

Physical Education

Curriculum Overview and Progression Mapping



Upper
Wharfedale
Primary
Federation



Introduction

At the heart of our **Physical Education curriculum** lies the guiding light of our federation vision: *“Be the Light”* (Matthew 5:14). We believe every child carries a spark and a unique brilliance waiting to shine. Through PE, we nurture that light by developing confidence, resilience, teamwork, and joy in movement, empowering children to be active, healthy, and positive role models in the world around them.

PE is more than a subject: it is a journey of personal growth and discovery. It encourages children to challenge themselves, persevere through difficulty, and celebrate both individual achievement and collective success. Our curriculum fosters physical competence, emotional wellbeing, and a lifelong love of being active, helping children grow into confident, determined individuals who value fitness, fairness, and collaboration.

Our core values - **Love, Thankfulness, Trust, Forgiveness, and Kindness** - are woven into every lesson, game, and challenge. They guide how we compete, cooperate, and support one another. By embracing these values, our pupils learn to *“be the light”* through sport and physical activity: showing respect, encouraging others, demonstrating resilience, and shining as passionate teammates and confident individuals who positively impact their community.

Contents

1. Intent, Implementation and Impact
2. SMSC and British Values in our PE Curriculum
3. Progression of Skills

Intent Statement

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does.”

Nelson Mandela

At Upper Wharfedale Primary Federation, we recognise that physical activity and sport are essential parts of a child’s everyday life and play a key role in their long-term health and wellbeing. We want every child to enjoy being active and to have access to a wide range of opportunities, enabling them to discover the activities that suit them best and experience the many benefits of an active lifestyle.

Our PE curriculum aims to inspire children to compete against themselves and others, work collaboratively in teams, develop self-confidence and perseverance, and gain a real sense of achievement. Through these experiences, we prepare pupils to make healthy lifestyle choices and stay safe while engaging with the natural environment of the Dales, supporting their mental and physical wellbeing both now and in the future.

The aims of PE at Upper Wharfedale Primary Federation are that all children:

- Adopt an active lifestyle and understand the benefits it provides
- Develop a broad range of sporting skills across the National Curriculum, including swimming
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
- Understand the importance and effect of exercise on health
- Develop a sense of fair play and sportsmanship
- Enjoy physical activity while developing resilience and perseverance

Implementation

All children receive regular, high-quality PE lessons delivered by class teachers and specialist sports instructors. From EYFS to Year 6, lessons are carefully planned to ensure a broad and balanced curriculum, covering a wide range of activities and fundamental skills.

In **EYFS**, children access daily opportunities for energetic play in the outdoor learning area and participate in timetabled PE sessions. These activities support fundamental movement skills, coordination, and both fine and gross motor development.

In **Key Stage 1**, children build on these fundamental skills through activities in gymnastics, dance, games, and athletics. Pupils learn to:

- Master basic movements including running, jumping, throwing, and catching
- Develop balance, agility, and coordination
- Apply these skills individually, in pairs, and in groups

- Participate in team games, using simple tactics for attacking and defending
- Perform dances using simple movement patterns

In **Key Stage 2**, children continue to develop a broader range of skills and learn to link movements into sequences, applying tactics in games and collaborating in teams. Pupils explore dance, gymnastics, athletics, games, and Outdoor and Adventurous Activities (OAA).

Children in Key Stage 2 benefit from:

- Access to the Wharfedale sports facilities, taught in single-year groups
- Dedicated OAA sessions throughout the year, promoting teamwork, problem-solving, resilience, and safe engagement with the Dales environment
- Structured swimming sessions, ensuring pupils swim competently, confidently, and proficiently over 25 metres, perform a range of strokes, and can safely self-rescue

PE lessons are designed so children:

- Have fun and enjoy being active
- Learn, practice, and consolidate a range of skills and tactics
- Experience success and build self-confidence
- Develop good sporting attitudes and an understanding of rules
- Participate in positive competition in a safe environment

Beyond lessons, pupils are encouraged to participate in extracurricular activities, including lunchtime and after-school sports clubs led by specialist coaches. Inter-school tournaments and challenges further enhance enjoyment, engagement, and skill development.

