

WCPS Physical Education Curriculum Overview 2025-2026

WCPS Curriculum Intent for Physical Education

At Wymondham College Prep School we offer a high-quality physical education curriculum that encourages all pupils to enjoy being active, become physically literate and develop a positive growth mindset, through excellent physical education and school sport experiences, that develop the whole child and lead to life-long participation.

Real PE is taught across ALL Classes to deliver a consistent PE Approach for all pupils covering:

- Multi Ability Cogs (whole child) developing Personal, Social, Cognitive, Creative, Physical and Health skills.
- Progressive Fundamental Movement Skills (ABCs) are highlighted in **Orange**
- Differentiated levels of skill are highlighted in the following colours
 - Yellow = Skill 1
 - Green = Skill 2
 - Red = Skill 3
 - Blue = Skill 4
 - Black = Skills linked to Real Dance, Real Gym, Dance, Swimming or Athletics
- We apply these learned skills to a variety of additional Physical Activities to give a broad and balanced offer including gymnastics, dance and swimming, which are delivered to practice, consolidate and use the skills taught in Real PE. The EYFS children are given opportunities to practise the skills taught in Real PE in their outdoor area e.g. balance bikes, scooters, balls, beanbags, targets and climbing equipment.

The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.

Alongside the two PE lessons a week we have a number of additional PE activities on offer

- Inter-school competitions and festivals for KS1 and KS2 children.
- A large range of sporting activities offered as part of our Extra Curricular program such as tennis, multi skills, ballet, Active Canaries, netball, cheer leading and Bounce Kids
- EYFS & KS1 children can participate in Forest School twice a term
- KS2 children participate in an outdoor adventurous residential trip once a year
- Sports Day – multi-skills morning, family picnic, competitive races in the afternoon.
- Playtime Leaders – trained and running playtime and lunchtime activities and challenges.
- Healthy Living is embedded in our Science and PSHE curriculum
- Learning about being part of worldwide sporting events, e.g. The Olympics or World Cup

EYFS Statutory Framework PE Related Objectives

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

EYFS PE Curriculum

Core Knowledge

1. Pupils will know how to coordinate basic footwork
2. Pupils will know how to balance
3. Pupils will know how to jump and land safely
4. Pupils will know how to throw and catch a ball
5. Pupils will know how to ride a tricycle and balance bike
6. Pupils will know how to climb a simple frame

Hinterland Knowledge

- Pupils will be able to move to music and link movements together to create a dance
- Pupils will be able to work as a team to copy movements of others
- Pupils will explore movement to a theme/story or song.

Skills

- Pupils will be able to describe different movements
- Pupils will be able to select and link movements together to fit a theme.
- Pupils will be able to observe and copy the movement of others
- Pupils will be able to say how their body feels before, during and after exercise.
- Pupils will be able to use equipment appropriately and move and land safely

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- Pupils will be able to perform a single skill or movement with some control.
- Pupils will perform a small range of skills and link two movements together

Wonder

- *I wonder how my body will feel if I move a bit quicker or slower*
- *I wonder what would happen if I try to balance in a different way*
- *I wonder what skills I need to play another sport*

Experiences & Provocations

- Pupils will experience the curriculum by:
 - Using songs, themes and music which gives their movements a purpose
 - Following REAL PE curriculum

Vocabulary - Tier 3 Subject Specific

balance, coordination, throw, catch, standing, seated, exercise, health, heart

KS1 National Curriculum

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 co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Year 1 PE Curriculum

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Autumn Term 1 - Personal	Spring Term 1 - Cognitive	Summer Term 1 - Physical
Baseline assessment Real PE - Unit 1 Coordination – footwork Static Balance – one leg Core Knowledge - Pupils will know of different ways they can move around a space, in a variety of directions. - Pupils will know how to navigate a space safely. - Pupils will know why it is important to keep your head up when moving. - Pupils will know of strategies they can use to help them balance safely. Hinterland Knowledge - Pupils will know how it feels to move with control. - Pupils will know why it is important to work on some tasks by yourself. - Pupils will know why it is important to keep trying even when something is hard. - Pupils will know who they can ask for help when stuck. - Pupils will know examples of when we need to have good one leg balance.	Real PE - Unit 3 Dynamic Balance – on a line Static Balance - stance Core Knowledge - Pupils will know of strategies they can use to demonstrate a smooth dynamic or static balance with minimum wobble. - Pupils will know how to move with fluidity (dynamic balance on a line). - Pupils will know the importance of self-reflection (What did I do well? What can I do to get better?). Hinterland Knowledge - Pupils will know why swinging your arms when moving is a helpful technique. - Pupils will know that moving opposite arm and leg is a helpful technique for dynamic balance (on a line). - Pupils will know what good balance looks like. - Pupils will know examples of when we need to use balancing skills in everyday life. Skills Pupils will develop being able to: - follow simple rules	Real PE - Unit 5 Coordination – sending & receiving Agility – reaction & response Core Knowledge - Pupils will know what a good ready position for catching looks like. - Pupils will know the importance of keeping your eyes focused on the ball. - Pupils will know how to collect the ball safely. - Pupils will know of strategies they can use to send the ball with accuracy. - Pupils will know of strategies they can use to catch quickly and accurately. Hinterland Knowledge - Pupils will know why extending your front leg when rolling helps (balance and aim). - Pupils will know the importance of moving your feet to receive the ball instead of stretching. Skills Pupils will develop being able to: - perform single skills / movements with some control

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Skills Pupils will develop being able to: • follow instructions • work on simple tasks by themselves • move with control • move with good balance • move smoothly • balance with control (minimum wobble) • side-step in both directions • gallop, leading with either foot • hop on either foot • skip • balance on one leg (standing still) for 10 seconds Wonder • <i>I wonder which sports balance is important for...</i> • <i>I wonder what the world record is for speed of galloping...</i> Experiences & Provocations Pupils will experience the curriculum by: ○ watching footage of gymnasts on floor apparatus ○ watching examples of dance e.g. ballet ○ watching a variety of sports that require use of space	• listen carefully to follow instructions • order instructions and movements • walk forwards on a line with fluidity and minimum wobble • walk backwards on a line with fluidity and minimum wobble • to stand on a line with good stance for 10 seconds Wonder • <i>I wonder how far I can move in a dynamic balance on a line...</i> • <i>I wonder which sports involve moving backwards...</i> Experiences & Provocations Pupils will experience the curriculum by: ○ watch people walking on tight ropes ○ watching footage of gymnasts on floor apparatus ○ watching examples of dance e.g. ballet ○ watching a variety of sports that require use of space Vocabulary - Tier 3 Subject Specific fluidity, technique, reflect.	• perform single skills / movements with some consistency. • use footwork to move in line with the ball when receiving. • adopt a good ready position for catching (weight on balls of feet, wide base). • to link two or more movements together. • push off hard with their feet. • roll a large ball and collect the rebound. • roll a small ball and collect the rebound. • throw a large ball and catch the rebound with two hands. • react and catch a large ball dropped from shoulder height after two bounces. • to react and catch a large ball dropped from shoulder height after one bounce. Wonder • <i>I wonder what the tallest recorded bounce is from a ball dropped at height...</i> • <i>I wonder how people play ball sports if they have a visual impairment...</i> Experiences & Provocations Pupils will experience the curriculum by: ○ watch a wide variety of sports that require ball control and comparing and contrasting them
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Vocabulary - Tier 3 Subject Specific strategies, balance, control, side-step, gallop, skip, hop.	Real Gym – Unit 2 Flight Rotation Core Knowledge • Pupils will know how to observe and copy others. • Pupils will know how to perform flight skills (straight jump, hop, cat leap, jete, scissor) on the floor. • Pupils will know how to safely use low apparatus to explore flight skills. • Pupils will know how to safely use large apparatus to explore flight skills. • Pupils will know how to perform rotation skills (pencil roll, dish and arch roll, rotate on bottom, patter turn on two feet) on the floor. • Pupils will know how to safely use low apparatus to explore rotation skills. • Pupils will know how to safely use large apparatus to explore rotation skills. Hinterland Knowledge • Pupils will know how to connect movements smoothly and with control. • Pupils will know that copying others for ideas is a good way to be creative.	Vocabulary - Tier 3 Subject Specific sending, receiving, reaction, accuracy, extend, weight, rebound. Real Dance – Unit 1 Artistry Partnering Circles Shapes Core Knowledge • Pupils will know how to perform a range of skills (artistry, partnering, circles, shapes). • Pupils will know how to create multiple standing and floor shapes. • Pupils will know how to create circular and semi-circular movements. • Pupils will know how to create shapes in contrast to their partner's. • Pupils will know what it means to have a sequence of movements. Hinterland Knowledge • Pupils will know how to change their moves so they match different music. • Pupils will know how to create a repeating sequence of movements.
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	• Pupils will know that a quiet balanced landing is desirable when practicing flight skills. • Pupils will know of techniques they can draw upon to improve or enhance their rotations (ex: tighten body, lengthen, maintain shape). Skills Pupils will develop being able to: • explore and describe different movements. • describe their movements and skills with those of others. • squeeze their body muscles during flight to make a clear shape. • land through the balls of their feet with soft knees to absorb impact. • focus on the landing spot when practicing flight skills with apparatus. • remain balanced throughout the performance of their rotation. • hold their body tight when performing rotation skills. Wonder • <i>I wonder how many different types of gymnastics rolls there are....</i> • <i>I wonder how the flight skills are performed on a trampoline...</i>	• Pupils will know how to move with control when moving between shapes (minimum wobble). • Pupils will know why having a wide variety of movements in a sequence is important. • Pupils will know how to give kind feedback to others about their performance. Skills Pupils will develop being able to: • move confidently in different ways. • link two movements together. • perform a sequence. • make changes in direction or speed to their sequence of movements. • travel between shapes. • move in unison with others. • create shapes and movements will express how the music makes them feel. • use 'kind touch' (secure but soft) when in contact with a partner. Wonder • <i>I wonder how many different kinds of dance styles there are...</i> • <i>I wonder where professional dancers get their ideas from when making a sequence of movements...</i>
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WCPS Physical Education Curriculum: EYFS – Year 6

	Experiences & Provocations Pupils will experience the curriculum by: ○ using a wide range of gym equipment ○ watching a real gymnast perform ○ putting on a gymnastic performance for an audience Vocabulary - Tier 3 Subject Specific Flight, rotation, straight jump, hop, cat leap, jete, scissor jump, pencil roll, dish and arch roll, rotate on bottom, patter turn on two feet.	Experiences & Provocations Pupils will experience the curriculum by: ○ watching a wide variety of different types of dance Vocabulary - Tier 3 Subject Specific sequence, movement, repeat, 'kind touch', expression, contrast.
Autumn Term 2 - Social	Spring Term 2 – Creative	Summer Term 2 – Health & Fitness
Real PE – Unit 2 Dynamic Balance to Agility – jumping & landing Static Balance - seated Core Knowledge • Pupils will know how to jump safely (feet placement, bent knees, head up). • Pupils will know why bending your knees for take off and landing is an important part of jumping.	Real PE – Unit 4 Coordination – ball skills Counterbalance – with a partner Real Dance KS1 Production Core Knowledge • Pupils will know of strategies they can use to maintain control when rolling a ball.	Real PE – Unit 6 Agility – ball changing Static Balance – floor work Athletics Sports Day Preparation Core Knowledge • Pupils will know why exercise is important for good health.

