



Wessex Learning Trust



Weare Academy C of E  
First School

We Learn Together

# Physical Education Curriculum Documents





# Physical Education

## Intent, Implementation and Impact Statement

### Intent

At Weare Academy, our Physical Education curriculum inspires pupils to develop a lifelong enjoyment of physical activity while promoting healthy, active lifestyles. Rooted in our school vision, we aim to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of Physical Education, we aim to develop learners who are:

- **Aspirational**, developing confidence and ambition by encouraging every pupil to achieve their personal best, challenge themselves and enjoy success in a wide range of physical activities.
- **Respectful**, demonstrating fairness, inclusion and sportsmanship while recognising and celebrating the achievements of others. Older pupils develop leadership skills through roles such as House Captains, inspiring younger children to value participation and teamwork.
- **Curious**, exploring a wide variety of sports, games and physical activities through curriculum lessons, enrichment opportunities, after-school clubs and inter-school festivals, encouraging pupils to discover activities they enjoy and may pursue in the future.
- **Resilient**, developing perseverance, determination and self-belief by embracing challenge, responding positively to feedback and learning from both success and setbacks in competitive and non-competitive situations.
- **Kind**, promoting teamwork, encouragement and respect for others, recognising that physical activity supports both physical and emotional wellbeing and helps build positive relationships.
- **Responsible**, developing an understanding of healthy lifestyles, physical literacy and personal wellbeing, enabling pupils to make informed choices about physical activity, fitness and healthy living.

### Implementation

To achieve our intent, we implement a rich and varied Physical Education curriculum that adheres to the National Curriculum and reflects the values of our school community.

- **Curriculum Design:** Our Physical Education curriculum is carefully sequenced and aligned with the National Curriculum. Learning follows a progressive curriculum that enables pupils to revisit and develop key physical skills with increasing confidence and competence each year. Pupils experience a broad range of activities including gymnastics, dance, athletics, games, outdoor adventurous activities and fundamental movement skills, providing a secure foundation for lifelong participation in physical activity.
- **Integration across the Curriculum:** Physical Education is purposefully linked with subjects including PSHE, Science and Personal Development. Pupils learn about healthy lifestyles, nutrition, the importance of exercise and how the body functions, enabling them to make meaningful connections between physical activity and overall wellbeing.

- **Progressive Skill Development:** Clear progression pathways ensure pupils develop increasingly sophisticated physical skills from Early Years through to Year 4. Pupils build competence in agility, balance, coordination and movement before applying these skills within a range of individual and team sports. Teachers use explicit instruction, live modelling and effective questioning to support learning, while oracy is developed through teamwork, tactical discussions, self-evaluation and constructive peer feedback.
- **Assessment for Learning:** Assessment is an integral part of our Physical Education curriculum and is used to inform teaching and support pupils' progress. We use SOLO Taxonomy to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on their performance, evaluate their skills and develop increasingly sophisticated physical competence, tactical understanding and subject vocabulary over time.
- **Active Participation and Enrichment:** Practical participation is at the heart of our PE curriculum. Pupils take part in high-quality PE lessons alongside a wide range of after-school sports clubs, inter-house competitions, Sports Day and local sporting festivals. These experiences encourage participation, teamwork, resilience and enjoyment while providing opportunities for every child to experience success.
- **Leadership Opportunities:** Pupils develop leadership skills through roles such as House Captains, where they organise activities, support younger pupils and promote participation in sport across the school. These responsibilities encourage confidence, communication and positive role modelling.
- **CPD for Staff:** We invest in continuous professional development to strengthen teachers' subject knowledge and confidence in teaching Physical Education. Staff work alongside specialist coaches, engage in regular professional development and participate in collaborative monitoring to ensure PE remains ambitious, inclusive and of consistently high quality.

### Impact

The impact of our Physical Education curriculum is evident in the skills, attitudes and confidence pupils develop throughout their time at Weare Academy.

- **Physical Skills and Confidence:** Pupils develop secure fundamental movement skills and apply these confidently across a wide range of sports and physical activities.
- **Participation and Enjoyment:** Pupils participate enthusiastically in PE lessons, sporting festivals, competitions and extra-curricular activities, demonstrating a positive attitude towards physical activity and healthy lifestyles.
- **Pupil Voice:** Pupils speak enthusiastically about Physical Education and confidently discuss the skills they have developed, how they have improved and the importance of physical activity for both physical and mental wellbeing.
- **Teamwork and Leadership:** Pupils demonstrate resilience, sportsmanship and effective teamwork while showing increasing confidence in leadership roles and collaborative activities.
- **Health and Wellbeing:** Pupils develop a clear understanding of healthy lifestyles, recognising the importance of regular exercise, balanced nutrition and positive mental wellbeing.
- **Preparation for Future Learning:** Pupils leave Weare Academy with the confidence, knowledge and physical literacy needed to continue participating in sport and physical activity, supporting healthy, active lifestyles throughout their lives.