Impact

The PE curriculum at Upper Wharfedale Primary Federation provides a foundation for lifelong physical activity. Pupils leave each key stage confident in their skills, with a clear understanding of how to maintain health and wellbeing.

Through participation in competitive and cooperative activities, children develop resilience, teamwork, leadership, and respect. They gain self-confidence, perseverance, and an enjoyment of physical activity that extends beyond school.

Our PE curriculum ensures pupils are prepared for the next stage of their learning and life journey, equipped to engage fully in sporting and active opportunities both in education and beyond. Assessment and monitoring ensure all children are supported to achieve their potential, and the curriculum is reviewed termly to maintain high standards and continuous improvement.

SMSC and British Values in Our PE Curriculum

Spiritual Development Through PE

Spiritual development is about pupils exploring their own beliefs, values, and feelings, and reflecting on their experiences. In PE, this can be supported by:

- Encouraging self-reflection after challenges or competitions, asking pupils to think about what they did well and how they can improve.
- Developing perseverance and resilience when learning new skills or facing physical challenges.
- Promoting self-confidence and awareness of personal strengths through achievement in individual and team activities.
- Experiencing awe and wonder in nature through Outdoor and Adventurous Activities (OAA) in the Dales

Moral Development Through PE

Moral development focuses on understanding the difference between right and wrong and acting appropriately. PE supports this by:

- Teaching fair play, honesty, and respect for rules in all activities and competitions.
- Encouraging children to take responsibility for their actions, both individually and as part of a team.
- Discussing ethical issues, such as teamwork, inclusion, and sportsmanship.
- Reinforcing the importance of making healthy choices that impact wellbeing.

Social Development Through PE

Social development is about learning to live and work with others effectively. In PE, this can include:

- Developing teamwork and collaboration in team games, group challenges
- Learning communication skills, such as listening, giving instructions, and supporting others.
- Building empathy, respect, and positive relationships through cooperative play and competition.
- Encouraging leadership opportunities, such as Play Leaders at lunchtimes or captaining a team.

Cultural Development Through PE

Cultural development is about understanding and appreciating different cultures and traditions. PE supports this by:

- Introducing pupils to a wide range of sports, games, and movement traditions from different cultures.
- Participating in festivals, inter-school competitions, and collaborative activities that celebrate diversity.
- Developing respect for different backgrounds, abilities, and perspectives through team and group activities.
- Encouraging pupils to value shared achievements and collective success.

British Values

PE at Upper Wharfedale Primary Federation actively promotes the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. Democracy is reinforced through opportunities for pupils to make decisions in team games, vote on strategies, and contribute to planning activities. The rule of law is supported by teaching children to follow rules in sports and respect fair play, referees, and officials. Individual liberty is encouraged by allowing pupils to make choices about their participation, challenge themselves, and take responsibility for their own fitness and wellbeing. Mutual respect and tolerance are embedded in teamwork, cooperative activities, and inter-school competitions, helping pupils value diversity, celebrate achievements, and work positively with others from all backgrounds.

PE beyond the Curriculum

At Upper Wharfedale Primary Federation, we provide extensive opportunities for pupils to engage in physical activity beyond the standard curriculum. A wide range of after-school clubs is available, including football, rugby, cross-country, and other sports, all designed to develop skills, fitness, and teamwork. Pupils are encouraged to participate in inter-school competitions and local tournaments, giving them the chance to experience positive competition and build confidence.

From Year 3 to Year 6, pupils also attend a residential visit to Netheside Hall. This experience allows them to explore a variety of activities such as archery, climbing walls, and team-building challenges. These opportunities develop resilience, problem-solving, collaboration, and leadership skills in a safe and supportive environment.

We also offer participation in wider sporting challenges and events, such as triathlons and multi-sport festivals, enabling pupils to try new activities, push personal boundaries, and celebrate achievement. These extracurricular experiences complement the PE curriculum, inspiring pupils to enjoy lifelong participation in sport, fostering healthy lifestyles, and supporting personal and social development.