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• Pupils will know why sharing and taking turns are important skills. • Pupils will know of strategies they can use to praise and encourage others. • Pupils will know of strategies they can use to successfully attempt a seated balance (head up, tummy tight, back straight, breathe). Hinterland Knowledge • Pupils will know how they can encourage their friends to improve. • Pupils will know why it is good to work with different partners. • Pupils will know why it is important to support their friends. Skills Pupils will develop being able to • take turns with peers. • share with peers (space and resources). • help and praise peers. • land softly from a jump (balance and control). • to hold a seated balance without strain. • hold a seated balance with minimum wobble. • Jump from two feet to two feet forwards, backwards and side-to-side.	• Pupils will know how to compare and describe different movements. • Pupils will know how to coordinate movements with a partner. • Pupils will know how to balance safely with a partner. • Pupils will know of strategies they can use to maintain good balance with a partner. Hinterland Knowledge • Pupils will know that balls can move in many different ways. • Pupils will know that observing and copying the movements of peers is a good way to practice and improve. • Pupils will know how to begin to select and link a series of smooth movements. • Pupils will know what good counter balancing looks like. • Pupils will know examples of when we need to demonstrate good counter balance in real life. Skills Pupils will develop being able to: • observe and copy others. • explore and describe different movements. • compare their movements and skills with those of others.	• Pupils will know the changes that happen to the body during exercise (increased heart rate and breathing rate, body temperature, muscle tiredness). • Pupils will know that exercise can have a positive effect on our mood and how we feel. • Pupils will know how to use equipment appropriately. • Pupils will know of strategies they can use to change position with control (whilst maintaining balance) when completing a static balance. Hinterland Knowledge • Pupils will know of strategies they can use to start and stop quickly when moving to collect a ball. • Pupils will know why it is good to warm up before PE activities. • Pupils will know that moving and landing safely is helped by having good health and fitness (good stability and strength in our muscles and joints). Skills Pupils will develop being able to: • push off hard from a good ready position when ball chasing.
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WCPS Physical Education Curriculum: EYFS – Year 6

- balance (seated) with both hands / feet down. - balance (seated) with one hand or foot raised (in all combinations). - balance (seated) with only one hand or one foot down. - balance (seated) with no hands or feet down. Wonder <i>I wonder what the world record is for the longest seated balance (no hands or feet)...</i> <i>I wonder how Olympic athletes encourage and support each other...</i> Experiences & Provocations Pupils will experience the curriculum by: - watching how gymnasts and people in other sports move and use their body Vocabulary - Tier 3 Subject Specific encourage, support, strain, balance, Real Gym – Unit 1 Shape Travel Core Knowledge	- sit and roll a ball along the floor around the body using two hands. - sit and roll a ball along the floor around the body using one hand. - sit and roll a ball down their legs and around their upper body using two hands. - stand and roll a ball down their legs and around their upper body using two hands. - sit holding hands with toes touching, leaning in together then apart. - sit holding one hand with toes touching, leaning in together then apart. - hold hands with toes touching, rocking forwards, backwards and side-to-side. Wonder <i>I wonder how many sports involve using a ball...</i> <i>I wonder how gymnasts use counter balance in their routines...</i> Experiences & Provocations Pupils will experience the curriculum by: - watching how gymnasts control equipment they use on the floor Vocabulary - Tier 3 Subject Specific	- watch the ball when chasing it. - demonstrate balance and control when collecting the ball. - hold a correct position for a static balance on the floor (ex: hands in line with shoulders, knees in line with hips). - maintain balance when practicing a static balance on the floor. - roll a ball, chase and collect it in a balanced position facing the opposite direction. - chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. - hold a mini-front support position. - reach round and point to the ceiling with either hand in a mini-front support. Wonder <i>I wonder how professional athletes practice their agility skills...</i> <i>I wonder how my muscles work when I am practicing a static balance...</i> Experiences & Provocations Pupils will experience the curriculum by: - watching excerpts from Olympic Games to understand what athletics is - taking part in our school Sports Day
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• Pupils will know why sharing and taking turns are important skills. • Pupils will know how to perform shape skills (tuck, star, straight, pike, straddle shapes) on the floor. • Pupils will know how to safely use low apparatus to explore shape skills. • Pupils will know how to safely use large apparatus to explore shape skills. • Pupils will know how to perform travel skills (stretch walk, march, run/jog on tiptoes, skip, side-step, slide) on the floor. • Pupils will know how to safely use low apparatus to explore travel skills. • Pupils will know how to safely use large apparatus to explore travel skills. Hinterland Knowledge • Pupils will know how it feels to perform shapes with control. • Pupils will know of strategies to help others if they are finding something hard. • Pupils will know what being a 'good partner' looks and feels like when working with others. • Pupils will know how it feels to perform travel skills with smooth and fluent movement.	coordinate, observe, compare, counterbalance.	Vocabulary - Tier 3 Subject Specific agility, static balance, mini-front support, muscles, joints, heart rate, breathing rate, body temperature, healthy, fitness, exercise.
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WCPS Physical Education Curriculum: EYFS – Year 6

• Pupils will know that squeezing body muscles tightly is a good technique for travelling with good posture. • Pupils will know that keeping your eyes on the part of your body in contact with apparatus helps to maintain active balance. Skills Pupils will develop being able to: • demonstrate the following shape skills: tuck, star, straight, pike, straddle shapes. • demonstrate the following travel movements: (stretch walk, march, run/jog on tiptoes, skip, side-step, slide). Wonder • <i>I wonder which gym apparatus is used in the Olympics...</i> • <i>I wonder if people compete in gym competitions with partners...</i> Experiences & Provocations Pupils will experience the curriculum by: ○ using a wide range of gym equipment ○ watching a real gymnast perform ○ putting on a gymnastic performance for an audience Vocabulary - Tier 3 Subject Specific		
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WCPS Physical Education Curriculum: EYFS – Year 6

Gymnastics, apparatus, shape skills, tuck, star, straight, pike, straddle, travel, balance, posture, stretch walk, march, run, jog, skip, side-step, slide.		
KS1 National Curriculum		
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 co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns		

WCPS Physical Education Curriculum: EYFS – Year 6

Year 2 PE Curriculum		
Autumn Term 1 - Personal	Spring Term 1 - Cognitive	Summer Term 1 - Physical
Baseline assessment Real PE - Unit 1 Coordination - floor movement patterns & footwork Static Balance - one leg Core Knowledge - Pupils will know to keep their back straight, head up and core muscles squeezed to balance successfully. - Pupils will know to bend their knees to absorb impact when jumping. - Pupils will know to step onto the balls of their feet. - Pupils will know to focus their eyes on a fixed point and keep the whole body tight and extended to minimize wobble in a balance. - Pupils will know to keep at least one body part in contact with the apparatus throughout the balance. - Pupils will follow instructions, practise safely and work on simple tasks independently and in pairs. Hinterland Knowledge	Real PE - Unit 3 Dynamic Balance - on a line Static Balance - stance & small base Core Knowledge - Pupils will know the importance of a physical warm up. - Pupils will know that to absorb impact when jumping they need to bend their knees Hinterland Knowledge - Pupils will develop their cognitive skills. Skills Pupils will develop being able to: - Stand on a line with good stance for 10 seconds - Walk forwards with fluidity and minimum wobble. - Walk backwards with fluidity and minimum wobble. - Stand on a low beam with good stance for 10 seconds. - Walk fluidly, lifting knees to 90°. - Walk fluidly, lifting heels to bottom.	Real PE - Unit 5 Coordination - sending & receiving with equipment Agility - reaction & response Core Knowledge - Pupils will know how to link movements together. - Pupils will know <i>how to</i> select and apply a range of skills with good control and consistency. Hinterland Knowledge - Pupils will know why it is important to develop our physical skills. Skills Pupils will develop being able to: - Roll large ball and collect the rebound. - Roll small ball and collect the rebound. - Throw large ball and catch the rebound with 2 hands - From 1, 2 and 3 meters: react and catch large ball dropped from shoulder height after 2 bounces.

