

P.E Subject Leader File



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Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

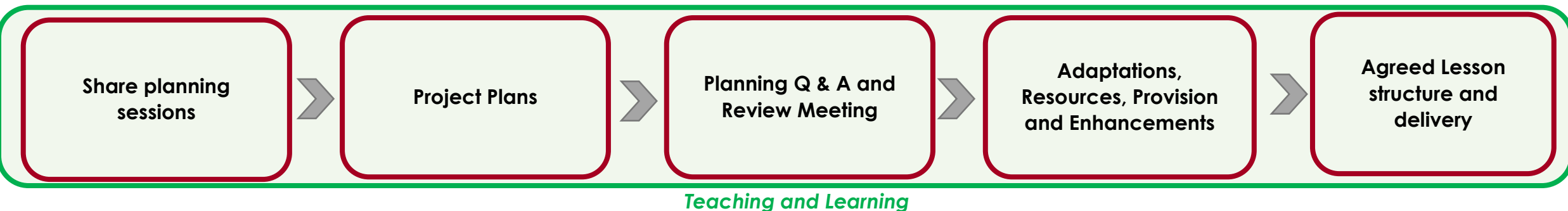
Curriculum Design Processes



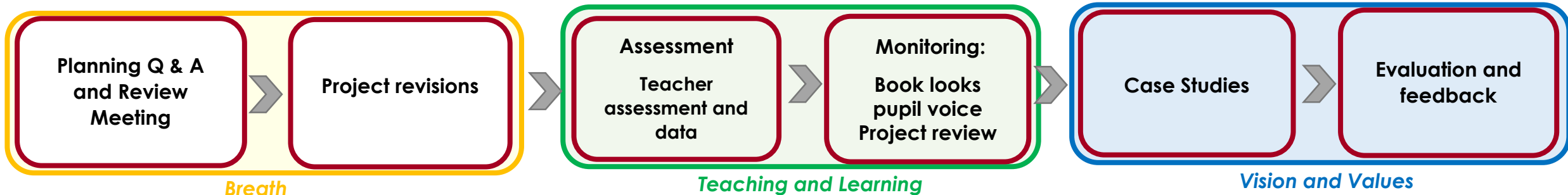
INTENT



IMPLEMENTATION



IMPACT





PE

Subject Journey

2025- 2026

Our PE curriculum has been designed with our pupils at heart and our Blackrod values in mind. We have ensured that our pupils engage in a broad and balanced PE curriculum, which teaches them key skills derived from the National Curriculum. Our PE units are taught sequentially to support progression and have been organised to support spaced learning and retrieval.





PE JOURNEY- LONG TERM PLAN

Key Stage	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
EYFS	Ball Skills	Dance	Throwing and catching	Movement Development	Dance	Fun and Games	Fitness	End of Key stage Assessment
KS1	Football	Tennis	Basketball	Netball	Cricket	Tag rugby	Hockey	Rounders
	Athletics [Y1]	Dance [Y1]	Gymnastics [Y1]	Athletics [Y2]	Dance [Y2]	Orienteering	Gymnastics [Y2]	End of year assessment
LKS2	Football	Tennis	Basketball	Netball	Cricket	Tag rugby	Hockey	Rounders
	Athletics [Y3]	Dance [Y3]	Gymnastics [Y3]	Athletics [Y4]	Dance [Y4]	Orienteering	Gymnastics [Y4]	End of year assessment
UKS2	Football	Tennis	Basketball	Netball	Cricket	Tag rugby	Hockey	Rounders
	Athletics [Y5]	Dance [Y5]	Gymnastics [Y5]	Athletics [Y6]	Dance [Y6]	Orienteering	Gymnastics [Y6]	End of year assessment
Dates	3/9 -11/10	15/10 -25/10 4/11 – 22/11	25/11 – 20/11 6/1-10/1	13/1 – 14/2	24/2 -28/3	31/3- 4/4 22/4 – 23/5	9/6 – 11/7	11/7 – 23/7 Shorter due to not as much CPD needed
Club	UKS2 Girls Football (6 Weeks) Autumn 1		KS2 Athletics (6 weeks) Autumn 2	UKS2 Hockey (6 weeks) 6 weeks Spring 1	UKS2 Basketball (6 weeks) Spring 2	UKS2 Rounders (6 weeks) Summer 1	UKS2 Cricket (6 weeks) Summer 2	

Classes in KS1, LKS2 and UKS1 revisit **Athletics, Dance** and **Gymnastics** twice a year to build fluency and mastery in core skills. Mixed age classes draw from lesson criteria from each year group in their key stage in order to adapt learning for those children.

What is our intent?

At Blackrod Primary School, we believe all children will be their best self. We encourage children to be ambitious, courageous, reflective and kind so that they can fulfil their full potential. We provide opportunities and motivation for all children to lead a healthy and active lifestyle by promoting children of all abilities to develop their skills. We carry this out by offering a wide range of activities; and to actively take part in competition to become the best that they can physically be. We believe that resilience, determination and sportsmanship underpin all physical activities and are vital skills for a physically active lifestyle.