Skills Progression

At Upper Wharfedale Primary Federation, we are committed to ensuring that pupils build on previously taught skills in a structured and meaningful way. Our PE curriculum is carefully planned to support progression in fundamental and advanced skills, including agility, balance, coordination, teamwork, and tactical understanding. Teachers adapt lessons to revisit and reinforce prior learning while introducing new challenges that inspire and engage all learners. This approach allows children to consolidate their abilities, develop confidence, and make consistent progress regardless of their year group. Our flexible planning ensures that every child receives a rich and coherent physical education experience that supports both personal growth and physical development.

PE Key learning objectives	By the end of EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Fundamental movement skills	Start to perform fundamental skills at an emerging level Travelling skills: <ul style="list-style-type: none"> • Running fast • Hopping on both feet Sending skills: <ul style="list-style-type: none"> • Roll a ball underarm • Underarm throw • Overarm throw • Bounce a ball Receiving skills: <ul style="list-style-type: none"> • Catch a large ball 	Perform fundamental movement skills at a developing level Travelling skills: <ul style="list-style-type: none"> • Running fast • Hopping on both feet Sending skills: <ul style="list-style-type: none"> • Roll a ball underarm • Underarm throw • Overarm throw • Bounce a ball Receiving skills: <ul style="list-style-type: none"> • Catch a large ball 	Perform fundamental movement skills at a developing level and start to master basic movements; Travelling skills: <ul style="list-style-type: none"> • Running fast • Dodging • Hopping on both feet • Skipping • Side galloping Sending skills: <ul style="list-style-type: none"> • Roll a ball underarm • Underarm throw • Overarm throw • Bounce a ball • Strike a ball off a tee • Strike 	Master fundamental skills and start to develop sport specific skills and perform them with some accuracy.	Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Continue to develop sport specific skills and perform with consistency, accuracy, confidence, control and speed.

			<p>with a drop feed</p> <p>Receiving skills:</p> <ul style="list-style-type: none"> Catch a large ball 				
Games	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>To use simple tactics to outwit an opponent</p> <p>Pretend to throw one way then throw the other.</p> <p>Look one way and roll the ball the other.</p> <p>To throw away from the cones.</p>	<p>To move into space to receive a ball. To pass a ball to a player in the space.</p> <p>To throw the ball into space away from the opponent.</p> <p>To strike the ball away from cones/fielders.</p>	<p>Develop sport specific skills</p> <p>Chest pass, bounce pass, swing pass, one handed pass, catching a ball.</p> <p>To know to move into a space to receive a ball.</p> <p>To pass to a ball to a player in space when playing an invasion game.</p>	<p>Develop sport specific skills</p> <p>Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball.</p> <p>To know to move into a space to receive a ball.</p> <p>To feint or disguise and pass a ball to outwit a defender.</p>	<p>Develop sport specific skills</p> <p>Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting.</p> <p>Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass.</p> <p>Defending skills – to close down space.</p>	<p>Develop sport specific skills</p> <p>Chest pass, bounce pass, swing pass, one handed pass, dribbling a ball, catching a ball, shooting a ball, catching a ball, kicking a ball, (hockey) push pass dribbling, receiving a pass, shooting.</p> <p>Attacking skills - To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players.</p>