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• Pupils will know which sports they would use different footwork in. • Pupils will know that if they don't succeed, try again and ask for help when appropriate. • Pupils will know how to move in different pathways across the floor. • Pupils will begin to know how to challenge themselves. • Pupils will know where they are with their learning. Skills Pupils will develop being able to: • Side-step in each direction. • Gallop, leading with either foot. • Hop on either foot. • Skip. • Stand still for 10 seconds. • Combine side steps with 180-degree front pivots off either foot. • Skip with knee and opposite elbow at 90 degree angle. • Hopscotch forwards and backwards, hopping on the same leg (right and left). • Balance on each leg for 30 seconds. • Complete 5 mini squats whilst balancing on each leg. Wonder	Wonder • <i>I wonder which sports require you to balance.</i> • <i>I wonder why it is important to exercise.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Cones, spots, lines, benches, low beams, bean bags, hoops, different sized balls, quoits, markers and rackets/balls. ○ Working individually and small groups. Vocabulary - Tier 3 Subject Specific stance, balance, control, fluidity, forwards, backwards, beam, bench, 90°, seconds, rotate, rotation, in on, under, beside, along, on top Real Gym - Unit 2 Flight Rotation Core Knowledge • Pupils will know when someone is working or performing well - the/what/how/why... • Pupils will know how to follow simple rules and practice safely. Hinterland Knowledge	• React and catch large ball dropped from shoulder height after 1 bounce. • Throw tennis ball, catch rebound with same hand after 1 bounce. • Throw tennis ball, catch rebound with same hand without a bounce. • Throw tennis ball, catch rebound with other hand after 1 bounce. • Throw tennis ball, catch rebound with other hand without a bounce. • Strike large, soft ball along ground with hand 5 times in a rally. • From 1, 2 and 3 meters: React and catch tennis ball dropped from shoulder height after 1 bounce Wonder • <i>I wonder how many times I can catch the ball without dropping it.</i> • <i>I wonder if I can beat my score.</i> • <i>I wonder what other games require catching.</i> • <i>I wonder how many ways you can throw a ball?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons.
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• <i>I wonder how many ways I can find to balance on 1 leg.</i> • <i>I wonder what happens if we always choose the easiest option.</i> • <i>I wonder in what ways I have you pushed myself today.</i> • <i>I wonder how I can improve my work.</i> • <i>I wonder what other pathways I can make.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using a variety of equipment such as cones, markers, bean bags, quoits, hoops, balloons, and selection of balls. ○ Taking part in paired and small group activities and games Vocabulary - Tier 3 Subject Specific side-step, gallop, hop, skip, hopscotch, skip, balance, direction, pivot, forwards, backwards, right, left, squat, dominant leg, leading foot, challenge,	• Pupils will know what they can do well and begun to identify areas for improvement. Skills Pupils will develop being able to: • Perform jumps on the floor such as tuck, star, straight. • Explore Flight skills using hand Apparatus such as ribbons and hoops. • Explore jumping off low apparatus. • Perform Rotation skills on the floor such as pencil roll, egg roll, rock and roll to bottom, dish and arch roll, scramble roll. • Explore Rotation skills with hand Apparatus. • Explore rolling on low and large apparatus. • Explore rotation skills with a partner. Wonder • <i>I wonder why we should move our bodies.</i> • <i>I wonder what other parts of my body I can rotate.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Lines, ropes, Low Beam, Balls, Low apparatus, mats, Your hands to clap!, White boards and markers.	○ Using a variety of equipment such as cones, markers, variety of large and small balls, benches/nets, buzzer, variety of bouncy large and small balls (1 per person if possible). Vocabulary - Tier 3 Subject Specific roll, collect, rebound, throw, catch, react, drop, bounce, strike, rally, Real Dance - Unit 1 Shapes Solo / Partnering Shapes Circles Solo / Partnering Circles Artistry (Abstraction) / Artistry (Making) Core Knowledge • Pupils will know how to perform a sequence of movements with some changes in level, direction, or speed. • Pupils will know that music influences the movement and atmosphere of a dance. Hinterland Knowledge • Pupils will know why it is important to rehearse a sequence of movements before they perform. Skills Pupils will develop being able to:
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	○ Working individually and small groups. Vocabulary - Tier 3 Subject Specific preparation phase, technique, absorb impact, recognise, order	• Create standing and floor shapes with torso beginning to rotate. • Travel between shapes including jumping and rotation. • Perform full turns in a variety of ways. • Perform a full turn on one leg in each direction. • Create movements with a partner, jumping and travelling in canon and unison • Balance with a partner. • Create and support jumps with hand to hand and hand / elbow contact. • Move creatively linked to silk. • Move expressively to music including different levels and speeds. • Sequence 5 static and dynamic moves Wonder • <i>I wonder what will happen if the music was faster?</i> • <i>I wonder how I can improve my performance?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using a variety of equipment such as beanbags, hoops, cones.
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WCPS Physical Education Curriculum: EYFS – Year 6

		Vocabulary - Tier 3 Subject Specific core strength, balance, control, travelling, jumping, turning
Autumn Term 2 - Social	Spring Term 2 – Creative	Summer Term 2 – Health & Fitness
Real PE - Unit 2 Dynamic Balance to Agility - jumping & landing Static Balance - seated Core Knowledge - Pupils will know how to jump and balance in many ways. - Pupils will know they need their back straight, head up and core muscles squeezed to balance successfully. - Pupils will know to bend their knees to absorb impact when jumping. - Pupils will know to step onto balls of feet. Hinterland Knowledge - Pupils will know some other animals that jump. - Pupils will try several times and if at first they don't succeed will ask for help when appropriate. Skills Pupils will develop being able to:	Real PE - Unit 4 Coordination - ball skills Counterbalance - with a Partner Real Dance KS1 Production Core Knowledge - Pupils will know how to develop their creative skills. - Pupils will know <i>how to make up their own rules to games</i>. - Pupils will know <i>how to respond</i> differently to a variety of tasks or music. - Pupils will know how to select and link movements together to fit a theme. - Pupils will begin to compare my movements and skills with those of others. - Pupils will be able to explore and describe different movements - Pupils will know to face their target, swing your arm and step on opposite foot to throw a ball accurately.	Real PE - Unit 6 Agility - ball chasing Static Balance - floor work Athletics Sports Day Preparation Core Knowledge - Pupils will know how to develop their health and fitness skills. - Pupils will know <i>how and why their body changes during and after exercise</i>, - Pupils will know <i>how to use and handle</i> equipment appropriately and move and land safely. - Pupils will know why exercise is important for good health. - Pupils will know and recognise changes in the body during exercise. - Pupils will know and recognise a change in temperature and heart rate during exercise Hinterland Knowledge

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• Jump from 2 feet to 2 feet sideways, forwards and backwards. • Balance with both hands / feet down. • Balance with 1 hand / 2 feet down. • Balance with both hands / 1 foot down. • Balance with 1 hand / 1 foot down. • Balance with 1 hand or 1 foot down. • Balance with no hands or feet down. • Jump from 2 feet to 1 foot whilst maintaining balance. • Jump from 2 feet to 2 feet with a quarter turn in both directions. • Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). • Pick up a cone from one side, swap hands and place it on the other side. • Return the cone to the opposite side. Wonder • <i>I wonder how many ways I can find to balance on 1 leg.</i> • <i>I wonder how I could improve my work.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons.	Hinterland Knowledge • Pupils will develop the confidence to perform in front of an audience. • Pupils will be able to remember a sequence of movements. • Pupils will be able to dance expressively to music. Skills Pupils will develop being able to • Sit holding hands with toes touching, lean in together then apart. • Sit holding 1 hand with toes touching, lean in together then apart. • Sit holding hands with toes touching and rock forwards, backwards and side-to-side. • Sit and roll a ball along the floor around body using 2 hands. • Sit and roll a ball along the floor around body using 1 hand (right and left). • Sit and roll a ball down legs and around upper body using 2 hands. • Stand and roll a ball up and down legs and round upper body using 2 hands. • Hold on and, with a long base, lean back, hold balance and then move back together. • Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.	• Pupils will know why it is important to be active. • Pupils will know what else helps us stay fit and healthy. Skills Pupils will develop being able to: • Roll a ball, chase, and collect it in balanced position facing opposite direction. • Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. • Hold mini-front support position. • Reach round and point to ceiling with either hand in mini-front support. • Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. • Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. • Place cone on back and take it off with other hand in mini front support. • Hold mini-back support position. • Place cone on tummy and take it off with other hand in mini back support. • Run at different speeds. • Change speed and direction whilst running.
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○ Using a variety of floor markers such as shapes, spots, hoops and a variety of objects to grip with feet. ○ Taking part in paired and small group activities and games. Vocabulary - Tier 3 Subject Specific jump, land, direction, zig zag, sideways, forwards, backwards, opposite, balance, quarter turn Real Gym - Unit 1 Shape Travel Core Knowledge ● Pupils will know focus their eyes on a fixed point and keep the whole body tight and extended to minimize wobble in a balance. ● Pupils will know to keep at least one body part in contact with the apparatus throughout the balance. ● Pupils will know how to follow instructions, practise safely and work on simple tasks independently and in pairs. ● Pupils will know ways to develop their social skills and how to praise and encourage others in their learning. ● Pupils will know how they can show and tell others about their ideas.	● Sit and roll a ball up and down legs and round upper body using 1 hand. 2. Stand and roll a ball up and down legs and round upper body using 1 hand. Wonder ● I wonder if I can pass the ball to my partner without dropping it using no hands. ● I wonder what different types of ball there are. ● I wonder what other games use balls. Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using a variety of different equipment such as cones, markers, variety of large balls (1 per child if possible), benches and music ○ Working with a partner. ○ Perform in front of an audience. Vocabulary - Tier 3 Subject Specific counterbalance, balance, roll, around, on top, below, beside, base, long base, lean	● Jump from a standing position. ● Jump accurately from a standing position. ● Throw an object with one hand. ● Throw a variety of objects in one hand. Wonder ● I wonder what other games require me to throw and catch. ● I wonder how far I can throw different objects. ● I wonder if the person with the longest legs is the fastest runner. Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using a variety of Cones, markers, variety of large and small balls, bean bags and spots. ○ Take part in sports day Vocabulary - Tier 3 Subject Specific roll, collect, position, balance, balanced, chase, opposite direction. front support position. Throw, bounce, mini front support, mini-back support position.
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• Pupils will know how to work sensibly with others, taking turns and sharing. • Pupils will begin to know how to challenge themselves. • Pupils will know where they are with their learning. • Pupils will know how they can stay on task. Hinterland Knowledge • Pupils will try several times and if at first they don't succeed will ask for help when appropriate. • I will know what the activities are in the Olympic gymnastic games. Skills Pupils will develop being able to: • Perform Balance skills on the floor such as star, tuck, mini front and back support, hands and feet, straddle. • Explore points and patches to balance eg A frame, on shoulders, stomach, one hand and one foot, • Explore balancing on one foot e.g. passe, arabesque, flag, • Explore balance skills / points balance and supported balance on the floor, low and large apparatus individually and with a partner.		
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• Perform travel skills on the floor using feet e.g. march, tip toe run, stretch walk, tuck jump, star jump, skip, side step, gallop, • Travel on different parts of the body such as side, crab walk, bunny hop, roll including with a partner. • Explore travelling with handheld apparatus such as hoops and ribbons. • Explore travel skills on low and large apparatus. Wonder • <i>I wonder what other ways I can balance on the apparatus.</i> • <i>I wonder in what ways I have you pushed myself today.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons ○ Using a range of apparatus ○ Using a range of resources: mats, hoops, scarves, ropes, low/small and large apparatus, Benches, Low/large apparatus, Stickers. Vocabulary - Tier 3 Subject Specific		
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points, patches, bases of support, control, focus, combine, praise, encourage		
KS2 National Curriculum		
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. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best		
Year 3 PE Curriculum		
Autumn Term 1 – Personal	Spring Term 1 – Cognitive	Summer Term 1 – Physical

