

# Horningsham Primary School

## Physical Education Overview

<b>What do we want for our pupils?</b> <i>Intent</i>	Our primary PE curriculum is designed to cultivate physically literate, confident and creative children who develop a positive relationship with physical activity for life. Through a carefully sequenced progression, pupils move from mastering fundamental movement skills in Reception and Year 1, to applying and refining skills in Years 2–3, and achieving confident, adaptable performance across a range of physical activities in Years 4–6. This approach ensures that pupils not only build technical skill but also deepen their understanding of tactics, teamwork, fairness and healthy lifestyles, empowering them to enjoy and engage in physical activity for life while promoting positive attitudes towards wellbeing and inclusion.
<b>How do we do this?</b> <i>Implementation</i>	Pupils engage in two PE lessons per week, following a rolling curriculum: a two-year plan for Robins and Woodpeckers (Cycles A–B) and a three-year plan for Owls (Cycles A–C). The curriculum provides comprehensive coverage across games, gymnastics, dance, ball skills, athletics, swimming, health and wellbeing and OAA. Units are sequenced to build upon prior learning, consolidate fundamental skills and introduce increasingly complex challenges. Lessons are crafted to be inclusive and differentiated, offering progressive challenges while balancing enjoyment, skill development, creativity and competitive application. Pupils are encouraged to reflect on their performance, understand the impact of physical activity on health and develop transferable life skills such as resilience, leadership and collaboration.
<b>What will this look like?</b> <i>Impact</i>	By the end of Key Stage 2, pupils demonstrate a broad and deep skillset, demonstrating competence across multiple strands and confidence in applying rules, tactics and strategies in various contexts. They show creativity, resilience, leadership and collaboration both within and beyond PE lessons. The curriculum equips pupils with the knowledge, skills and attitudes necessary for continued engagement in physical activity throughout life, supporting both physical and mental wellbeing.

Class	Year Groups	Suggested Cycle
Robins	Reception / Year 1	2-year rolling programme
Woodpeckers	Year 2 / Year 3	2-year rolling programme
Owls	Year 4 / Year 5 / Year 6	3-year rolling programme



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# Horningsham Primary School: PE and Physical Activity Overview

At our school every child takes part in **two hours of high-quality PE each week**, no matter the weather. Children come to school wearing their PE kit on PE days so that everyone can participate and no learning time is lost.

## What PE Looks Like:

- **Engaging, inclusive lessons:** Activities are adapted so every child can take part, feel confident and enjoy being active. Differentiated tasks ensure everyone is challenged appropriately.
- **Active, enthusiastic adults:** Teaching staff join in, modelling teamwork, enthusiasm, and a love of physical activity. Teaching partners support pupils to achieve their best.
- **Clear learning goals:** Each unit has key vocabulary and success criteria. Pupils use whiteboards and reflection to assess their own progress in skills, fitness, and teamwork.
- **Assessment:** We use a mix of diagnostic (what you know), formative (assessment as learning happens) and summative (end-of-unit) assessments to track and support pupil progress.

## Our Approach:

- PE lessons are **learner-led**, helping children take ownership of their progress.
- We embed the **School Games Values**: passion, self-belief, respect, honesty, determination, and teamwork.
- Lessons support the whole child – **Healthy Me, Social Me, Physical Me, Emotional Me** – fostering confidence, resilience, and wellbeing.



## How do we build physical activity into our school day?

We believe that being active helps children to **focus, feel good, and learn better**. We make sure movement is part of each school day, not just during PE!

🧘 **Class Yoga:** Each class takes time to stretch, relax, and build strength and balance through yoga sessions.

🕺 **Go Noodle:** Fun, follow-along videos that get everyone moving, dancing, and smiling in the classroom.

⚡ **iMoves Active Blasts:** Short bursts of movement and exercise to energise children between lessons.

🟩 **Calmers and Energisers:** Activities from our *Calmers and Energisers* books help children regulate energy levels and refocus during the day.

