PE scheme of work (updated July 2026)

Christian values underpinning learning: Together we love and respect. We are creative, we are determined, we are confident, we are kind.

Intent

The National Curriculum (2014) and OFSTED PE report – A Level Playing Field (2022) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum.
Our PE curriculum has been developed because we believe that children should be given the opportunities and support to:

- Enjoy sport and physical activity
- Remaining physically active for sustained periods of time and understanding the importance of promoting long-term health and well-being.
- Understand rules strategies and tactics
- Understand the need for a healthy lifestyle. Children need to understand of the terms aerobic and anaerobic exercise.
- Show a willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- Have the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Show good levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- Ensure that all pupils have the opportunity to compete at a variety of levels in a number of sports
- Swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Implementation

All pupils will be active for 30 minutes of the school day for example:

- Active learning – super movers, active maths, active SPAG and Phonics, Cosmic Kids Yoga
- Daily run/walk – varying distances

All pupils will receive 2 hours of PE – 80% of which will active

During Lunch and breaktimes a wide range of equipment and resources will be available. Children will be encouraged to raise their activity levels.

In the Reception Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will be for at least 2 hours each week.
The science garden is used for active outdoor learning. Children are encouraged to build, dig, create structures and be physical active engaging with their environment.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE for 2 hours each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.
At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

Pupils will receive a combination of teaching from Nathan Cleal our PE coach, class teachers and teaching assistants. Support is given by the Vale. New for 2023-24 is our drive to make sure that all pupils are able to ride a bike.

In addition we take part in workshops to inspire pupils to remain active at home these have included skateboarding, scooters and skipping.
We work with a range of community providers to have additional workshops – Drayton Golf Club, Milton United and The Vale of White Horse Tennis Club. These sessions help to promote local sport but also provide a culture of sport beyond school. We take part in a range of

competitive events that are run by The Vale and Abingdon Partnership. Pupils' experiences will also be enriched through opportunities for outdoor and adventurous activities. Sessions include using our own school environment as well as day visits, overnight stays and residential weeks that combine outdoor and adventure with other curriculum areas.

Pupils will SEND needs will be always considered. They may have an additional adult to support them, adaptations to equipment, duration, teams dynamics. It is vital that children have equal access to sport and being active. Additional coaching, pre-teaching and access to additional sports has been very successful this year. Several pupils have sports based targets within their plans.

Sports leaders

We are developing the role of sports leadership amongst Y5/6 pupils. Pupils are taking an increasing responsibility for the development of activities and competitions. They are learning to demonstrate high quality participation and sportsmanship as well as learning how to organise and run events

Swimming

Swimming lessons will be compulsory for all children from Year 3 and 4. Lessons will be provided by Local Authority employed swimming coaches at Wantage Sports Centre. From Year 5/6 those children who are confident swimmers may be taught Life-Saving skills. Any child unable to swim 25m at the end of their swimming block in Year 5/6 will be given extra lessons.

Sports coach - Nathan Cleal - curriculum sports (weekly Thursday/Friday session)

Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Tag Rugby	**Gymnastics**	**Hockey skills (Prep for competitive games)**	**Handball**	**Athletics – including training for Quad Kids and school sports events (Sports day)**	**Striking, fielding and rackets** **- Rounders** **- Cricket (festival)**

Additional activities

Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Oxford half marathon	**Tag rugby tournament**	**Year 4-6 netball tournament**	**Quad Kids Sports Day**	**Parents v Children rounders**
			Football festival	**Netball tournament - interschool**	

Class	Term 1		Term 2		Term 3	
	1A	1B	2A	2B	3A	3B
Reception	Space Agility Balance	Coordination Throwing Catching, Kicking	Agility Balance Coordination	Speed. Running.	*Cycling with Nathan – Wednesday (2-3)	

*Nathan to split class in half – 25mins cycling and 25mins teacher led – skills activities

Class	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Poplar Y1	Ball skills – catching throwing	Team Games	Dance	Golf	Fielding	Swimming and lifesaving
Ash Y2	Ball skills – introducing games	Team Games	Dance	Golf	Striking and fielding	
Beech Y3	Introduction to netball 5 a-side rules	Badminton	Dance	Golf	Rounders - scatter ball	
Willow Yr 4	Netball skills 7 a-side rules	Orienteering/ cross country running	Dance	Golf	Rounders – introducing rules	
Hazel Yr 5	Netball	Orienteering/cross country running	Dance	Golf	Rounders – developing skills	
Maple Y6	Netball	Orienteering/ cross country running	Dance	Golf	Rounders - matches	Year 6 – bikability outdoor adventurous