WCPS Physical Education Curriculum: EYFS – Year 6

Baseline assessment Real PE - Unit 1 Coordination - floor movement patterns & footwork Static Balance - one leg Core Knowledge • Pupils will know they need their back straight, head up and core muscles squeezed to balance successfully. • Pupils will know to bend their knees to absorb impact when jumping. • Pupils will know to step onto balls of feet. • Pupils will know to focus their eyes on a fixed point and keep the whole body (focusing on their core [tummy]) tight and extended to minimize wobble in a balance. • Pupils will know to keep their head up and still. • Pupils will know to use their arms to help them balance. • Pupils will know to maintain good body tension and extension. Hinterland Knowledge • Pupils will know that if they don't succeed, try again and ask for help when appropriate.	Real PE - Unit 3 Dynamic Balance - on a line Coordination – ball skills Core Knowledge ○ Pupils will know to use my arms to help move and balance (opposite arm and leg). ○ Pupils will know to keep my back straight, head still and look forward. ○ Pupils will know to move off the balls of my feet. ○ Pupils will know how to focus on maintaining good balance throughout. ○ Pupils will know to move the ball with my fingertips. ○ Pupils will know to perform the movements smoothly and then gradually increase your speed. Hinterland Knowledge ○ Pupils will know a range of sports that require good dynamic balance and excellent ball skills. Skills Pupils will develop being able to: ○ I can walk fluidly, lifting knees up to 90 degrees ○ I can walk fluidly, lifting heels up to bottom	Real PE - Unit 5 Agility – reaction / response Static balance – floor work Core Knowledge ○ Pupils will know how to take up a ready position with my knees bent and feet apart (front to back). ○ Pupils will know how to start quickly and accelerate by pushing off hard with my feet. ○ Pupils will know how to bend my knees to help me slow down. ○ Pupils will know how to keep my hands in line with my shoulders and knees in line with my hips (mini-front support). ○ Pupils will know how to keep my hands in line with my shoulders and feet in line with my knees (mini-back support). ○ Pupils will know how to point my fingers towards my feet in the mini-back support. Hinterland Knowledge • Pupils will know what being physical means and why it is important for our health. Skills Pupils will develop being able to:
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WCPS Physical Education Curriculum: EYFS – Year 6

• Pupils will begin to know how to challenge themselves. Skills Pupils will develop being able to: • I can stand still for 30 seconds • I can complete 5 mini-squats • I can stand still for 30 seconds with eyes closed • I can complete 5 squats • I can complete 5 ankle extensions • I can combine side-steps with 180 degree from pivots off either foot • I can combine side-steps with 180 degree reverse pivots off either foot • I can skip with knee an opposite elbow both at 90 degree angle • I can hopscotch forwards and backwards in the same leg (right and left). • I can hopscotch forwards and backwards, alternating my hopping leg each time • I can complete 3 zigzag patterns forwards • I can complete 3 step zigzag patterns backwards Wonder • I wonder how your body feels when you're practicing footwork	○ I can sit and roll a ball up and down my legs and around my upper body using 1 hand ○ I can perform a marching action, lifting knees and elbows up to 90 degree angle ○ I can walk fluidly with a heel to toe landing ○ I can walk fluidly, lifting knees up and using a heel to toe landing ○ I can walk fluidly, lifting heels up to bottom and using a heel to toe landing ○ I can stand and roll a ball up and down my legs and round my upper body using 1 hand ○ I can stand with my legs apart and move a ball around one leg 16 times (right and left leg) ○ I can move a ball round my waist 17 times ○ I can stand with my legs apart and move a ball around alternate legs 16 times. Wonder ○ I wonder what did you do well in the competition? ○ I wonder what similarities and differences there are between you and your friends performance? ○ I wonder why it is important to be able to move the ball in both directions? ○ I wonder what sports require good ball handling and how can you work on this at home?	○ I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce. ○ I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. ○ I can place a cone on my back and take it off with the other hand in a mini-front support. ○ I can hold a mini-back support position. ○ I can place a cone on my tummy and take it off with the other hand in a mini-back support. ○ I can hold a full front support position. ○ I can lift 1 arm and point to the ceiling with either hand in a front support. ○ I can transfer a cone on and off my back in a front support. Wonder ○ I wonder what different activities do we need to have good agility for? ○ I wonder when did you have good control of your movement? ○ I wonder what does a controlled movement look like? ○ I wonder why is it important to keep my back straight? Experiences & Provocations Pupils will experience the curriculum by:
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WCPS Physical Education Curriculum: EYFS – Year 6

• <i>I wonder how many different footwork patterns you can think of</i> • <i>I wonder why it is important we can balance with smooth controlled movements</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Competing in internal and external sporting events ○ Using resources such as beanbags, markers, balls, cones, wobble cushions, low apparatus, mats. Vocabulary - Tier 3 Subject Specific side-step, gallop, hop, skip, hopscotch, skip, balance, direction, pivot, forwards, backwards, right, left, squat, dominant leg, leading foot,	Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as markers, floor spots, balls, ropes, hoops, stop watches ○ Competing to friendly small group competitions. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific stance, balance, control, fluidity, forwards, backwards, hips to lips, action, 90°, fingertips, gradually Real Gym – Unit 2 Flight Balance Core Knowledge • Pupils will know to decide beforehand which jump or leap to perform. • Pupils will know to squeeze their body muscles during flight to make clear shape. • Pupils will know to land through balls of feet with soft knees to absorb impact.	○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Competing in internal and external sporting events ○ Using resources such as markers, small and large bouncy balls, large balls, tennis balls, cones, bean bags. Vocabulary - Tier 3 Subject Specific Sequences, apply, extend, gradually, mini back support, correct Real Dance – Unit 1 Artistry Partnering Circles Shapes Core Knowledge • Pupils will know how to keep my tummy tight and extend my arms to help find strong, still positions in my shapes. • Pupils will know how to use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning. • Pupils will know to not rush and find the simplest way to go from turning to jumping before moving to the floor.
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	• Pupils will know to keep their head up and still. • Pupils will know to keep their tummy tight and back straight. • Pupils will know to focus their eyes on a fixed point to help balance. Hinterland Knowledge ○ Pupils will know who Simone Biles is and what her achievements are. ○ Pupils will know the different gymnastics, which include artistic, rhythmic, trampoline, tumbling, acrobatic. Skills Pupils will develop being able to: • I can perform an accurate preparation phase. • I can create a clear shape during flight. • I can land quietly and in balance. • I can balance with control (minimum wobble). • I can balance with supporting foot still. • I can hold the balance for at least 3 seconds. Wonder ○ <i>I wonder what you are going to improve today</i>	• Pupils will know that when jumping, land through the balls of my feet and bend my knees to absorb impact. Hinterland Knowledge • Pupils will know who Diversity are and how they celebrated diversity of people and cultures through dance. Skills Pupils will develop being able to: • Create standing and floor shapes with torso beginning to rotate. • Create a semi-circle backwards with your arm. Follow the movement with your body and step backwards. • Make shapes the opposite size to your partner's, staying as close as possible without touching. • Stand next to each other. Both make an arm circle forwards, follow with a step and return to your standing positions. Mirror each other. • Keep stopping suddenly and remember these stops as shapes. Explore the difference in shapes. • Move with a partner – both start and finish in the same/different shape. • Balance with a partner.
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	<i>I wonder what the difference is between balancing on a flat foot and balancing on the balls of my feet is</i> Experiences & Provocations Pupils will experience the curriculum by: - Following the Real PE curriculum and online resources / videos in PE lessons. - Competing in internal and external sporting events. - Using resources such as cones or markers, mats, Floor markers, Tape Measure, Low apparatus, Stickers. Vocabulary - Tier 3 Subject Specific body tension, levels, consecutively, elevated	- Move creatively linked to silk. Wonder <i>I wonder how I can incorporate a cannon sequence?</i> Experiences & Provocations Pupils will experience the curriculum by: - Following the Real PE curriculum and online resources / videos in PE lessons. - Competing in internal and external sporting events - Performing in front of my peers. Vocabulary - Tier 3 Subject Specific core strength, balls of feet, extend, sequence, repeat
Autumn Term 2 - Social	Spring Term 2 – creative	Summer Term 2 – Health and Fitness
Real PE - Unit 2 Dynamic Balance to Agility – jumping and landing Static Balance – seated Core Knowledge - Pupils will know to bend knees to take-off - Pupils will know to swing my arms to help gain height and use them to help balance on landing.	Real PE - Unit 4 Dynamic Balance to Agility – sending and receiving Counterbalance – with a partner Core Knowledge - Pupils will know how to use backswing and follow through when sending. - Pupils will know how to move my feet to get in line with the ball when receiving.	Real PE - Unit 6 Agility – ball chasing Static balance – stance Athletics Sports Day Preparation Core Knowledge