Cultural Capital for P.E

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

Ofsted School Inspection Handbook 2019

A large maroon oval with a black border, containing the text 'Cultural Capital in P.E' in white.

Cultural
Capital in
P.E

Cultural Capital for P.E



- At Blackrod, Cultural Capital is seen in the way we learn by striving to provide the children the opportunities to experience and develop understanding of different cultural genres which may not be readily accessible to them outside of School.
- Physical Education at Blackrod is much more than discretely taught PE sessions. In our organisation we provide experiences that we hope will allow children to be in touch with their overall well-being by inspiring them to live physically active lifestyles, we hope to provide children with possibilities in the sporting world as future careers, we hope to get children more involved in their communities via physical exercise and we hope more children take up physical transportation with the environment in mind.



Cultural Capital for P.E

We offer a free family
season ticket for
families to go and
enjoy sport together.



Competitions and Festivals

EVENT	AGE	Ratio/Squad	DAY	DATE	TIME	VENUE
Mixed Football League	Y5/6	7 team, 10 squad (B/C)	Tuesday	30 Sep & 14 Oct	4pm - 6pm	R&B Astro
Girls Football League	Y5/6	7 team, 10 squad (C)	Thursday	2 & 9 Oct	4pm - 6pm	R&B Astro
Glow Dodgeball Festival	Y6	10 (B and C)	Tuesday	4 November	4pm - 5pm	R&B Sportshall
Dodgeball - SGO	Y6	10 (B and C)	Tuesday	11 November	4pm - 5pm	R&B Sportshall
Sportshall Final	Y5/6	Min - 9B&G - Max - 12B&G	Tuesday	2 December	4pm - 6pm	R&B Sportshall
Sportshall Final	Y3/4	Min - 9B & 9C, Max - 12B & 12C	Tuesday	9 December	4pm - 6pm	R&B Sportshall
Swimming Gala	Y5/6	Comp 4G&B - 6G&B, FUN - 2C & 2B	Tuesday	13 January	9am till 11.30am	Horwich Leisure Centre
Gymnastics Festival	KS1	6 squad (B/G)	Wednesday	28 January	10am - 12pm	Bolton Arena
Gymnastics Comp	Y3/4 Y5/6	2 Squads of 4 (2G&2B)	Wednesday		1pm - 3pm	
Balance Bikes	Rec	8 Squad (B/G - min 3C)	Tuesday	10 February	9.30-11.30am	Horwich Leisure Centre
Dance Competition	KS2	Min 4 - Max 30 (B/G)	Wednesday	25 February	2pm - 9pm (ish)	Albert Halls
Hockey Competition	Y5/6	6 squad - 3B & 3C, 4 in a team - 2B & 2C	Thursday	26 February	3.45pm - 6pm	St Joseph's
Basketball Competition	Y5/6	6 squad, 3 in a team	Thursday		4.45pm - 6pm	St Joseph's
Mixed Football Finals (Cup & Plate)	Y5/6	7 team, 10 squad (B/C)	Tuesday	13 March	4pm - 6pm	Rivington Grass/Astro
Tag Rugby Festival	Y5/6	7 team, 10 squad (B/C)	Tuesday	20 March	4pm - 6pm	Blackrod



Panathlon & Bocchia	KS2	8 - 10 in squad				
Girls Football Finals (Cup & Plate)	Y5/6	7 team, 10 squad (C)				Rivington Grass/Astro
Netball Competition	Y5/6	Squad - Max 9, Min 7. Max of 3B, 2B on court	Tuesday	5 May	3.45pm till 6pm	R&B Courts
Colour Run	Y6	All Y6 Class	Thursday	14 May	4pm - 5pm	R&B Field
Cross Country	Y3/4	4 Boys & 4 Girls make a team				
Cross Country	Y5/6	Max of 8 per gender & age	Tuesday	19 May	4:10 - 4:30pm	R&B Lower Field
Tennis Festival	Y2	8 squad (B/G)	Thursday	11 June	4pm - 5.30pm	St Joseph's
Rounders	Y5/6	11 squad (B/G) max 5B	Tuesday	16 June	4pm - 6pm	R&B Lower Field
Quad Kids	Y1/2					
Quad Kids	Y3/4	Min of 4B & 4C, Max of 5B & 5C	Tuesday	23 June	1pm - 3pm	Bolton Arena
Quad Kids	Y5/6					
Mixed Cricket	Y5/6	10 squad, 8 in a team (Min 2C)	Tuesday	30 June	4pm - 6pm	
Girls Cricket Fun Festival	Y5/6	8 - 10 in a team (C)	Thursday	2 July	1pm - 4pm	Horwich RMI CC



Enhancements –Sports day



Extra-curricular clubs

Arts and Crafts	Wellbeing Arts	Miss Freer	Gauguin Classroom	Monday	KS1	£0	Main Entrance
Computing Club	Technology Media	Mrs Holland	ICT Suite	Tuesday	LKS2	£0	Main Entrance
Creative Club	Wellbeing Arts	Miss Coogan	DaVinci	Thursday	UKS2	£0	Main Entrance
Yoga	Physical Education Sports person Wellbeing	Mrs Spilsbury	Hall	Wednesday	KS1	£0	Main Entrance
Indoor Athletics	Physical Education Representing school Sports person Teamwork	Mrs Jackson	Hall	Tuesday	LKS2	£0	Main Entrance
Indoor Athletics	Physical Education Representing school Sports person Teamwork	Miss Sewart	Hall	Thursday	UKS2	£0	Main Entrance

