for the order in which knowledge is taught within each year group:

The New Lancashire PE passport APP is progressive and sets out simple objectives to be completed at appropriate time frames, using the expertise of PE specialists to ensure that progression is made. Once key skills and knowledge have been established, most children will be able to access and succeed in a number of different games and sports specific activities through the acquisition of transferable skills.

Where activities are repeated within the different year groups, the objectives and skills expectation is again progressive. Although if the activity is specific to one year group, the skills developed through earlier activities will often support the needs of a new activity/game again through the transferable nature of many skills. Children will be encouraged to make links between the different skills and games they have been taught and encounter.

How the curriculum has been designed to meet the needs of Moorside learners:

At school we aim to offer the children a wide variety of opportunities to be active and engage within a wide variety of sports and activities to development a healthy awareness of leading an active life-style, allowing them all to make progress and succeed through a varied, creative and imaginative curriculum.

How teachers are expected to teach this subject:

All teachers will have access to the Lancashire PE passport APP where detailed plans, videos and assessment tools are readily available to track children's attainment and progress through a highly successful (regularly updated scheme).

Less confident teachers have the opportunity to work alongside expert PE specialists for CPD and courses/Zoom (monthly) meetings are available to update their understanding and ask questions.

How is this subject assessed? How do teachers make a judgement?

Each lesson within the PE passport APP has key set objectives (usually 2) as a focus and each child is graded on their attainment at the end of each session with bronze, silver, gold or platinum dependent on their level of success. With short videos and success criteria shown for anyone who is less confident or doesn't quite understand a concept. These can be accessed within the package. There is opportunity within the APP to take photos and/or videos to evidence

progression and at the end of each terms completed work all children will be awarded a level of achievement in this area of study, using the weekly attainments to award a final judgement accordingly, which can be monitored by the Subject Leader, targeting specific groups if necessary.

What is expected in terms of recording and evidencing:

Within the PE passport APP, each child is expected to be awarded an assessment for all lessons completed with an overall judgement made at the end of each half-term and in some areas of study there is an opportunity for a self-assessment to be completed by the child. Evidence of Bronze, Silver, Gold and Platinum are not expected for all children for each lesson but at least 1 good example of each would be beneficial to see the differences in the expected levels.

How do you know that end points are met?

If the children successfully complete all objectives to a good level, they will be graded accordingly with a silver standard. Children who achieve above will be awarded the gold, with exceptional/gifted children awarded platinum. Children not yet achieving the expected standard will be graded bronze and these children will be highlighted and encouraged to access OSHL clubs or given additional opportunities to master these skills in future sessions, through adaption of games and activities.

How is ambition for all promoted within this subject?

PE is a statutory subject and all children should have the opportunity to engage within at least 2 hours of PE/physical activity per week with HA children encouraged to access OSHL clubs/guided towards local clubs to further their opportunities.

How does the subject leader(s) *evaluate* impact to know how well the subject is taught?

With the implementation of the Lancashire PE passport APP it will make it a lot easier for the PE Subject Leader to track pupils progress and identify significant areas of need through its detailed analysis. Video opportunities will give an insight into each lesson. I believe that with this more rigorous assessment program, it will focus the teachers' minds on specific objectives and target specific groups of children when gathering evidence making the whole process of assessment within PE lessons more in-depth and in the long-run should up-skill all staff in the delivery and assessment in this subject.