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○ Pupils will know to try to land softly so there is no noise by bending my knees as I land. ○ Pupils will know to keep my core muscles (tummy) tight and back straight. ○ Pupils will know to keep my weight going through my bottom. ○ Pupils will know to keep my head up and breathe throughout. Hinterland Knowledge ○ Pupils will try several times and if at first they don't succeed will ask for help when appropriate. ○ Pupils will know what areas they need to improve on. Skills Pupils will develop being able to: ○ I can jump from 2 feet to 2 feet with a quarter turn in both directions ○ I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (either foot). ○ I can jump from 2 feet to 2 feet with 180 degrees turn in either direction. ○ I can complete a tucked jump. ○ I can complete a tucked jump with 180 degrees turn in either direction. ○ I can pick up a cone from one side, swap hands and place it on the other side. ○ I can return the cone to the opposite side.	○ Pupils will know how to try to have 'soft hands' when catching. ○ Pupils will know to keep my tummy (core muscles) tight and body straight throughout. ○ Pupils will know to hold with straight arms when leaning back. ○ Pupils will know to hold on to my partner's forearms and communicate with them. Hinterland Knowledge ● Pupils will know what sports require excellent sending and receiving skills. ● Pupils will know what sports require great partner work. Skills Pupils will develop being able to: ○ I can throw a tennis ball and catch it with the same hand after 1 bounce. ○ I can throw a tennis ball and catch it with the same hand without a bounce. ○ I can throw a tennis ball and catch it with the other hand after 1 bounce. ○ I can throw a tennis ball and catch it with the other hand without a bounce. ○ I can strike a large, soft ball along the ground with my hand 5 times in a rally. ○ I can strike a ball with alternate hands in a rally. ○ I can kick a ball with the same foot.	○ Pupils will know that moving and landing safely is helped by having good health and fitness, e.g. good stability and strength in our muscles and joints. ○ Pupils will know what happens to the body during and after exercise including increased body temperature which causes us to sweat. ○ Pupils will know the basic fitness components include strength, stamina and flexibility. ○ Pupils will know that exercise changes the body including muscle fatigue or tiredness and even soreness. ○ Pupils will know that warming up also helps us to prepare mentally for the activity to follow, for example, by helping us to focus. ○ Pupils will know that basic fitness including Hinterland Knowledge ● Pupils will know what sports require the ability to chase a loose ball. ● Pupils will know what sports require excellent static balancing. Skills Pupils will develop being able to: ○ Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction.
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○ I can pick up a cone from one side and place it on the other side with the same hand. ○ I can return it to the opposite side using the other hand. ○ I can sit in a dash shape with straight arms and legs and hold it for 5 seconds. Wonder ○ I wonder how many different types of jump can you do ○ I wonder what sports require the ability to be able to jump and land in balance ○ I wonder what sports require a seated balance Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as lines, benches, low beams, balls, resistance bands, wobble cushions, hoops, bean bags, mats, low apparatus ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific jump, land, direction, zig zag, sideways, forwards, backwards, opposite, balance, quarter turn, momentum, balls of feet	○ I can kick a ball with alternate feet. ○ I can roll 2 balls alternately using both hands, sending 1 as the other is returning. ○ I can hold on and, with a long base, lean back, hold our balance and move back together again. ○ I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again. ○ I can hold and, with a short base, lean back, hold our balance and then move back together. ○ I can hold on with 1 hand and, with a short base, lean back, hold our balance and then move back together. ○ I can perform both short base challenges with eyes closed. Wonder ○ I wonder what you know about good throwing and catching techniques? ○ I wonder what the similarities and differences are between your performance and those of others during the competition? ○ I wonder why is it important to coordinate my movements with my partner? ○ I wonder how I am going to improve today? Experiences & Provocations Pupils will experience the curriculum by:	○ Starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. ○ I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction. ○ I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction. ○ I can complete the above challenges using a tennis ball. ○ I can stand on a low beam with good stance for 10 seconds. ○ I can receive a small force from various angles. ○ I can raise alternate feet 5 times. ○ I can raise alternate knees 5 times. ○ I can catch a ball at chest height and throw it back. Wonder ○ I wonder on a scale of 1 to 10 how hard did you work today? ○ I wonder did you do well in the competition? ○ I wonder what have you learned about starting quickly (acceleration) and slowing down (deceleration) effectively?
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Real Gym – Unit 1 Travel Rotation Core Knowledge • Pupils will know to concentrate on the coordination of body parts. • Pupils will know to change speeds to develop fluency. • Pupils will know to keep muscles squeezed tightly throughout. Hinterland Knowledge • Pupils will know the different gymnastics, which include artistic, rhythmic, trampoline, tumbling, acrobatic. Skills Pupils will develop being able to: • I can move with good posture. • I can move smoothly and fluently. • I can perform accurate movement patterns. • I can maintain an accurate shape throughout. • I can remain balanced throughout. Wonder	○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as cones, markers, large soft ball, tennis/foam balls, large ball, small ball, rackets, hoops, bean bags, quoits, benches, cones. ○ Working with a partner. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific Versions, counterbalance, balance, respond, in line, rally, soft hands, short base, together	○ <i>I wonder why is it important to cool down after activity?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as cones, markers, large balls, different sized balls, markers, tennis balls, ○ Competing for the house in sports day. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific Warm up, cool down, timing, accelerate, strength, stamina, flexibility, muscle fatigue, raise, balls of feet, weight
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<i>I wonder what my body feels like when i rotate?</i> <i>I wonder what would happen if is didn't use my arms when travelling?</i> Experiences & Provocations Pupils will experience the curriculum by: - Following the Real PE curriculum and online resources / videos in PE lessons. Vocabulary - Tier 3 Subject Specific challenge, reverse, posture, body tension and extension, pathway, adjust, mirror, match, contrast, transfer, timing, synchronisation		
Year 4 PE Curriculum		
Autumn Term 1 – Personal	Spring Term 1 – Cognitive	Summer Term 1 – Physical
Baseline assessment Real PE - Unit 1 Coordination - footwork Static Balance - one leg Core Knowledge Pupils will know they need their back straight, head up and core muscles squeezed to balance successfully.	Real PE - Unit 3 Dynamic Balance - on a line Coordination – ball skills Core Knowledge - Pupils will know to use my arms to help move and balance (opposite arm and leg). - Pupils will know to keep my back straight, head still and look forward.	Real PE - Unit 5 Agility – reaction / response Static balance – floor work Core Knowledge - Pupils will know how to maintain a good 'ready position' with my knees bent with a wide base. - Pupils will know how to start quickly and accelerate by pushing off hard with my feet.

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• Pupils will know to bend their knees to push off and to absorb impact when jumping and landing. • Pupils will know to step onto balls of feet. • Pupils will know to focus their eyes on a fixed point and keep the whole body (focusing on their core [tummy]) tight and extended to minimize wobble in a balance. • Pupils will know to keep their head up and still. • Pupils will know to use their arms to help them balance. • Pupils will know to maintain good body tension and extension. Hinterland Knowledge • Pupils will know that if they don't succeed, try again and ask for help when appropriate. • Pupils will begin to know how to challenge themselves. Skills Pupils will develop being able to: • I can stand still for 30 seconds with eyes closed • I can complete 5 squats • I can complete 5 ankle extensions • I can hopscotch forwards and backwards, alternating my hopping leg each time	○ Pupils will know to move off the balls of my feet. ○ Pupils will know how to focus on maintaining good balance throughout. ○ Pupils will know to move the ball with my fingertips. ○ Pupils will know to perform the movements smoothly and then gradually increase your speed. Hinterland Knowledge ○ Pupils will know a range of sports that require good dynamic balance and excellent ball skills. Skills Pupils will develop being able to: ○ I can perform a marching action, lifting knees and elbows up to 90 degree angle ○ I can walk fluidly with a heel to toe landing ○ I can walk fluidly, lifting knees up and using a heel to toe landing ○ I can walk fluidly, lifting heels up to bottom and using a heel to toe landing ○ I can move a ball round my waist 17 times ○ I can stand with my legs apart and move a ball around alternate legs 16 times. ○ I can stand with my legs apart and move a ball around one leg 16 times (right and left leg).	○ Pupils will know how to bend my knees to help me slow down. ○ Pupils will know how to keep my hands in line with my shoulders and knees in line with my hips (mini-front support). ○ Pupils will know how to keep my hands in line with my shoulders and feet in line with my knees (mini-back support). ○ Pupils will know how to point my fingers towards my feet in the mini-back support. Hinterland Knowledge • Pupils will know what being physical means and why it is important for our health. Skills Pupils will develop being able to: ○ I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. ○ I can hold a full front support position. ○ I can lift 1 arm and point to the ceiling with either hand in a front support. ○ I can transfer a cone on and off my back in a front support. Wonder ○ I wonder what different activities do we need to have good agility for?
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• I can complete 3 zigzag patterns forwards • I can complete 3 step zigzag patterns backwards Wonder • I wonder why it is important to bend my knees when landing • I wonder how I challenged myself today Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Competing in internal and external sporting events ○ Using resources such as balls, small matching equipment, for example beanbags, cards, throw down markers or cones, balls or cones. Vocabulary - Tier 3 Subject Specific react, challenge, pattern, speed, heel raises, feedback, improve	Wonder ○ I wonder what we mean by Personal Best and why it is so important ○ I wonder what I can remember about good balance. ○ I wonder what I was looking for when observing and assessing others' performance Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as cones, small, medium and large hoops, bean bags, whiteboards/paper and pens for 'banks', large balls, stop watches large balls, small balls, cones, rope or scarf to tie ankles together, floor spots, lines ○ Competing to friendly small group competitions. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific improvement, angle, fluidly, attacking, defending, complete, increasing Real Gym – Unit 2	○ I wonder when did you have good control of your movement? ○ I wonder what does a controlled movement look like? ○ I wonder why is it important to keep my back straight? Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Competing in internal and external sporting events ○ Using resources such as balloons, balls, bean bags, small balls, tennis balls. cones or markers, different sized balls, hoops, ropes, small and large bouncy balls, tennis balls, cones. Vocabulary - Tier 3 Subject Specific perform, body tension, accelerate, feet apart, stretched out, front support Real Dance – Unit 1 Artistry Partnering Circles Shapes
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	Flight sequences (with ropes) Group sequences Core Knowledge • Pupils will know to decide beforehand which jump or leap to perform. • Pupils will know to squeeze their body muscles during flight to make clear shape. • Pupils will know to land through balls of feet with soft knees to absorb impact. • Pupils will know to maintain good body tension and extension. • Pupils will know to concentrate on the coordination of parts. • Pupils will know to change speeds to develop fluency. Hinterland Knowledge ○ Pupils will know who Simone Biles is and what her achievements are. ○ Pupils will know the different gymnastics, which include artistic, rhythmic, trampoline, tumbling, acrobatic. Skills Pupils will develop being able to: • I can perform an accurate preparation phase.	Core Knowledge • Pupils will know how to keep my bottom and stomach in my standing and floor shapes. • Pupils will know how to use as many different ways of moving as possible, including different ways of travelling, floor movements, jumping and turning. • Pupils will know that when jumping, land through the balls of my feet and bend my knees to absorb impact. • Pupils will know how to Keep the movement flowing. Hinterland Knowledge • Pupils will know who Diversity are and how they celebrated diversity of people and cultures through dance. Skills Pupils will develop being able to: • Lunge to the side or make another standing shape with one leg straight and the other bent and rotate your torso. • Make floor shapes facing sideways with one leg off the floor and as vertical as possible. • From the standing shape, take a step and jump to then lunge to the side or
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	• I can create a clear shape during flight. • I can land quietly and in balance. • I can move with good posture. • I can move smoothly and fluently. • I can perform accurate movement patterns. Wonder ○ <i>I wonder what you are going to improve today</i> ○ <i>I wonder what the main components of a sequence</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Competing in internal and external sporting events. ○ Using resources such as floor Spots, hoops, Hand apparatus, e.g. ropes, hoops, balls, ribbons, pom poms, scarves, Low apparatus, mats, real gym Dice, range of low and large apparatus, markers, soft skipping ropes, mats, Soft ropes, pre-prepared cards (optional). Vocabulary - Tier 3 Subject Specific	make another standing shape with one leg straight and the other bent and move to the floor. Try and turn in the jump with outstretched legs and arms. • Move your arm forwards and allow your body to follow to complete a full forward turn. Lift one foot off the floor to help you turn. Lean backwards while turning. • Lead the circle turn with your foot keeping the foot low. • Take two steps (first with your left and then your right foot) with your left arm and leg going backwards to jump off the right foot and land on the left foot with a half turn in the air. Make your jump bigger than before and turn faster in the air. Wonder ○ <i>I wonder how I can incorporate a cannon sequence?</i> ○ <i>I wonder how I can find an easy way to remember and repeat the movement i have made?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons.
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	in combination, collaborative, exchange, improvement, relocate, navigate, core muscles, improvement	○ Competing in internal and external sporting events ○ Performing in front of my peers. Vocabulary - Tier 3 Subject Specific travelling, jumping, turning, absorb impact, balls of feet, compose, demonstrate, smooth, flowing, transitions
Autumn Term 2 - Social	Spring Term 2 – creative	Summer Term 2 – Health and Fitness
Real PE - Unit 2 Dynamic Balance to Agility – jumping and landing Static Balance – seated Core Knowledge ○ Pupils will know to bend knees to take-off ○ Pupils will know to swing my arms to help gain height and use them to help balance on landing. ○ Pupils will know to try to land softly so there is no noise by bending my knees as I land. ○ Pupils will know to keep my core muscles (tummy) tight and back straight. ○ Pupils will know to keep my weight going through my bottom. ○ Pupils will know to keep my head up and breathe throughout.	Real PE - Unit 4 Dynamic Balance to Agility – sending and receiving Counter balance – with a partner Core Knowledge ○ Pupils will know how to use backswing and follow through when sending. ○ Pupils will know how to move my feet to get in line with the ball when receiving. ○ Pupils will know how to try to have 'soft hands' when catching. ○ Pupils will know to keep my tummy (core muscles) tight and body straight throughout. ○ Pupils will know to hold with straight arms when leaning back. ○ Pupils will know to hold on to my partner's forearms and communicate with them.	Real PE - Unit 6 Agility – ball chasing Static balance – stance Athletics Sports Day Preparation Core Knowledge ○ Pupils will know that during and after exercise our heart rate increases, as our heart works harder to pump blood (and the oxygen in it) to our muscles. ○ Pupils will know what happens to the body during and after exercise including increased body temperature which causes us to sweat. ○ Pupils will know that warming up helps prepare our bodies for exercise, by gradually