⚽ **SSOC-Led Playtime & Lunchtime Activities:** Our *School Sports Organising Crew* (SSOC) lead fun, active games every day to keep playtimes lively and inclusive.

🏠 **After-School Clubs:** We offer a wide range of clubs - giving everyone a chance to try new sports and activities.

🌞 **Wake and Shake:** A great way to start the day! Children join in with music and movement to wake up their bodies and minds.

✎ **Active Learning Opportunities:** Teachers build movement into lessons - from outdoor maths to drama in English, helping learning come to life.

💡 **Brain Breaks:** Quick, energising breaks that help children reset, refocus, and be ready to learn.

## Resources that we use:

We use a range of high-quality resources to ensure our PE curriculum is well-planned, inclusive, and engaging for all pupils.

📘 **Complete PE:** Used for planning and assessment, ensuring progression, consistency, and high-quality teaching across all year groups.

💃 **iMoves:** Provides creative dance units and Active Blasts that help children stay active, develop rhythm, and build confidence.

🧭 **Cross-Curricular Orienteering:** Combines Outdoor and Adventurous Activities (OAA) with cross-curricular learning and enrichment opportunities—bringing teamwork and problem-solving to life.

🏊 **AQA Swimming:** Used for swimming assessment, tracking progress and achievement in water confidence, technique, and safety.

🎯 **Get Active Bags (Real PE) – FUNS Cards & Games:** Focuses on developing Fundamental Movement Skills in Reception and KS1, supporting physical literacy and early skill development.

Enrichment Opportunities in PE, Sport and Physical Activity	PE Professional Development Opportunities:
<p>We offer a wide range of <b>enrichment opportunities</b> to inspire every child to be active, confident, and competitive — both in and out of school.</p>	<p>We are committed to ensuring all staff feel <b>confident, skilled, and supported</b> in delivering high-quality Physical Education. Our teachers and support staff take part in a range of professional development opportunities throughout the year.</p>
<p> <b>Sports Week</b> A whole-school celebration of sport and activity, packed with events, challenges, and opportunities for everyone to get moving and have fun.</p>	<p> <b>PH ActiveEd – PD Sessions for Each Class Teacher</b> Every teacher receives two 6-week blocks of professional development from PE specialists, supporting high-quality teaching and confidence in delivering PE.</p>
<p> <b>Team Time – Intra-House Tournaments</b> Regular intra-house competitions where pupils represent their house teams, developing teamwork, respect, and sportsmanship.</p>	<p> <b>PH ActiveEd – PE Network Meetings</b> Regular network meetings provide opportunities to share best practice, access new ideas, and stay up to date with current developments in PE and sport.</p>
<p> <b>Sports Tournaments &amp; Physical Activities Calendar</b> A yearly calendar of events and competitions that ensures all children can take part in a variety of sports and physical challenges.</p>	<p> <b>Compass Networking</b> A chance for staff to connect with other schools, collaborate, and learn from colleagues to enhance PE provision and enrichment.</p>
<p> <b>School Games Qualifiers</b> Pupils have the chance to compete in School Games events, showcasing skills and teamwork at local and regional levels.</p>	<p> <b>Bath Rugby Programme</b> A specialist-led programme that supports staff development while providing pupils with exciting rugby and teamwork experiences.</p>
<p> <b>West-Wilts Dance Festival</b> A celebration of creativity, movement, and wellbeing where pupils express themselves through dance and performance.</p>	<p> <b>Complete PE Support</b> Access to planning tools, assessment resources, and professional guidance through the Complete PE platform, helping teachers plan progressive and inclusive lessons.</p>
<p> <b>After-School Clubs</b> A variety of sports and activity clubs running throughout the week, giving children opportunities to develop new skills, stay active, and have fun with friends.</p>	<p> <b>PH ActiveEd Conference</b> Annual conference offering workshops, keynote speakers, and hands-on training, inspiring staff to continue developing outstanding PE practice.</p>
<p>We carefully plan and monitor the spending of our Primary Sports Premium allocation each year to ensure funding is used effectively and efficiently. This investment enables all of the above opportunities to take place — helping us to:</p> <ul style="list-style-type: none"> <li>• Raise the quality of PE and school sport across the curriculum</li> <li>• Increase participation and engagement in physical activity</li> <li>• Support staff with ongoing professional development</li> <li>• Promote health, wellbeing, and lifelong enjoyment of being active</li> </ul> <p>Through strategic use of the Sports Premium, we ensure that every pupil benefits from a broad, inclusive, and high-quality PE experience.</p>	