In summary, our Physical Education curriculum equips pupils with the knowledge, skills and confidence to lead healthy, active and fulfilling lives. Through a broad range of physical activities, competitive sport and leadership opportunities, pupils become resilient, respectful and responsible learners who understand the value of teamwork, perseverance and lifelong participation in physical activity.



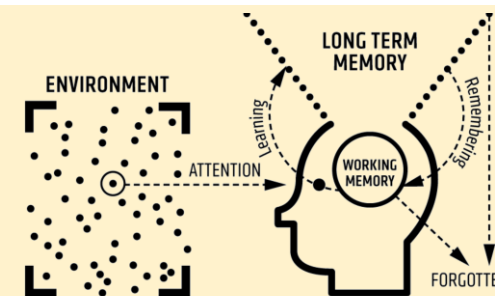
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



**Ready To Learn  
Routines**



**Linking Prior +  
New Learning**



**Focused  
Instruction 'I Do'**



**Practise  
Learning 'We Do'**



**Learning Check  
'You Do'**



**Consolidating  
Learning**

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



|                                       |                                                                                     |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h2>Ready To Learn Routines</h2>      |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>/ Emotional learning environment</li> <li>/ physical learning environment</li> </ul>   | <p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <h2>Linking Prior + New Learning</h2> |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>/ Pace of talk, clarity of instruction</li> </ul>                                      | <p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p> |
| <h2>Focused Instruction 'I Do'</h2>   |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>/ Explicit teaching of vocabulary</li> <li>/ Explicit teaching of listening</li> </ul> | <p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>                                                              |
| <h2>Practise Learning 'We Do'</h2>    |    | <p>Ref SLC</p> <ul style="list-style-type: none"> <li>/ Explicit teaching paired, small group talk</li> </ul>                                | <p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>                                                                                                                                                                                                                                                                                                             |
| <h2>Learning Check 'You Do'</h2>      |   |                                                                                                                                              | <p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>                                                                                                                                                                                                                                                                                                                                                                                       |
| <h2>Consolidating Learning</h2>       |  |                                                                                                                                              | <p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



## Knowledge in PE

## National Curriculum and EYFS Framework

**Substantive Knowledge**  
*Learning about...*

- The key concepts, rules, tactics and strategies in a range of sports and physical activities.
- The importance of physical activity, fitness, health and wellbeing.
- Safety, fair play, teamwork and the positive impact of leading an active lifestyle.
- The impact of exercise on the body and mind.

**Disciplinary Knowledge**  
*learning how to...*

- Develop fundamental movement skills and apply them in a range of physical activities and sports.
- Use and refine techniques with control, balance, coordination, agility and fluency.
- Work individually, in pairs and in groups, showing teamwork, communication and leadership.
- Use PE vocabulary to describe, evaluate and improve performance.
- Make healthy choices and understand how to stay safe and active.

**Procedural Knowledge**  
*Learning through...***Explore**

Explore a range of physical activities and sporting contexts. Ask questions, observe, and identify skills, tactics and ideas.

**Practise**

Practise and build skills and techniques. Apply tactics and strategies in different situations with increasing control and consistency.

**Perform**

Apply skills, tactics and composure to perform in competitive and cooperative activities. Show respect, resilience and fair play.

**Reflect**

Reflect on performance and participation. Evaluate strengths and areas to improve and set goals for progression.



