

a

Curriculum Breadth  
KS1

Curriculum Breadth  
KS2

b

Concept

FUNS, Multi-ability Cogs

c

Milestone 1

Real PE Skill Development

Real PE Skill Development

Milestone 2

Real PE Skill Development

Real PE Skill Development

Milestone 3

Real PE Skill Development

Skill Development

d

B  
Yr 1

A  
Yr 2

D  
Yr 2

B  
Yr 3

A  
Yr 4

D  
Yr 4

B  
Yr 5

A  
Yr 6

D  
Yr 6

# KS 1 - Breadth

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <p>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. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p>                     |        |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;</li><li>• participate in team games, developing simple tactics for attacking and defending;</li><li>• perform dances using simple movement patterns.</li></ul> |        |

# KS 2 - Breadth

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 4 | Year 5 | Year 6 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|
| <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                 |        |        |        |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination;</li><li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li><li>• perform dances using a range of movement patterns;</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team;</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> |        |        |        |

# Breadth

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



# PE Curriculum



Our PE curriculum aims to improve the well-being and fitness of all children at Beaconside, not only through the teaching and development of physical skills, but through the pupils' personal and social development. Pupils are taught that to be successful, they need to take ownership and responsibility of their own health and fitness. Our aim is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.





# PE Topic Overview and Organisation

PE Curriculum Map

| Year Group | Year 1                           | Year 2                           | Year 3                           |            | Year 4                           |            | Year 5                         |            | Year 6                         |            |
|------------|----------------------------------|----------------------------------|----------------------------------|------------|----------------------------------|------------|--------------------------------|------------|--------------------------------|------------|
| Autumn 1   | Invasion Games                   | Invasion Games                   | Invasion Games                   |            | Invasion Games                   |            | Rugby/Netball                  |            | Hockey/Football                |            |
|            | Static Balance/Footwork Patterns | Static Balance/Footwork Patterns | Static Balance/Footwork Patterns |            | Static Balance/Footwork Patterns |            | Real Dance                     |            | Ball Skills/Reaction           |            |
| Autumn 2   | Real Dance                       | Real Dance                       | Real Dance                       |            | Real Dance                       |            | Swimming                       |            | Real Dance                     |            |
|            | Jumping/ Static Balance          | Jumping/ Static Balance          | Jumping/ Static Balance          |            | Jumping/ Static Balance          |            | Ball Skills/Reaction           |            | Static Balance/Floorwork       |            |
| Spring 1   | Real Gym                         | Real Gym                         | Real Gym                         |            | Swimming                         |            | Real Gym                       |            | Real Gym                       |            |
|            | Dynamic Balance/ Static Balance  | Ball Skills/ Counter Balance     | Ball Skills/ Dynamic Balance     |            | Ball Skills/ Dynamic Balance     |            | Static Balance/Jumping         |            | Dynamic/Counter Balance        |            |
| Spring 2   | Real Dance                       | Real Dance                       | Swimming                         |            | Real Gym                         |            | Badminton                      |            | Tennis                         |            |
|            | Ball Skills/ Counter Balance     | Sending and Receiving/Reaction   | Sending/Receiving                | Real Dance | Sending/Receiving                | Real Dance | Static Balance/ Floorwork      |            | Swimming                       |            |
| Summer 1   | Athletics                        | Athletics                        | Striking and Fielding            |            | Striking and Fielding            |            | Cricket                        |            | Rounders                       |            |
|            | Real Gym                         | Real Gym                         | Athletics                        | Real Gym   | Athletics                        | Real Gym   | Athletics                      | Real Dance | Athletics                      | Real Dance |
| Summer 2   | Target Games                     | Target Games                     | Target Games                     | OAA        | Target Games                     | OAA        | Curling/Boccia                 | OAA        | Golf                           | OAA        |
|            | Sending and Receiving/Reaction   | Ball Chasing/Floor Work          | Ball Chasing/Static Balance      |            | Reaction/Floor Work              |            | Ball Chasing/Sending/Receiving |            | Ball Chasing/Sending/Receiving |            |