							Defending skills – to close down space. To intercept a pass.
Striking and Fielding		<p>Strike a ball off a tee.</p> <p>Look for space to throw, hit or run into help tem score.</p> <p>Understand why they need to throw or hit into space.</p> <p>Use a feint to try and win a game.</p>	<p>Strike a ball off a tee</p> <p>Strike with a drop feed</p> <p>Look for space to throw, hit or run into help tem score.</p> <p>Understand why they need to throw or hit into space.</p> <p>Understand the concept of aiming and the need for accuracy.</p> <p>Throw or hit an object into a space to make it more difficult for their opponents.</p> <p>Use a feint to try and win a game.</p>	<p>Bowl underarm.</p> <p>Strike a ball off a tee.</p> <p>Catch a ball.</p> <p>Field a ball and return it quickly.</p>	<p>Bowl underarm.</p> <p>Perform a straight drive.</p> <p>Catch a ball.</p> <p>Field a ball and return it quickly.</p>	<p>Bowl underarm.</p> <p>Strike a ball off a tee.</p> <p>Strike bowled bowl.</p> <p>Field a ball and throw back overarm.</p>	<p>Bowl overarm.</p> <p>Strike a bowled ball.</p> <p>Field a ball and throw back overarm.</p>

Net and Wall		<p>Look for space to throw, hit or run into help team score.</p> <p>Understand why they need to throw or hit into space.</p> <p>Use a feint to try and win a game.</p>	<p>Look for space to throw, hit or run into help tem score.</p> <p>Understand why they need to throw or hit into space.</p> <p>Understand the concept of aiming and the need for accuracy.</p> <p>Throw or hit an object into a space to make it more difficult for their opponents.</p> <p>Use a feint to try and win a game.</p>	<p>Ready Position.</p> <p>Underarm throw.</p> <p>Overarm throw.</p> <p>Hold a racket.</p> <p>Strike a ball with a racket.</p>	<p>Ready Position.</p> <p>Underarm throw.</p> <p>Overarm throw.</p> <p>Hold a racket.</p> <p>Strike a ball with a racket.</p>	<p>Throwing a ball.</p> <p>Hold a racket correctly.</p> <p>Forehand.</p> <p>Backhand.</p> <p>Volley.</p>	<p>Throwing a ball.</p> <p>Forehand.</p> <p>Backhand.</p> <p>Volley.</p> <p>Underarm serve.</p>
Athletics	<p>Start to perform fundamental skills at an emerging level</p> <p>Travelling skills:</p> <ul style="list-style-type: none"> Running fast <p>Sending skills :</p> <ul style="list-style-type: none"> Roll a ball 	<p>Perform fundamental skills at a developing level.</p> <p>Running</p> <p>Hopping</p> <p>Rolling a ball</p>	<p>Perform fundamental skills at a developing level and start to master some basic skills.</p> <p>Running</p> <p>Underarm throw</p>	<p>Master fundamental skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>Throwing – push, pull and sling</p>	<p>Master fundamental skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p>Throwing – push, pull and sling</p>	<p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>Throwing – push,</p>	<p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>Throwing – push,</p>

	<ul style="list-style-type: none"> underarm throw Overarm throw <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>	<p>Underarm throw</p> <p>Jumping</p>	<p>Overarm throw</p> <p>Push throw</p> <p>Jumping for distance</p>	<p>Hop, step and jump</p>	<p>Hop, step and jump</p>	<p>pull, sling, heave</p> <p>Jumping – standing long jump and triple jump.</p> <p>Running short and long distance.</p> <p>Passing a baton in a relay.</p>	<p>pull, sling, heave</p> <p>Jumping – standing long jump and triple jump.</p> <p>Running short and long distance.</p> <p>Passing a baton in a relay.</p>
Gymnastics	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding</p>	<p>Create and link simple combinations of 2 or 3 actions to create a sequence.</p> <p>Shape – Wide, thin</p> <p>Travelling – feet</p>	<p>Create and link simple combinations of 3 or 4 actions to create a sequence.</p> <p>Shape – Wide, thin, dish, arch, tuck</p>	<p>Create and perform sequences of actions (4-6) smoothly.</p> <p>Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards.</p>	<p>Create and perform sequences of actions (6) with control and precision.</p> <p>Travelling – feet – jog, skip, gallop, hop, walk forwards,</p>	<p>Create and Perform longer sequences of actions (6-8) with a partner.</p> <p>Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards, chasse</p>	<p>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience.</p> <p>Travelling – feet – jog, skip, gallop,</p>