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Hinterland Knowledge ○ Pupils will try several times and if at first they don't succeed will ask for help when appropriate. ○ Pupils will know what areas they need to improve on. Skills Pupils will develop being able to: ○ I can jump from 2 feet to 2 feet with 180 degrees turn in either direction. ○ I can complete a tucked jump. ○ I can complete a tucked jump with 180 degrees turn in either direction. ○ I can pick up a cone from one side and place it on the other side with the same hand. ○ I can return it to the opposite side using the other hand. ○ I can sit in a dash shape with straight arms and legs and hold it for 5 seconds. Wonder ○ I wonder how many different types of jump can you do ○ I wonder what sports require the ability to be able to jump and land in balance ○ I wonder what sports require a seated balance Experiences & Provocations	Hinterland Knowledge ● Pupils will know what sports require excellent sending and receiving skills. ● Pupils will know what sports require great partner work. Skills Pupils will develop being able to: ○ I can strike a ball with alternate hands in a rally. ○ I can kick a ball with the same foot. ○ I can kick a ball with alternate feet. ○ I can roll 2 balls alternately using both hands, sending 1 as the other is returning. ○ I can hold and, with a short base, lean back, hold our balance and then move back together. ○ I can hold on with 1 hand and, with a short base, lean back, hold our balance and then move back together. ○ I can perform both short base challenges with eyes closed. Wonder ○ I wonder what i know about good (or different) throwing and catching techniques ○ I wonder what I have done well today and how I know	warming and preparing our muscles and joints for the activity to follow. ○ Pupils will know that cooling down helps pur heart rate and breathing to slow down gradually which can prevent dizziness after exercise. Hinterland Knowledge ● Pupils will know what sports require the ability to chase a loose ball. ● Pupils will know what sports require excellent static balancing. Skills Pupils will develop being able to: ○ I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction. ○ I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction. ○ I can complete the above challenges using a tennis ball. ○ I can receive a small force from various angles. ○ I can raise alternate feet 5 times. ○ I can raise alternate knees 5 times.
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Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as lines, cones, dice, tick sheets or whiteboards, floor spots, tape measure, lines, music, cones, bean bags, balls, hoops. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific carefully, cooperate, sideways, raising, maintain, throughout, strain Real Gym – Unit 1 Acrobatic sequences Rotation sequences (partner work) Core Knowledge ● Pupils will know to focus eyes on a fixed point. ● Pupils will know to ensure all partners are involved and have contributed to the balance. ● Pupils will know that when supporting on the back, ensure your stomach is engaged and back flat.	○ <i>i wonder what target i can give myself for todays lesson</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as bean bags, Lots of Large and Small Balls, benches, low beams, stickers. Throw down markers or cones, large balls, balls of different sizes/weights, sticks, variety of tennis or foam balls, large soft balls, tennis balls, stickers. ○ Working with a partner. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific recognise, similarities, differences, alternately, focused, vary, communicate, counterbalance	○ I can catch a ball at chest height and throw it back. Wonder ○ <i>I wonder on a scale of 1 to 10 how hard did you work today?</i> ○ <i>I wonder did you do well in the competition?</i> ○ <i>I wonder why it is important to perform challenges with consistency before moving on to a harder challenge?</i> ○ <i>I wonder why is it important to cool down after activity?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real PE curriculum and online resources / videos in PE lessons. ○ Using resources such as , lines, low beams, large balls, rackets, ropes, benches, different sized balls. cones, large balls, balls of different sizes/weights, markers, tennis balls. ○ Competing for the house in sports day. ○ Competing in internal and external sporting events Vocabulary - Tier 3 Subject Specific Warm up, cool down, describe, explain, stable, force, recieving
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- Pupils will know to keep their whole body tight and extended. Hinterland Knowledge - Pupils will know the different gymnastics, which include artistic, rhythmic, trampoline, tumbling, acrobatic. Skills Pupils will develop being able to: - I can balance with control (minimum wobble). - I can balance with both/all partners in a static position. - I can hold the balance for at least 3 seconds. - I can use pottng to aid balance. - I can tighten muscles to enable controlled movements. - I can hold apparatus away from my body to allow free movement. - I can perform individual movements accurately. - I can maintain good body tension and extension throughout. - I can keep apparatus in motion throughout (where appropriate). Wonder		
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- *I wonder what gymnastic shapes I can name?*
- *I wonder how I can improve?*

Experiences & Provocations

Pupils will experience the curriculum by:

- Following the Real PE curriculum and online resources / videos in PE lessons.
- Using resources such as mats, cones or markers, bouncy balls (preferably large), Range of hand apparatus, e.g. hoops, balls, ribbons, scarves, pom-poms, bean bags, real gym Dice, pre-prepared cards (optional), mats, apparatus, White boards and markers.