# PE Curriculum Progression

Strand	Robins (Rec/Y1) Cycle A/B	Woodpeckers (Y2/3) Cycle A/B	Owls (Y4/5/6) Cycle A/B/C	Progression Description
Ball Skills/ Games/ Game Sense	Attack vs Defence Ball Skills: Hands/Feet	Game Sense Invasion Attack vs Defence Boccia Hockey Net/Wall Striking & Fielding	Cycle A: Netball, Tchoukball, Rugby, Tennis, Rounders Cycle B: Dodgeball, Cricket, Alternative Games Cycle C: Boccia, Hockey, Basketball, Rounders, Golf	Builds from fundamental manipulation and basic tactics to → applying control with different implements → tactical awareness → sport-specific rules → competitive and inclusive play
	<b>Focus:</b> sending, receiving, basic control, spatial awareness	<b>Focus:</b> tactical awareness, positional play	<b>Focus:</b> advanced tactics, team strategies, competitive play	
Gymnastics	Moving: High-Low/Over & Under Body Parts: Wide, Narrow, Curled	Linking Canon & Unison Symmetry & Asymmetry	Cycle A: Level & Direction Cycle B: Counter balance & Counter tension, Flight Cycle C: Matching & Mirroring, Creating Sequences	Moves from general movement to → refined body control → sequencing → partner/group work → advanced compositional and performance skills
	<b>Focus:</b> exploring space, levels, balance	<b>Focus:</b> sequencing, coordination, partner/group work	<b>Focus:</b> advanced control, choreography	
Dance	Animals and Heroes	The Rainforest Witches and Wizards	Cycle A: The Circus Cycle B: Hip Hop Cycle C: Broadway	Progresses from imitation to → pattern creation → partner/group choreography → expressive performance
	<b>Focus:</b> copying, rhythm, basic expression	<b>Focus:</b> expression, simple choreography, partner work	<b>Focus:</b> choreography, group work, expressive performance	
Locomotion/ Athletics	Jumping Running	Dodging Running in game context	Cycle A: Running, Athletics Cycle B: Throwing & Jumping Cycle C: Triathlon	Builds from fundamental movement to → agility & fluency → combining skills in games & athletics → multi-event application and competitive performance
	<b>Focus:</b> vertical & horizontal movement, pace, agility	<b>Focus:</b> applying locomotion in games	<b>Focus:</b> technique, coordination, multi-event performance, stamina	
Health & Wellbeing/ Mindfulness	Learning Through Play Health & Wellbeing	Health & Wellbeing Mindfulness	Cycles A-C: Health-related exercise Mindfulness OAA	Progression from playful exploration → recognition of benefits of physical activity → self-awareness & resilience → leadership, teamwork and wellbeing application
	<b>Focus:</b> confidence, enjoyment, body awareness	<b>Focus:</b> self-awareness, resilience, understanding the benefits of activity	<b>Focus:</b> leadership, teamwork, applying wellbeing strategies	