National Curriculum Programmes of Study and EYFS Framework – Physical Education

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Fundamental Movement and Physical Development</b></p> <p>Develop confidence, control and coordination through fundamental movement skills and active play.</p> <ul style="list-style-type: none"><li>• Move safely and with increasing control.</li><li>• Explore a range of ways to move, balance and travel.</li><li>• Begin to work cooperatively with others and take turns.</li><li>• Develop confidence, perseverance and enjoyment in being active.</li></ul> | <p><b>Fundamental Skills and Introduction to PE</b></p> <p>Develop fundamental movement skills and begin to apply them in simple activities.</p> <ul style="list-style-type: none"><li>• Develop agility, balance and coordination.</li><li>• Learn basic skills in running, jumping, throwing and catching.</li><li>• Begin to understand simple rules and the importance of teamwork.</li><li>• Develop confidence and enjoyment in physical activity.</li></ul> | <p><b>Building Skills and Participation</b></p> <p>Refine fundamental skills and start to use them in a variety of activities and simple games.</p> <ul style="list-style-type: none"><li>• Develop skills in different sports and activities.</li><li>• Use skills with increasing control and consistency.</li><li>• Understand tactics and rules in simple games.</li><li>• Show fairness, respect and encouragement when working with others.</li></ul> | <p><b>Developing Skills and Understanding</b></p> <p>Develop and apply a wider range of skills with control and begin to understand tactics and strategies.</p> <ul style="list-style-type: none"><li>• Improve technique and accuracy in activities.</li><li>• Understand how to attack, defend and score points.</li><li>• Work collaboratively and communicate ideas.</li><li>• Begin to evaluate performance and suggest improvements.</li></ul> | <p><b>Applying Skills and Competence</b></p> <p>Apply skills, tactics and strategies with greater consistency and understanding.</p> <ul style="list-style-type: none"><li>• Use and combine skills in a range of sports and activities.</li><li>• Understand roles, responsibilities and leadership.</li><li>• Evaluate performance and set personal targets for improvement.</li><li>• Show resilience and sportsmanship.</li></ul> |



**Progression through PE:** Children develop physical competence, confidence, knowledge and understanding to support lifelong participation and healthy, active lifestyles.

**Key Themes:** Physical Literacy • Health & Wellbeing • Teamwork • Respect • Resilience • Fair Play • Enjoyment



## Procedural Knowledge

### *Learning through... (Understanding/Application)*

|                                                     | EYFS                                                                                                                                                                                                                                     | Year 1                                                                                                                                                                                                     | Year 2                                                                                                                                                                                         | Year 3                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                 |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understanding contexts and uses and purposes</b> | <ul style="list-style-type: none"> <li>Experience a range of physical activities and begin to understand how movement helps our bodies and minds. Begin to talk about why being active is important for health and wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>Understand that PE and sport help us to stay healthy and happy. Begin to recognise different sports and activities and the equipment used.</li> </ul>               | <ul style="list-style-type: none"> <li>Understand how different activities benefit our bodies and minds. Recognise simple rules and why we have them (safety, fairness, enjoyment).</li> </ul> | <ul style="list-style-type: none"> <li>Understand the benefits of regular exercise on health and wellbeing. Recognise the importance of warm-up, safety and sportsmanship.</li> </ul>      | <ul style="list-style-type: none"> <li>Understand how exercise affects fitness, strength and mental wellbeing. Explain the importance of fair play, respect and teamwork in sport and physical activities.</li> </ul>  |
| <b>Exploring and Investigating</b>                  | <ul style="list-style-type: none"> <li>Explore different ways of moving and using equipment safely. Explore space, directions and simple skills through play and structured activities.</li> </ul>                                       | <ul style="list-style-type: none"> <li>Explore a variety of activities and movements. Try out different ways to move equipment and travel in different spaces.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Explore different skills and techniques in a range of sports and activities. Try different tactics and ways of working with others.</li> </ul>          | <ul style="list-style-type: none"> <li>Explore a range of skills, techniques and tactics in different activities. Understand how strategies can be used to improve performance.</li> </ul> | <ul style="list-style-type: none"> <li>Explore more complex skills, tactics and roles in a range of activities. Investigate ways to improve performance and solve challenges independently and with others.</li> </ul> |
| <b>Developing Skills and Techniques</b>             | <ul style="list-style-type: none"> <li>Develop fundamental movement skills: running, jumping, throwing, catching, balance, agility and coordination. Begin to show control and confidence.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Develop fundamental movement skills with increasing control. Develop basic skills in different activities (e.g. sending, receiving, jumping, balancing).</li> </ul> | <ul style="list-style-type: none"> <li>Develop and refine skills with increasing control and consistency. Apply skills in simple games and activities.</li> </ul>                              | <ul style="list-style-type: none"> <li>Develop a wider range of skills and techniques with accuracy and control. Apply skills in a range of sports and activities.</li> </ul>              | <ul style="list-style-type: none"> <li>Develop and apply more complex skills and techniques with consistency and fluency. Combine skills confidently in a range of games and situations.</li> </ul>                    |
| <b>Planning and Tactics</b>                         | <ul style="list-style-type: none"> <li>Begin to make simple choices about how to move and what to do. Work with others to achieve simple goals.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Plan and use simple tactics in games and activities. Work with others to solve simple problems.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Use simple tactics and begin to plan how to use skills in games. Understand attacking and defending.</li> </ul>                                         | <ul style="list-style-type: none"> <li>Plan and adapt tactics and strategies in different activities. Understand the roles and responsibilities within a team.</li> </ul>                  | <ul style="list-style-type: none"> <li>Plan and apply a range of tactics and strategies. Make decisions based on what is happening in a game or activity.</li> </ul>                                                   |
| <b>Practising and Applying</b>                      | <ul style="list-style-type: none"> <li>Practise skills and movements through games, challenges and play. Apply new skills in different situations.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Practise and apply skills in a range of activities and simple games. Use skills with support in different contexts.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Practise and apply skills with increasing control and independence. Apply skills and tactics in games and activities.</li> </ul>                        | <ul style="list-style-type: none"> <li>Apply skills, tactics and strategies in a range of activities and competitive games. Work collaboratively in a team.</li> </ul>                     | <ul style="list-style-type: none"> <li>Apply skills, tactics and strategies with confidence and consistency in different activities and competitive situations.</li> </ul>                                             |
| <b>Evaluating: Own and others' performance</b>      | <ul style="list-style-type: none"> <li>Talk about what they did well and how they could improve with support. Celebrate others' achievements.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Say what they did well and what they could do better. Give simple feedback and encouragement to others.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Evaluate own performance and identify areas to improve. Use simple criteria to evaluate others and give helpful feedback.</li> </ul>                    | <ul style="list-style-type: none"> <li>Evaluate performance using criteria. Suggest ways to improve and recognise strengths and areas for development in self and others.</li> </ul>       | <ul style="list-style-type: none"> <li>Evaluate and analyse performance in detail. Set personal targets and identify how to improve. Provide constructive feedback to others.</li> </ul>                               |
| <b>Tier 2 Vocabulary</b>                            | <ul style="list-style-type: none"> <li>Active, balance, control, cooperate, exercise, fair, follow, movement, safe, space, strategy, team, healthy, compare, improve, challenge</li> </ul>                                               |                                                                                                                                                                                                            |                                                                                                                                                                                                |                                                                                                                                                                                            |                                                                                                                                                                                                                        |
| <b>Tier 3 Vocabulary</b>                            | <ul style="list-style-type: none"> <li>Agility, attack, defence, tactics, possession, stamina, coordination, technique, accuracy, performance, evaluate, communicate, leadership, resilience, sportsmanship</li> </ul>                   |                                                                                                                                                                                                            |                                                                                                                                                                                                |                                                                                                                                                                                            |                                                                                                                                                                                                                        |