Girls Football	Physical Education Possibilities – Representing school Sports person	Miss Millington	Hall or field	Monday	UKS2	£0	Main Entrance
Arts and Crafts	Wellbeing Art	Miss Freer	Gauguin Classroom	Monday	KS1	£0	Main Entrance
Gymnastics	Physical Education Possibilities – Representing school Sports person	Mr France	Hall	Tuesday	KS1	£0	Main Entrance
Yoga	Physical Education Sports person Wellbeing	Mrs Spilsbury	Hall	Wednesday	LKS2	£0	Main Entrance
Board Games	Teamwork Communication and Language Social skills Problem solving	Miss Entwistle	Van Gogh	Wednesday Lunchtime	LKS2	£0	N/A
Dodgeball	Physical Education Possibilities – Representing school Sports person	Mrs McCrory	Hall	Thursday	UKS2	£0	Main Entrance

Assessment Model

P.E



Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- Children how to learn skills and knowledge and apply it.
- Delivery through the Principles of Assessment for Learning.
- Children experiences of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups

Implementation

- All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors
- A commitment that all children are active. Spare kit in each class means no children misses PE
- Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP.
- That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring
- A range of teaching styles and strategies to deliver the curriculum
- Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.

Impact

- Children's progress in different domains of learning
- Parents the levels of attainment and achievement of their children verbally and/or in writing
- How to improve. Specific targets to be set and measured
- How to improve. Support and challenge to be provided for learners.
- That all children's achievements are valued.



Assessment



Class Name:	Teacher:		
Learning Objectives for this Unit			
DECLARATIVE KNOWLEDGE - Displaying factual knowledge:	Most	Some	Few
Describe what you have done, or seen others doing.			
Describe what it feels like to breath quickly during exercise.			
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:	Most	Some	Few
Explore different ways to use and move with a ball. Show control of a ball with basic actions.			
Send/ pass a ball and successfully catch/stop a ball.			
Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent.			
Use skills in different ways when playing games.			
Recognise space in games and use it to your advantage.			
Evaluating Pupils and Adaptive Teaching			
By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above. Use this area to record any children identified as excelling or behind the expected development.			
Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.	Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.

National Curriculum	BPS End of Year 1 endpoints
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Athletics</p> <ul style="list-style-type: none"> To move into space To throw underarm To land safely when jumping To run and jump on the balls of your feet To throw towards a target To play games using throwing accuracy <p>Basketball</p> <ul style="list-style-type: none"> To roll, push and throw a ball. To successfully stop a ball. To control a ball with basic actions. To move to get in line and receive a ball. To begin to think about tactics in games. To play games using skills learnt. <p>Cricknet</p> <ul style="list-style-type: none"> To move in different ways. To catch and stop a ball. To strike a ball. To recognise space. To follow simple rules of the game. To try and find ways to win games. <p>Dance</p> <ul style="list-style-type: none"> To move changing direction and speed# To move with control To work individually and with others To move to music showing expressive qualities of dance To create linked movement phrases To participate in a performance <p>Football</p> <ul style="list-style-type: none"> To move into space. To move with and without a ball. To roll, kick, and carry a ball. To stop a ball. To change direction when moving. To use skills in games. <p>Gymnastics</p> <ul style="list-style-type: none"> To be able to perform 5 key shapes. To perform one shape after another. To balance using different parts of the body. To link movements. To use different pieces of equipment and apparatus. To participate in a performance.
	<p>Hockey</p> <ul style="list-style-type: none"> To move fluently. To use equipment safely and correctly. To control a ball with hands. To hold a hockey stick correctly. To stop a ball using a hockey stick. To play games. <p>Nelball</p> <ul style="list-style-type: none"> To copy actions. To roll a ball. To throw and catch a ball. To bounce a ball. To move with a ball. To defend by blocking a target. <p>Orienteering</p> <ul style="list-style-type: none"> To move in different ways. To work with other children in class. To begin to problem solve. To follow rules. To take turns. To understand basic features on a map. <p>Rounders</p> <ul style="list-style-type: none"> To move in different ways. To catch and stop a ball. To strike a ball. To recognise space. To follow simple rules of the game. To try and find ways to win games. <p>Tag Rugby</p> <ul style="list-style-type: none"> To hold and move with a rugby ball. To throw a rugby ball. To catch a rugby ball. To run with the ball. To play tag games. To simple games following the rules <p>Tennis</p> <ul style="list-style-type: none"> To move into space. To control your body when moving. To control the tennis ball with hands. To track different size balls. To copy actions. To hit a ball with hands.



Project	P.E				Notes
	Below or Emerging		Embedded or Secure		
	Y1	Y2	Y1	Y2	