St Blaise Scheme of work –based on a 2 year rolling plan

e of work 2022

Assessment statements for the lower age in mixed classes

Assessment statements for the upper age in mixed classes

PE Opportunities	Oak – recp	Poplar – Y1	Ash – Y2	Beech Y3	Willow – Y4	Hazel – Y5	Maple – Y6
	*Participate in team games, developing simple tactics for attacking and defending. *Perform dances using simple movement patterns. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Participate in team games, developing simple tactics for attacking and defending. *Perform dances using simple movement patterns.	Participate in team games, developing simple tactics for attacking and defending. *Perform dances using simple movement patterns. *Take part in gymnastics activities	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. *Take part in gymnastics activities. *Take part in athletics activities.	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. *Take part in gymnastics activities. *Take part in athletics activities.	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. *Take part in gymnastics activities. *Take part in athletics activities.	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. *Take part in gymnastics activities. *Take part in athletics activities.

				*Perform dances. *Swimming and water safety: instruction *Take part in OAA activities	*Perform dances. *Swimming and water safety: instruction *Take part in OAA activities	*Perform dances *Take part in OAA activities	*Perform dances. *Take part in OAA activities
Learning objectives To develop practical skills in order to participate, compete and lead a healthy lifestyle **Games**	* Show increasing control over an object when pushing, patting, throwing, catching or kicking. * Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to	* Use rolling, hitting, running, jumping, catching and kicking skills in combination. * Throw and catch with control and accuracy. * Follow the rules of the game and play fairly. * Pass to team mates at appropriate times. * I can throw underarm, hit a ball with a bat, move and stop	* Use rolling, hitting, running, jumping, catching and kicking skills in combination. * Throw and catch with control and accuracy. * Follow the rules of the game and play fairly. * Pass to team mates at appropriate times. *I can use hitting, kicking and/or rolling in a game	Use the terms 'opponent' and 'team-mate'. * Throw and catch with control and accuracy. * Strike a ball and field with control. * Use rolling, hitting, running, jumping, catching and kicking skills in combination. * Follow the rules of the	Use the terms 'opponent' and 'team-mate'. * Throw and catch with control and accuracy. * Strike a ball and field with control. * Use rolling, hitting, running, jumping, catching and kicking skills in combination. * Follow the rules of the	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). * Work alone, or with team mates in order to gain points or possession. * Strike a bowled or volleyed ball with accuracy.	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). * Work alone, or with team mates in order to gain points or possession. * Strike a bowled or volleyed ball with accuracy.

	avoid obstacles *Use rolling, hitting, running, jumping, cat ching and kicking skills in combination.	safely, I can throw and catch with both hands, I can throw and kick in different ways	I can decide the best space to be in during a games I can use one tactic in a game I can follow rules	game and play fairly. * Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). * Pass to team mates at appropriate times. I can throw and catch with control I am aware of space and use to to support team members and cause problems for the opposition I know and use rules fairly	game and play fairly. * Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). * Pass to team mates at appropriate times. I can catch with one hand I can throw and catch accurately I can hit a ball accurately with control I can keep possession of the ball I can vary tactics and adapt skills depending on what is	I can gain possession by working a team I can pass in different ways I can use forehand and backhand with a racket I can field I can choose a tactic for defending and attacking I can use a number of techniques to pass, dribble and shoot	I can play to agreed rules I can explain rules I can umpire I can make a team and communicate a plan I can lead others in a game situation

					happening in a game		
To develop practical skills in order to participate, compete and lead a healthy lifestyle **Dance**	* Experiment with different ways of moving.	* Copy and remember moves and positions. * Move with careful control and coordination. * Link two or more actions to perform a sequence. I can move to music I can copy dance moves I can perform my own dance moves I can make up a short dance I can move safely in a space	* Copy and remember moves and positions. * Move with careful control and coordination. * Link two or more actions to perform a sequence. I can change rhythm, speed, level and direction in my dance I can dance with control and coordination I can make a sequence by linking sections together I can use dance to show a mood or feeling	Choose movements to communicate a mood, feeling or idea. * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Create dances and movements that convey a definite idea. * Change speed and	Choose movements to communicate a mood, feeling or idea. * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Create dances and movements that convey a definite idea. * Change speed and	* Compose creative and imaginative dance sequences. * Perform expressively and hold a precise and strong body posture. * Perform and create complex sequences. * Express an idea in original and imaginative ways. * Plan to perform with high energy, slow grace or other themes and maintain	* Compose creative and imaginative dance sequences. * Perform expressively and hold a precise and strong body posture. * Perform and create complex sequences. * Express an idea in original and imaginative ways. * Plan to perform with high energy, slow grace or other themes and maintain