<p>and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>– jog, skip, gallop, hop, and walk forwards, backwards.</p> <p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders.</p> <p>Jumping and landing – 2 to 2 for height.</p> <p>Rolling – rock and roll, pencil, egg roll</p> <p>Apparatus work</p>	<p>Travelling – feet – jog, skip, gallop, hop, walk forwards, backwards.</p> <p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – front support, balance on 4 & 3 points, large body parts – tummy, back, bottom, shoulders.</p> <p>Jumping and landing</p> <p>Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.</p> <p>Apparatus work</p>	<p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, hands and feet.</p> <p>Jumps – Straight, straddle, pike, tuck</p> <p>Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.</p> <p>Apparatus work</p>	<p>backwards, side gallop, walk on tiptoes.</p> <p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet. Large body parts, V sit, dish, arch, shoulder stand.</p> <p>Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn</p> <p>Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.</p>	<p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet.</p> <p>Balance with a partner – counter balance, counter tension.</p> <p>Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn</p> <p>Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.</p>	<p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet.</p> <p>Large body parts, V sit, dish, arch, shoulder stand.</p> <p>Balance with a partner – counter balance, counter tension.</p> <p>Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn</p> <p>Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll, forward roll.</p>	<p>hop, walk forwards, backwards, chasse</p> <p>Travelling – hands and feet – frog, caterpillar, bunny, crab, bear, crocodile, monkey</p> <p>Balancing – small body parts – one-foot balance, arabesque, square bridge, bridge, front support, back support, hands and feet.</p> <p>Large body parts – V sit, dish, arch, shoulder stand.</p> <p>Balance with a partner and small group – counter balance, counter tension.</p> <p>Jumps – Straight, straddle, pike, tuck, 1/2 turn, full turn</p> <p>Rolling – rock and roll, pencil, egg roll, dish roll, teddy roll,</p>
---	--	---	---	--	---	---	---

							forward roll.
Dance	<p>Uses movement to express feelings.</p> <p>Creates movement in response to music</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Create and link simple combinations of 2 or 3 actions to create a sequence.</p> <p>Choose appropriate movements for different ideas and repeat short dance phrases.</p> <p>Copy and explore basic body actions.</p> <p>Travel, turn, jump, gesture, stillness.</p>	<p>Create and link simple combinations of 3 or 4 actions to create a sequence.</p> <p>Link body actions and remember and repeat dance phrases.</p> <p>Copy and explore basic body actions</p> <p>Travel, turn, jump, gesture, stillness Vary speed, strength, energy and tension of movements.</p>	<p>Create and perform sequences of actions (4-6) smoothly.</p> <p>Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.</p>	<p>Create and perform sequences of actions (6) with control and precision.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.</p>	<p>Create and perform longer sequences of actions (6-8) with a partner.</p> <p>Compose motifs and plan dances creatively and collaboratively in groups.</p>	<p>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience.</p> <p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</p>
Outdoor and Adventurous Activities				<p>Orientate a map.</p> <p>Use a control card.</p> <p>Navigate a course safely.</p>	<p>Travel and balance safely when carrying out challenges.</p> <p>Demonstrate team work skills during planning, doing and</p>	<p>Know how to keep the map set or orientates when they move around a simple course.</p> <p>Know the eight points of a</p>	<p>To set a map using a compass.</p> <p>To practice and refine thumbing the set map (orientated)</p> <p>To set a direction</p>

					reviewing.	compass. Record information accurately at the control marker. Navigate to a control marker on a score event course.	of travel from the map, using a compass. To follow instructions in order to complete an orienteering course.
--	--	--	--	--	------------	---	---

<p>Swimming KS2</p> <p>The children will learn to swim between 20 – 50 metres. They will use one basic method to swim the distance, making sure they breathe. They will start by using floats, swim over longer distances and periods of time with a more controlled leg kick. They will explore freely how to move in and under water and identify and describe the difference between leg and arm actions. Then progress to swim 50 -100 metres and keep swimming for 45 to 90 seconds; use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water.</p> <p>Children should know the dangers of water locally and nationally.</p> <p>Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water.</p>
--