Strand	Robins (Rec/Y1) Cycle A/B	Woodpeckers (Y2/3) Cycle A/B	Owls (Y4/5/6) Cycle A/B/C	Progression Description
OAA / Team Building	OAA Team Building	Orienteering Problem-solving in teams	Cycles A–C: Outdoor adventures Applied problem-solving	Progresses from guided exploration to → collaborative decision-making → strategic thinking → leadership, teamwork and real-world application
	<b>Focus:</b> exploration, problem-solving, following instructions, partner work	<b>Focus:</b> collaboration, strategic thinking, teamwork	<b>Focus:</b> leadership, complex problem-solving, teamwork	
Swimming	N/A	Introduced Y2/3	Cycles A–C: Stroke refinement Endurance Safety challenges	Introduced in Y2->Y6 → develops skill, confidence and stamina; refined in KS2 for safety and performance
		<b>Focus:</b> water confidence, basic strokes, personal survival	<b>Focus:</b> technique, endurance, performance, water safety	

# Swimming and Water Safety (ASA School Swimming Framework)

Award 1	Award 2	Award 3	Award 4	By end of Key Stage 2:
<ul style="list-style-type: none"> <li>Enter the water safely (using steps or swivel)</li> <li>Move forward, backwards, sideways for 5m</li> <li>Scoop the water and wash the face and hair and be at ease with water showered from overheard.</li> <li>Blow bubbles a minimum of 3 times with nose and mouth submerged.</li> <li>Take part in a teacher led partner orientated game.</li> <li>Demonstrate an understanding of pool rules.</li> <li>Recognise and understand beach flags.</li> <li>Exit the water safely.</li> </ul>	<ul style="list-style-type: none"> <li>Enter the water safely (steps, swivel or jump)</li> <li>Move into a stretch floating position using aids, equipment or support.</li> <li>Regain an upright position from floating on the front.</li> <li>Regain an upright position from floating on the back.</li> <li>Push and glide in a horizontal position to or from a pool wall.</li> <li>Travel on the back for a distance of 5m.</li> <li>Travel on the front for a distance of 5m.</li> <li>Have an understanding of the water safety code.</li> <li>Exit the water safely.</li> </ul>	<ul style="list-style-type: none"> <li>Jump in from the side and submerge (min depth 0.9m).</li> <li>Fully submerge to pick up an object.</li> <li>Push from wall and glide on the front and back.</li> <li>Push and glide from the wall to the pool floor.</li> <li>Perform a rotation from the front to the back and gain an upright position.</li> <li>Perform a rotation from the back to the front and gain an upright position.</li> <li>Answer 3 questions on the water safety code.</li> <li>Exit the water safely.</li> </ul>	<ul style="list-style-type: none"> <li>Enter the water safely (using steps, swivel entry or a jump).</li> <li>Perform a tuck float for five seconds.</li> <li>Perform a sequence of changing shapes (minimum of 3) whilst floating at the surface.</li> <li>Push and glide on the front with arms extended and log roll onto the back.</li> <li>Push and glide on the back with arms extended and log roll onto the front.</li> <li>Travel on the front, tuck to rotate around the horizontal axis to return on the back.</li> <li>Travel 10m on the front.</li> <li>Travel 10m on the back.</li> <li>Demonstrate an action for getting help (can be performed in deep or shallow water).</li> <li>Exit the water safely without the use of steps.</li> </ul>	<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 m.</li> <li>To use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>
<p><b>Award 5</b></p> <ul style="list-style-type: none"> <li>Enter the water safely from a jump.</li> <li>Kick 10m backstroke.</li> <li>Kick 10m frontcrawl.</li> <li>Kick 10m breaststroke or butterfly on the front or the back.</li> <li>Travel on back and roll in one continuous movement onto front.</li> <li>Travel on front and roll in one continuous movement onto back.</li> <li>Swim 10m (own choice of stroke).</li> <li>Perform a shout and signal rescue.</li> <li>Exit the water safely.</li> </ul>	<p><b>Award 6</b></p> <ul style="list-style-type: none"> <li>Perform three different jumps into deep water (one must be a straddle entry).