				levels within a performance. I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner or small group I can repeat, remember and perform phrases	levels within a performance. I can take the lead when working with a partner or group I can use dance to communicate an idea	this throughout a piece. * Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). * Develop physical strength and suppleness by practising moves and stretching. I can compose my own dances in a creative e way I can perform to an	this throughout a piece. * Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). * Develop physical strength and suppleness by practising moves and stretching. I can compose my own dances in a creative e way I can develop sequences in

						accompaniment My dance shows clarity, fluency, accuracy and consistently	a specific style I can choose my own music and style
To develop practical skills in order to participate, compete and lead a healthy lifestyle **Gymnastics**		* Copy and remember actions. * Move with some control and awareness of space. * Link two or more actions to make a sequence. * Show contrasts (such as small/tall, straight /curved and wide/narrow). * Climb safely on equipment.	* Copy and remember actions. * Move with some control and awareness of space. * Link two or more actions to make a sequence. * Show contrasts (such as small/tall, straight /curved and wide/narrow). * Climb safely on equipment.	* Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Show changes of direction, speed and level during a performance.	* Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Show changes of direction, speed and level during a performance.	* Create complex and well-executed sequences that include a full range of movements including: * travelling * balances * swinging * springing * flight * vaults	* Create complex and well-executed sequences that include a full range of movements including: * travelling * balances * swinging * springing * flight * vaults

		* Jump in a variety of ways and land with increasing control and balance. I can make my body curled, tense, stretched and relaxed I can control my body when travelling and balancing I can copy sequences and repeat them I can roll, curl, travel and balance in different ways	* Jump in a variety of ways and land with increasing control and balance. I can plan and perform a sequence of movements I can improve my sequence based on feedback I can think of more than one way to create a sequence which follows some 'rules' I can work on my own and with a partner	* Travel in a variety of ways, including flight, by transferring weight to generate power in movements. * Travel by rolling forwards, backwards and sideways. * Hold a position whilst balancing on different points of the body. * Swing and hang from equipment safely (using hands). I can adapt sequences to suit different types of	* Travel in a variety of ways, including flight, by transferring weight to generate power in movements. * Travel by rolling forwards, backwards and sideways. * Hold a position whilst balancing on different points of the body. * Swing and hang from equipment safely (using hands). I can work in a controlled way I can include change of	* inversions * rotations * bending, stretching and twisting * gestures * linking skills. *Hold shapes that are strong, fluent and expressiv e. I can make compiles extended sequences I can combine action, balance and shape I can perform consistently	* inversions * rotations * bending, stretching and twisting * gestures * linking skills. *Hold shapes that are strong, fluent and expressiv e. I can combine my own work with that of others I can link sequences to specific timings

				apparatus and criteria I can explain how strength and suppleness affect performance I can compare and contrast gym sequences I can work in a controlled way I can include change of speed and direction I can include a range of shapes I can work with a partner to create, repeat and improve a sequence with at least	speed and direction I can include a range of shapes I can work with a partner to create, repeat and improve a sequence with at least three phases	to different audiences	

				three phases			
To develop practical skills in order to participate, compete and lead a healthy lifestyle **Swimming**	Swimming – water confidence	Swimming – strokes/aided	Swimming	* Swim unaided up to 25 metres then 50m then 100m * Use one basic stroke, breathing correctly. * Control leg movements. * Swim at the surface and below the water.	* Swim unaided up to 25 metres then 50m then 100m * Use one basic stroke, breathing correctly. * Control leg movements. * Swim at the surface and below the water.	* Swim over 100 metres unaided. * Use breaststroke, front crawl, and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. * Swim fluently with controlled strokes. * Turn efficiently at the end of a length.	* Swim over 100 metres unaided. * Use breaststroke, front crawl, and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. * Swim fluently with controlled strokes. * Turn efficiently at the end of a length.
To develop practical skills in order to participate, compete and lead a healthy lifestyle **Athletics**	* Show increasing control over an object when pushin	* Show increasing control over an object when pushing,	* Show increasing control over an object when pushing,	* Sprint over a short distance up	* Sprint over a short distance up	* Run over a longer distance, conserving en ergy in order	* Run over a longer distance, conserving en ergy in order