Vocabulary - Tier 3 Subject Specific

linked, plank, counterbalance, contrasting, complementary, flow, base, in constant motion, rhythm, formation, randomly, modify, improvement, non-physical

KS2 National Curriculum

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

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- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 5 PE Curriculum

Autumn Term 1 – Personal	Spring Term 1 – Cognitive	Summer Term 1 – Physical
Games unit: Football • Core Knowledge: ○ Pupils will know the fundamental rules of football, including basic positions and scoring methods. ○ Pupils will know how teamwork and communication enhance performance. ○ Pupils will know the techniques for passing, dribbling, and shooting. • Skills: ○ Pupils will develop being able to control the ball effectively under pressure. ○ Pupils will develop being able to execute accurate passes to teammates.	Games unit: Bee Netball • Core Knowledge: ○ Pupils will know the rules of Bee Netball, including player positions and movement restrictions. ○ Pupils will know the importance of spatial awareness and teamwork in passing and shooting. ○ Pupils will know how to pivot, pass, and shoot accurately. • Skills: ○ Pupils will develop being able to pass and catch under pressure. ○ Pupils will develop being able to position themselves strategically on the court.	Swimming Core Knowledge: • Pupils will know about a range of strokes and will practise the techniques • Pupils will know how to swim a length of the pool consistently and will practise being able to swim at least 25m by the time they leave primary school. • Pupils will know how to safely enter and exit the water • Pupils will know how to keep themselves safe in water • Pupils will know how to help others if they are in distress in the water Hinterland Knowledge: • Pupils will know how they can keep themselves safe in and around water in a pool and outside (ie at the beach)

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○ Pupils will develop being able to anticipate the movement of the ball and opponents. • Wonder: ○ I wonder how professional players develop their skills over time. ○ I wonder why certain formations work better in different situations. ○ I wonder how weather conditions affect a football match. • Experiences and Provocations: Pupils will experience the curriculum by: ○ Engaging in small-sided games to apply learned skills. ○ Exploring different roles within a team, such as goalkeeper or striker. ○ Watching and analyzing professional football clips to inspire improvement. • Subject-Specific Vocabulary: dribble, pass, shoot, goal, teamwork Real PE - Unit 1 Coordination - ball skills Agility - Reaction and response Game – Endball	○ Pupils will develop being able to shoot with precision from different angles. • Wonder: ○ I wonder how players choose the best positions to play. ○ I wonder why teamwork is more important than individual skill in netball. ○ I wonder how practice routines improve shooting accuracy. • Experiences and Provocations: Pupils will experience the curriculum by: ○ Rotating through different positions to understand the game comprehensively. ○ Participating in team discussions to develop tactics. ○ Watching videos of professional netball games to identify skills in action. • Subject-Specific Vocabulary: pivot, pass, shoot, intercept, teamwork Real PE - Unit 2 Static Balance – seated & floor work Game - Steal the Treasure	Skills Pupils will develop being able to: • Swim competently, confidently and proficiently over a distance of at least 25 meters • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations Wonder • <i>I wonder how long I can hold my breath underwater.</i> • <i>I wonder how fast I can swim the length of the pool?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Wyndham College Swimming Pool ○ Specialised swimming instructor ○ Working individually and in pairs ○ Taking part in competitive small group games Vocabulary
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Core Knowledge ○ Pupils will know and recognise their strengths and weaknesses and can set themselves appropriate targets. ○ Pupils will know <i>that</i> new challenges are opportunities to learn and develop. ○ Pupils will know to persevere with a task and improve their performance through regular practice. ○ Pupils will know how to cope well and react positively when things become difficult. Hinterland Knowledge ● Pupils will know what skills they'd need to practice if they were playing in a tournament again. ● Pupils will know where they are with their learning and have begun to challenge themselves. Skills Pupils will develop being able to: - in 20 seconds or less: ○ Stand with legs apart and move ball in figure of 8 around both legs 12 times. ○ Move ball around waist into figure of 8 around both legs 10 times.	Core Knowledge ● Pupils will know how to negotiate and collaborate appropriately. ● Pupils will know how to give and receive sensitive feedback to improve. ● Pupils will know the importance of cooperation helping to organise roles and responsibilities and can guide a small group through a task. Hinterland Knowledge ● Pupils will know where we use and static balance in sporting activities and why it is important. Skills Pupils will develop being able to: ● Walk fluidly, forwards backwards, lifting heel to bottom, knees up & heel-to-toe landing. ● Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). ● Lunge walk forwards, bringing opposite elbow up to a 90° angle. ● Complete all red challenges with eyes closed ● Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. ● Stand on 1 leg while holding on to partner's opposite foot	breaststroke, front crawl, backstroke, float, transfer, distance, balance Real Dance - Unit 1 Solo Shapes Artistry Abstraction Artistry Musicality Partnering (Lifts) Artistry (Making) Core Knowledge ● Pupils will be able to select and apply a range of skills with good control and consistency. ● Pupils will be able to perform and repeat sequences with clear shapes and controlled movement. Hinterland Knowledge ● Pupils will know how hard dancers train to be the best in their profession. Skills Pupils will develop being able to: ● Jump with 1 foot take-off and landing, other leg extended. ● Jump with 180° rotation and change of direction in the air (landing facing backwards).
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○ Move ball around waist and then around alternate legs 12 times. ○ Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. - from 1, 2 and 3 metres: ○ React and step across body, bring hand across body and catch tennis ball after 1 bounce Wonder ○ <i>I wonder what other body parts I can control a ball with.</i> ○ <i>I wonder what sports you can think of where good ball handling is important.</i> ○ <i>I wonder why it is so important that you find ways to challenge yourself in every lesson.</i> ○ <i>I wonder what I'd practice if I were to play the tournament again?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ using a variety of equipment such as large balls, small balls, large soft balls, markers/ lines, nets/ benches, score sheets, cones/ markers and benches. ○ Competing in internal and external sporting events. Vocabulary - Tier 3 Subject Specific	Wonder ● <i>I wonder what the easiest way is to remember and repeat the movement you have made.</i> ● <i>I wonder how many ways you can jump from 1 leg to 1 leg.</i> Experiences & Provocations Pupils will experience the curriculum by: ● Following Real PE curriculum ● Working individually and in pairs ● Taking part in competitive small group games ● Listening to different music ● Using a variety of equipment such as Cones/markers, large balls, variety of other sized/shaped balls, resistance bands, bench, uneven surface, large soft balls, benches/nets, tennis balls, markers/lines. ○ Competing in internal and external sporting events. Vocabulary - Tier 3 Subject Specific circles, turn, rotation, jumps, land, unison, canon, direction, shape, balance, counter balance, fluidity, speed, dynamics, level, plane, spiral, rotation, cross-body, sequence, rehearse, support, lean	● Create standing and floor balancing shapes both individually and with a partner balancing on 1 foot and cross-bodied with 2 points of contact with the floor. ● Create a short sequence of contrasting movements to be performed in unison and canon with a partner and independently. Wonder ● <i>I wonder how I can improve my performance.</i> ● <i>I wonder if there is a different way I can sequence my skills.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real Dance schemes of work. ○ Performing in front of my peers. Vocabulary - Tier 3 Subject Specific graceful, smooth, sequence, repeat, reverse
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persevere, regular, complete, criss cross, fluidity		
Autumn Term 2 - Social	Spring Term 2 - Creative	Summer Term 2 – Health & Fitness
Games unit: Tag Rugby • Core Knowledge: ○ Pupils will know the rules of tag rugby, including the offside rule and how to score tries. ○ Pupils will know the importance of spatial awareness in team sports.	Games unit: Hockey • Core Knowledge: ○ Pupils will know the rules of Quicksticks Hockey, including safety rules and scoring. ○ Pupils will know the techniques for dribbling, passing, and shooting with a hockey stick.	Swimming continued

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○ Pupils will know the techniques for passing, tagging, and evading opponents. • Skills: ○ Pupils will develop being able to perform accurate and quick passes. ○ Pupils will develop being able to dodge and evade defenders effectively. ○ Pupils will develop being able to work collaboratively to score tries. • Wonder: ○ I wonder how teams plan their strategies for different opponents. ○ I wonder why speed and agility are critical in rugby. ○ I wonder how rugby differs in various countries around the world. • Experiences and Provocations: Pupils will experience the curriculum by: ○ Playing in mixed-ability teams to practice inclusivity and strategy. ○ Experiencing high-paced games to build fitness and teamwork.	○ Pupils will know the importance of positioning and communication on the field. • Skills: ○ Pupils will develop being able to dribble with control and speed. ○ Pupils will develop being able to pass accurately to teammates. ○ Pupils will develop being able to defend effectively without fouling. • Wonder: ○ I wonder how players maintain control of the ball while running. ○ I wonder what strategies are most effective for scoring in hockey. ○ I wonder how different stick materials affect gameplay. • Experiences and Provocations: Pupils will experience the curriculum by: ○ Engaging in drills to practice control and accuracy. ○ Participating in small-sided matches to apply tactics. ○ Exploring how teamwork enhances gameplay during competitive matches. • Subject-Specific Vocabulary: dribble, pass, shoot, defend, positioning	
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○ Observing demonstrations of advanced moves and tactics. • Subject-Specific Vocabulary: try, tag, pass, evasion, offside Real Gym - Unit 1 Rhythmic Sequences Bench Sequences Core Knowledge • Pupils will know what they are doing well and have begun to identify areas for improvement. • Pupils will know how to review, analyse and evaluate their own and others' strengths and weaknesses. Hinterland Knowledge • Pupils will know and follow the rules of games. • Pupils will make up their own rules for games. • Pupils will develop methods to outwit opponents. • Pupils will know ways to remember and sequence movements with a partner or group, while using benches or low apparatus. Skills	Real PE - Unit 4 Dynamic Balance & Agility Static Balance Game – Scorpion Handball Core Knowledge • Pupils will know how to adapt and adjust skills, movements or tactics so they are different to others. • Pupils will know how to respond imaginatively to different situations. • Pupils will know how to change tactics, rules or tasks to make activities more fun or more challenging. • Pupils will know how to link actions and develop sequences of movements that express their own ideas. Hinterland Knowledge • Pupils will make up my own rules and versions of activities. • Pupils will know water safety. Skills Pupils will develop being able to: • Transfer tennis ball on and off back in a front support. • Transfer cone on and off tummy in back support.	
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Pupils will develop being able to: - perform the skill elements of real gym - Shape, Balance, Travel, Flight and Rotation. - use a combination of floor work, hand apparatus, low apparatus and partner work Wonder <i>I wonder how I can improve my sequences?</i> Experiences & Provocations Pupils will experience the curriculum by: - Following the Real Gym schemes of work. - Use small and large apparatus. Vocabulary - Tier 3 Subject Specific in isolation, coils, replicating, rhythmic, criteria	- Transfer tennis ball on and off tummy in back support - Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). - Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). - Hold a V-shape with straight arms and legs for 10 seconds Wonder <i>I wonder how resilient I was today.</i> Experiences & Provocations Pupils will experience the curriculum by: - Following Real PE curriculum - Working individually and in pairs - Taking part in competitive small group games - Using a variety of equipment such as Throw down markers or cones, large balls, balls of different sizes/weights, sticks, 4 cones or posts, large soft balls, cones, bean bags. - Competing in internal and external sporting events. Vocabulary - Tier 3 Subject Specific	
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	sequences, express, tactics, stability, repeatable, stretched, posture, aligned	
Year 6 PE Curriculum		
Autumn Term 1 – Personal	Spring Term 1 – Cognitive	Summer Term 1 – Physical
Games unit: Football • Core Knowledge: ○ Pupils will know the fundamental rules of football, including basic positions and scoring methods. ○ Pupils will know how teamwork and communication enhance performance. ○ Pupils will know the techniques for passing, dribbling, and shooting. • Skills: ○ Pupils will develop being able to control the ball effectively under pressure. ○ Pupils will develop being able to execute accurate passes to teammates.	Swimming Core Knowledge: • Pupils will know about a range of strokes and will practise the techniques • Pupils will know how to swim a length of the pool consistently and will practise being able to swim at least 25m by the time they leave primary school. • Pupils will know how to safely enter and exit the water • Pupils will know how to keep themselves safe in water • Pupils will know how to help others if they are in distress in the water Hinterland Knowledge: • Pupils will know how they can keep themselves safe in and around water in a pool and outside (ie at the beach)	Games unit: Cricket • Core Knowledge: ○ Pupils will know the rules of Dynamo Cricket, including scoring and fielding roles. ○ Pupils will know the techniques for batting, bowling, and fielding. ○ Pupils will know how to read the game to anticipate play. • Skills: ○ Pupils will develop being able to hit the ball accurately into space. ○ Pupils will develop being able to bowl consistently with correct technique. ○ Pupils will develop being able to field effectively and return the ball quickly. • Wonder:

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○ Pupils will develop being able to anticipate the movement of the ball and opponents. • Wonder: ○ I wonder how professional players develop their skills over time. ○ I wonder why certain formations work better in different situations. ○ I wonder how weather conditions affect a football match. • Experiences and Provocations: Pupils will experience the curriculum by: ○ Engaging in small-sided games to apply learned skills. ○ Exploring different roles within a team, such as goalkeeper or striker. ○ Watching and analyzing professional football clips to inspire improvement. • Subject-Specific Vocabulary: dribble, pass, shoot, goal, teamwork Baseline assessment Real PE - Unit 1 Coordination - ball skills Agility - Reaction and response	Skills Pupils will develop being able to: • Swim competently, confidently and proficiently over a distance of at least 25 meters • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations Wonder • <i>I wonder how long I can hold my breath underwater.</i> • <i>I wonder how fast I can swim the length of the pool?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Wymondham College Swimming Pool ○ Specialised swimming instructor ○ Working individually and in pairs ○ Taking part in competitive small group games Vocabulary breaststroke, front crawl, backstroke, float, transfer, distance, balance	○ I wonder how players decide when to run or stay at the wicket. ○ I wonder why teamwork is crucial in fielding. ○ I wonder how different pitches affect the game. • Experiences and Provocations: Pupils will experience the curriculum by: ○ Playing short-format games to practice skills under pressure. ○ Participating in team strategy sessions to enhance decision-making. ○ Observing professional cricket highlights to inspire skill development. • Subject-Specific Vocabulary: bat, bowl, wicket, field, boundary
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Game – Tag Netball Core Knowledge ○ Pupils will know and recognise their strengths and weaknesses and can set themselves appropriate targets. ○ Pupils will know <i>that</i> new challenges are opportunities to learn and develop. ○ Pupils will know to persevere with a task and improve their performance through regular practice. ○ Pupils will know how to cope well and react positively when things become difficult. Hinterland Knowledge ● Pupils will know what skills they'd need to practice if they were playing in a tournament again. ● Pupils will know where they are with their learning and have begun to challenge themselves. Skills Pupils will develop being able to: - in 20 seconds or less: ○ Stand with legs apart and move ball in figure of 8 around both legs 12 times. ○ Move ball around waist into figure of 8 around both legs 10 times.	Real PE - Unit 3 Dynamic Balance Counterbalance Game – Dodgeball Core Knowledge ● Pupils will know how to suggest patterns of play which will increase chances of success. ● Pupils will know how to use the space effectively showing an awareness of others to make good decisions. ● Pupils will know the ways (criteria) to judge a performance. ● Pupils will know the simple tactics of attacking and defending. Hinterland Knowledge ● Pupils will know and follow the rules of games. ● Pupils will make up their own rules for games. ● Pupils will develop methods to outwit opponents. Skills Pupils will develop being able to: ● Raise alternate knees to opposite elbow 5 times.	
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○ Move ball around waist and then around alternate legs 12 times. ○ Stand with legs apart and perform 24 criss-crosses, with and then without a bounce. - from 1, 2 and 3 metres: ○ React and step across body, bring hand across body and catch tennis ball after 1 bounce Wonder ○ <i>I wonder what other body parts I can control a ball with.</i> ○ <i>I wonder what sports you can think of where good ball handling is important.</i> ○ <i>I wonder why it is so important that you find ways to challenge yourself in every lesson.</i> ○ <i>I wonder what I'd practice if I were to play the tournament again?</i> Experiences & Provocations Pupils will experience the curriculum by: ○ using a variety of equipment such as large balls, small balls, large soft balls, markers/ lines, nets/ benches, score sheets, cones/ markers and benches. ○ Competing in internal and external sporting events. Vocabulary - Tier 3 Subject Specific	● Catch large ball thrown at knee height and above head. ● Catch large ball thrown away from body. ● Catch small ball thrown close to and away from body ● Combine 3-step zigzag ● patterns with cross-over (swerve) when changing lead leg. ● Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. ● Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction Wonder ● <i>I wonder what other types of ball there are.</i> ● <i>I wonder what I'd practice if I were to play the tournament again?</i> ● <i>I wonder which sports good footwork control is important.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the RealPE schemes of work. ○ Use small and large apparatus. ○ A variety of different sized balls ○ Competing in internal and external sporting events.	
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persevere, regular, complete, criss cross, fluidity	Vocabulary - Tier 3 Subject Specific criteria, force, various, judge, awareness	
Autumn Term 2 - Social	Spring Term 2 - Creative	Summer Term 2 – Health & Fitness
Games unit: Rugby • Core Knowledge: ○ Pupils will know the rules of tag rugby, including the offside rule and how to score tries. ○ Pupils will know the importance of spatial awareness in team sports.	Swimming continued Real Dance - Unit 1 Solo Shapes Artistry Abstraction Artistry Musicality Partnering (Lifts) Artistry (Making) Core Knowledge	• Core Knowledge: ○ Pupils will know the rules and techniques for various athletic events, such as sprints, jumps, and throws. ○ Pupils will know how to pace themselves effectively in middle-distance running.

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○ Pupils will know the techniques for passing, tagging, and evading opponents. ● Skills: ○ Pupils will develop being able to perform accurate and quick passes. ○ Pupils will develop being able to dodge and evade defenders effectively. ○ Pupils will develop being able to work collaboratively to score tries. ● Wonder: ○ I wonder how teams plan their strategies for different opponents. ○ I wonder why speed and agility are critical in rugby. ○ I wonder how rugby differs in various countries around the world. ● Experiences and Provocations: Pupils will experience the curriculum by: ○ Playing in mixed-ability teams to practice inclusivity and strategy. ○ Experiencing high-paced games to build fitness and teamwork.	● Pupils will be able to select and apply a range of skills with good control and consistency. ● Pupils will be able to perform and repeat sequences with clear shapes and controlled movement. Hinterland Knowledge ● Pupils will know how hard dancers train to be the best in their profession. Skills Pupils will develop being able to: ● Jump with 1 foot take-off and landing, other leg extended. ● Jump with 180° rotation and change of direction in the air (landing facing backwards). Create standing and floor balancing shapes both individually and with a partner balancing on 1 foot and cross-bodied with 2 points of contact with the floor. ● Create a short sequence of contrasting movements to be performed in unison and canon with a partner and independently. Wonder ● <i>I wonder how I can improve my performance.</i>	○ Pupils will know the importance of warming up and cooling down. ● Skills: ○ Pupils will develop being able to execute proper techniques for sprinting, jumping, and throwing. ○ Pupils will develop being able to build endurance for middle-distance running. ○ Pupils will develop being able to perform coordinated movements in hurdles and relays. ● Wonder: ○ I wonder how athletes prepare for multi-event competitions like decathlons. ○ I wonder why technique matters more than power in some events. ○ I wonder how weather conditions influence track and field events. ● Experiences and Provocations: Pupils will experience the curriculum by: ○ Competing in an athletics meet to showcase skills. ○ Rotating through event stations to explore different disciplines. ○ Reflecting on personal progress through recorded results.
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○ Observing demonstrations of advanced moves and tactics. • Subject-Specific Vocabulary: try, tag, pass, evasion, offside Real PE - Unit 2 Static Balance – seated & floor work Game – River crossing Core Knowledge • Pupils will know how to negotiate and collaborate appropriately. • Pupils will know how to give and receive sensitive feedback to improve. • Pupils will know the importance of cooperation helping to organise roles and responsibilities and can guide a small group through a task. Hinterland Knowledge • Pupils will know where we use and static balance in sporting activities and why it is important. Skills Pupils will develop being able to:	• <i>I wonder if there is a different way I can sequence my skills.</i> Experiences & Provocations Pupils will experience the curriculum by: ○ Following the Real Dance schemes of work. Performing in front of my peers. Vocabulary - Tier 3 Subject Specific graceful, smooth, sequence, repeat, reverse	• Subject-Specific Vocabulary: sprint, jump, throw, pace, endurance
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- Walk fluidly, forwards backwards, lifting heel to bottom, knees up & heel-to-toe landing.
- Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).
- Lunge walk forwards, bringing opposite elbow up to a 90° angle.
- Complete all red challenges with eyes closed
- Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.
- Stand on 1 leg while holding on to partner's opposite foot

Wonder

- *I wonder what the easiest way is to remember and repeat the movement you have made.*
- *I wonder how many ways you can jump from 1 leg to 1 leg.*

Experiences & Provocations

Pupils will experience the curriculum by:

- Following Real PE curriculum
- Working individually and in pairs
- Taking part in competitive small group games
- Listening to different music
- Using a variety of equipment such as Cones/markers, large balls, variety of other sized/shaped balls, resistance bands, bench,

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uneven surface, large soft balls, benches/nets, tennis balls, markers/lines. ○ Competing in internal and external sporting events. Vocabulary - Tier 3 Subject Specific circles, turn, rotation, jumps, land, unison, canon, direction, shape, balance, counter balance, fluidity, speed, dynamics, level, plane, spiral, rotation, cross-body, sequence, rehearse, support, lean		
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