</li> <li>Perform a horizontal stationary scull on the back.</li> <li>Perform a head first sculling action for 5m.</li> <li>Perform a feet first sculling action for 5m.</li> <li>Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.</li> <li>Tread water for 30 seconds.</li> <li>Perform a handstand and hold for a minimum of three seconds.</li> <li>Perform a forward somersault, tucked in the water.</li> <li>Swim 10m in clothes.</li> <li>Exit deep water without the use of steps.</li> </ul>	<p><b>Aquatic Skills Award</b></p> <ul style="list-style-type: none"> <li>Enter the water safely.</li> <li>Submerge to pick up and object from the pool floor (full reach depth).</li> <li>Swim 10m frontcrawl, breaststroke or backstroke (2 out of 3 must be chosen).</li> <li>Swim 25 metres (own choice of stroke).</li> <li>Participate in a game of mini-polo.</li> <li>In groups of 3 or more perform a movement sequence of one minute incorporating different skills, including sculling, treading water, floating, rotation.</li> <li>Exit the water safely.</li> <li>Discuss in your group the tactics and skills used and evaluate them.</li> </ul>	<p><b>Self-Rescue Award</b></p> <ul style="list-style-type: none"> <li>Enter the water safely (swivel entry or straddle jump).</li> <li>Tread water for 20 seconds.</li> <li>Float or scull waving one arm and shout for help.</li> <li>Swim 25 metres to a floating object (own choice of stroke).</li> <li>Demonstrate the HELP position.</li> <li>Swim 10m retaining a floating object.</li> <li>In groups demonstrate the huddle position.</li> <li>Swim using a long flat paddle to the side (survival stroke).</li> <li>Exit the pool from at least full reach depth without using the steps.</li> <li>Discuss in groups when the above skills might be used to self-rescue in different situations.</li> </ul>	<p><b>The four key water safety messages include:</b></p> <ol style="list-style-type: none"> <li>Always swim in a safe place.</li> <li>Always swim with an adult.</li> <li>If you fall in, float, breathe, relax.</li> <li>If someone else in trouble, call 999/112.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Red and yellow flag</p> <p>Meaning lifeguard-patrolled swimming and body boarding zone or lifeguard on duty</p> <p>Function To signify a swimming and body boarding zone for a lifeguard patrol or to signify that a lifeguard is on duty</p> <p>Design To signify a zone, or boundary of a zone, designated for use of surfboards and other watercraft</p> <p>Colour and shape Black and white rectangle divided into four equal rectangles two black and two white, upper black rectangle at the pole side</p> <p>Minimum size 750mm x 500mm</p> <p>Maximum size 1500mm x 1800mm</p> </div> <div style="text-align: center;">  <p>Black and white flag</p> <p>Meaning Surfboard and other watercraft zone</p> <p>Function To signify a zone, or boundary of a zone, designated for use of surfboards and other watercraft</p> <p>Design To signify a zone, or boundary of a zone, designated for use of surfboards and other watercraft</p> <p>Colour and shape Black and white rectangle divided into four equal rectangles two black and two white, upper black rectangle at the pole side</p> <p>Minimum size 750mm x 500mm</p> <p>Maximum size 1500mm x 1800mm</p> </div> <div style="text-align: center;">  <p>Red flag</p> <p>Meaning Dangerous conditions: do not enter the water</p> <p>Function To signify a severe hazard, that water craft, people, swimming and other water activities, and people should not enter the water</p> <p>Design To signify the danger of using inflatables</p> <p>Colour and shape Red rectangle, Pantone 186 C</p> <p>Minimum size 750mm x 900mm</p> <p>Maximum size 1500mm x 1800mm</p> </div> <div style="text-align: center;">  <p>Orange cone</p> <p>Meaning Danger: do inflatables to be used on the water</p> <p>Function To signify the danger of using inflatables</p> <p>Design To signify the danger of using inflatables</p> <p>Colour and shape Orange truncated cone, Pantone 186 C</p> <p>Minimum length 1500mm</p> <p>Maximum diameter 250mm at the small end and 500mm at the larger end</p> </div> </div>

# Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Robins</b> Cycle A EYFS	Ball Skills Hands	Dance Animals	Learning Through Play	Dance Chinese Zodiac	Attack vs Defence Games for Understanding	OAA Cross-Curricular Orienteering
	Ball Skills Feet <b>+ PE CPD T. Martin</b>	Gymnastics Moving	Locomotion Jumping	Gymnastics High, Low, Over, Under	Ball Skills Rackets, Bats, Balls and Balloons	Athletics Run, Jump, Throw <b>+ PE CPD T. Martin</b>

<b>Robins</b> Cycle B Y1	Ball Skills Feet	Gymnastics Body Parts	Health & Wellbeing	Gymnastics Wide, Narrow or Curled	Attack vs Defence Games for Understanding	Athletics Run, Jump, Throw
	Ball Skills Hands	Dance Heroes	Locomotion Running	Dance Flamenco	Ball Skills Sticks	Team Building Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Woodpeckers</b> Cycle A Y2	Game Sense Invasion	Gymnastics Linking	Health & Wellbeing	Team Building	Ball Skills Rackets, Bats and Balls	Athletics Y3
	Attack v Defence <b>+ PE CPD T. Martin</b>	Dance Rainforest	Locomotion Dodging <b>+ PE CPD T. Martin</b>	Swimming	OAA Cross-Curricular Orienteering	Ball Skills Sticks <b>+ PE CPD T. Martin</b>

<b>Woodpeckers</b> Cycle B Y3	Games Sense Invasion	Gymnastics Canon & Unison	Health & Wellbeing Mindfulness	Gymnastics Symmetry & Asymmetry	Invasion Games Hockey	Athletics Competitions
	Inclusion Games Boccia	Dance Witches & Wizards	Games Sense Net/Wall	Swimming	OAA Cross-Curricular Orienteering	Striking & Fielding Cricket

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Owls</b> Cycle A (Cycle C WC) Y4	<b>Game Sense</b> Invasion	<b>Gymnastics</b> Levels & Direction	<b>Invasion Games</b> Netball	<b>Gymnastics</b> Bridges	<b>Net/Wall</b> Tennis	<b>Striking &amp; Fielding</b> Rounders
	<b>Swimming</b>	<b>Dance</b> Hip Hop	<b>Alternative Games</b> Tchoukball <b>+ PE CPD T.Martin</b>	<b>Invasion Games</b> Bath Rugby	<b>OAA</b> Cross-Curricular Orienteering	<b>Top-Up Swimming</b>
<b>Owls</b> Cycle B (Cycle A WC) Y5	<b>Game Sense</b> Net/Wall	<b>Gymnastics</b> Counter Balance & Counter Tension	<b>Invasion Games</b> Dodgeball	<b>Gymnastics</b> Flight	<b>Striking &amp; Fielding</b> Cricket	<b>Alternative Games</b> Foot Golf
	<b>Swimming</b>	<b>Dance</b> The Circus	<b>Health Related</b> <b>Exercise</b>	<b>Invasion Games</b> Football	<b>OAA</b> Cross-Curricular Orienteering	<b>Top-Up Swimming</b>
<b>Owls</b> Cycle C (Cycle B WC) Y6	<b>Inclusion Games</b> Boccia	<b>Gymnastics</b> Matching & Mirroring	<b>Invasion Games</b> Hockey	<b>Gymnastics</b> Creating Sequences	<b>Striking &amp; Fielding</b> Rounders	<b>Striking</b> Golf
	<b>Swimming</b>	<b>Dance</b> Broadway	<b>Net/Wall</b> Badminton	<b>Invasion Games</b> Basketball	<b>OAA</b> Cross-Curricular Orienteering	<b>Top-Up Swimming</b>
						<b>Athletics</b> Triathlon