	g, patting, throwing, catching or kicking.	patting, throwing, catching or kicking. *Athletic activities are combined with games in Years 1 and 2.	patting, throwing, catching or kicking. *Athletic activities are combined with games in Years 1 and 2.	to 60 metres. * Use a range of throwing techniques (such as under arm, over arm). * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. I can run a fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do	to 60 metres. * Use a range of throwing techniques (such as under arm, over arm). * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. I can run over a long distance I can sprint over a short distance I can throw in different ways	to sustain performance. * Combine sprinting with low hurdles over 60 metres. * Choose the best place for running over a variety of distances. * Throw accurately and refine performance by analysing technique and body shape. * Show control in take-off and landings when jumping. * Compete with others	to sustain performance. * Combine sprinting with low hurdles over 60 metres. * Choose the best place for running over a variety of distances. * Throw accurately and refine performance by analysing technique and body shape. * Show control in take-off and landings when jumping. * Compete with others

					I can hit a target I can jump in different ways	and aim to improve pers onal best performances I am controlled when taking off and landing I can throw with accuracy I can combine running and jumping I can demonstrate stamina	and aim to improve pers onal best performances I am controlled when taking off and landing I can throw with accuracy I can combine running and jumping I can demonstrate stamina
To develop practical skills in order to participate, compete and lead a healthy lifestyle Outdoor adventure- https://thepehub.co.uk/lesson-category/oaa/	Linked to outdoor explores	Linked to outdoor explorer and geography curriculum	Linked to outdoor explorer and geography curriculum	* Arrive properly equipped for outdoor and adventuro us activity. * Understand the need to show accompli	* Arrive properly equipped for outdoor and adventuro us activity. * Understand the need to show accompli	* Select appropriate equipment for outdoor and adventurous activity. * Identify possible risks and ways to manage them	* Select appropriate equipment for outdoor and adventurous activity. * Identify possible risks and ways to manage them

				shment in managing risks. * Show an ability to both lead and form part of a team. * Support others and seek support if required when the situation dictates. * Show resilience when plans do not work and initiative to try new ways of working. I can follow a map in a familiar context I can use slues to follow a route	shment in managing risks. * Show an ability to both lead and form part of a team. * Support others and seek support if required when the situation dictates. * Show resilience when plans do not work and initiative to try new ways of working. I can follow a map in a more demanding familiar context I can follow a route within a time limit	, asking for and listening carefully to expert advice. * Embrace both leadership and team roles and gain the commitment and respect of a team. * Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. * Remain positive even in the most challenging circumstances	, asking for and listening carefully to expert advice. * Embrace both leadership and team roles and gain the commitment and respect of a team. * Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. * Remain positive even in the most challenging circumstances

				I can follow a route safely		, rallying others if need be. * Show resilience when plans do not work and initiative to try new ways of working. * Use a range of devices in order to orientate the m. * Quickly assess changing conditions and adapt plans to ensure safety comes first. I can follow a map in an unknown location	, rallying others if need be. * Show resilience when plans do not work and initiative to try new ways of working. * Use a range of devices in order to orientate the m. * Quickly assess changing conditions and adapt plans to ensure safety comes first. I can plan a route and a series of clues

						I can use clues and a compass to navigate a route I can change my route to overcome a problem I can use new information to change my rout	for someone else I can plan with others, taking account of safety and danger

Impact

Long term:

- Pupil's levels of fitness improve. We measure this through our own fitness testing -
- Pupils understand what it means to be healthy
- Pupils are praised for sportsmanship and engagement
- School maintains gold Sports mark – reaches the criteria set
- School meets the aims of the annual sports funding plan
- Community engage with sport through participation at events i.e. – skipping workshop/ morning dance

Assessment in:

- Fitness data gathered three times a year
- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Feedback from parents and guests who attend show case events

Role of the co-ordinator:

- Celebrate successes
- Organise and ensure attendance at local, county events – link with the Abingdon Partnership and the Vale sports event
- Ensure that the pupils have a range of opportunities to try new sports often within the community
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting
- Report to governors on the implementation of the sports funding plan