## Long Term Plan – Coverage (Get Set 4 PE)

|                                                                                                                                          | <b>EYFS</b>                                                                                                               | <b>Year 1</b>                                                                                                         | <b>Year 2</b>                                                                                                      | <b>Year 3</b>                                                                                                           | <b>Year 4</b>                                                                                                                | <b>Year 5</b> | <b>Year 6</b> |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|
|  <b>Theme 1</b><br><i>Developing Fundamentals</i>        | <b>Fundamental Movement Skills</b><br>   | <b>Fundamentals</b><br>              | <b>Invasion Games 1</b><br>     | <b>Invasion Games 2</b><br>          | <b>Invasion Games 3</b><br>               |               |               |
|  <b>Theme 2</b><br><i>Skills, Tactics and Challenges</i> | <b>Ball Skills</b><br>                   | <b>Sending and Receiving</b><br>     | <b>Net and Wall Games 1</b><br> | <b>Net and Wall Games 2</b><br>      | <b>Striking and Fielding</b><br>          |               |               |
|  <b>Theme 3</b><br><i>Health and Wellbeing</i>           | <b>Health and Wellbeing</b><br>          | <b>Gymnastics 1</b><br>              | <b>Gymnastics 2</b><br>         | <b>Dance 1</b><br>                   | <b>Dance 2</b><br>                        |               |               |
|  <b>Theme 4</b><br><i>Adventure and Exploration</i>      | <b>Exploring Movement</b><br>            | <b>Target Games</b><br>              | <b>Athletics 1</b><br>          | <b>Athletics 2</b><br>               | <b>Outdoor Adventurous Activities</b><br> |               |               |
|  <b>Theme 5</b><br><i>Teamwork and Leadership</i>      | <b>Team Building</b><br>               | <b>Games for Understanding</b><br> | <b>Invasion Games 4</b><br>   | <b>Net and Wall Games 3</b><br>    | <b>OAA Challenges</b><br>               |               |               |
|  <b>Theme 6</b><br><i>Performance and Competition</i>  | <b>Introduction to Competition</b><br> | <b>Athletics 3</b><br>             | <b>Dance 3</b><br>            | <b>Striking and Fielding 2</b><br> | <b>Competition and Celebration</b><br>  |               |               |

