PHYSICAL EDUCATION



OUR APPROACH

At Columbus, we believe Physical Education (PE) plays a vital role in the holistic development of every student, regardless of ability. Our inclusive PE program is specifically designed to support the physical, emotional, and social growth of students with a wide range of special educational needs.

Our PE curriculum is carefully tailored to meet the individual needs of each student. Activities are adapted to support varying physical abilities, cognitive levels, and sensory sensitivities. Whether it's through modified games, equipment, or pacing, every child is encouraged to participate and thrive.

Introduction to the aims of the curriculum

Our curriculum aims to ensure that pupils develop

- Promote Physical Development and Wellbeing
- Support Social and Emotional Development
- Develop Life Skills
- Provide Enjoyment and Motivation
- Ensure Access and Inclusion
- Prepare for Life Beyond School

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Aims of the curriculum

1. Promote Physical Development and Wellbeing
   - Improve motor skills (gross and fine)
   - Enhance physical fitness (strength, endurance, flexibility, coordination)
   - Encourage healthy lifestyle habits
   - Foster an understanding of body awareness and movement

2. Support Social and Emotional Development
   - Promote teamwork, cooperation, and communication
   - Build self-esteem, confidence, and resilience
   - Encourage positive peer interactions and social inclusion
   - Help manage emotions through structured physical activity

3. Develop Life Skills
   - Foster independence and self-management
   - Teach responsibility and decision-making in physical activity settings
   - Improve focus, attention, and task completion
   - Encourage appropriate behavior and routine following

4. Provide Enjoyment and Motivation
   - Offer fun and engaging activities that promote active participation
   - Cater to individual interests and strengths
   - Provide a sense of achievement and joy through physical success

5. Ensure Access and Inclusion
   - Adapt activities to be accessible to all levels of ability
   - Use differentiated instruction to meet specific needs
   - Promote equal opportunities for all students to participate fully

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6. Prepare for Life Beyond School
- Equip students with the physical skills needed for daily living
- Encourage participation in community-based physical activities and sports
- Promote lifelong physical activity and recreational pursuits

Summary

1. Purpose and Aims:
- Promote physical fitness, coordination, and motor skills.
- Foster confidence, self-esteem, and independence.
- Encourage social interaction, teamwork, and communication.
- Support emotional well-being and positive behavior.
- Provide opportunities for inclusive physical activity and enjoyment.

2. . Approach and Methodology:
- Highly differentiated instruction based on individual needs and EHCPs (Education, Health and Care Plans).
- Use of visual supports, PECS, Makaton, or AAC for communication.
- Emphasis on repetition, routine, and multi-sensory learning.
- Activities adapted using inclusive equipment and modified rules.
- Regular assessment of physical and social progress.

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Dance	I know how to develop exercises that help me to prepare for dance.	• Pupils' movement patterns are established and they perform single actions. • Pupils are aware of space, themselves and others. • (Year 1 - Autumn 1)	• Pupils respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. • Pupils' are able to control and coordinate skills understanding their space in relation to others. • (Year 1 - Autumn 2)	• Pupils explore a variety of movements and show some awareness of how these link together to form a dance. • Pupils will listen to instructions and stop and start with some accuracy	• Pupils are able to control and coordinate skills to a dance with a partner • (Year 1 Autumn 2)
	Engagement Model Exploration Pupils explore a range of movements, such as stretching, bending etc with adult support Realisation Pupils accepts and responds to whole body experiences Anticipation pupils will stop and start their movements alongside music/ sounds Persistence Pupils will copy and sustain different movements Initiation Pupils will control own body movements alongside the music				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Dance	I know how to plan a simple dance framework and select music, props and costume for use in a dance performance.	• Pupils link two actions in a sequence e.g. stamping, walking. • Pupils will follow direction from an adult to imitate sequences and patterns in their movements. • (Year 1 - Autumn 1) • Pupils will select props to dance with from a wider range.	• Pupils cooperate with shared exploration and supported participation e.g. being guided in creating patterns of movement. • Pupils link four actions in a sequence as part of a routine. • Pupils will have a preferred genre of music. • Pupils will perform in front of their peers. • (Year 1 - Autumn 2)	• Pupils will participate in a simple sequence although they may require support to do this.· • Pupils will vary skills, actions and ideas and link these in ways that suit the activities. • Pupils will incorporate costumes and props to their dance • Pupils will perform to another class group.	• ·Pupils may respond to options or choices with actions or gestures e.g. moving towards one stimulus rather than another. • Pupils work in pairs and in small groups cooperatively although they may need support to follow instructions and keep on task.· • Pupils can select and use a range of compositional ideas to create motifs that demonstrate their dance idea. • Pupils will perform to a larger group of people. • (Year 1 - Autumn 2)
	Engagement Model Exploration Pupils explore a range of props Realisation Pupils realise the cause and effect of different props Anticipation pupils will stop and start their movements alongside music/ sounds Persistence Pupils will copy and sustain different movements using the props Initiation Pupils will attempt to join in with their peers using their own movements				

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Dance	I know how to communicate why I need to warm up, mobilise my joints and stretch muscles before dancing.	• Pupils follow simple instructions (e.g. imitating a simple warm up activity) although they may need the support of symbols or other prompts. • Pupils show an awareness of cause and effect e.g. I get hot when I move in a warm up activity • (Year 2 - Autumn 2)	• ·Pupils follow simple instructions and begin to complete own warm up programme independently · • Pupils are aware of the changes that happen to their bodies when they are active.	• Pupils begin to respond consistently to familiar people, events and objects e.g. begin to respond to the consistent use of a warm up at the beginning of every P.E. lesson.· • Pupils are aware of the changes that happen to their bodies (muscles and joints) when they are active.	• Pupils begin to describe why they need to perform a warm up activity with some prompts. • Pupils will recognise the changes that happen to their bodies when they are active.
	Engagement Model Exploration Pupils explore a range of movements, such as stretching, bending etc with adult support Realisation Pupils accepts and responds to whole body experiences Anticipation pupils anticipate a warm up activity before engaging in the lesson Persistence Pupils will copy and sustain different movements Initiation Pupils will request a drink / rest / take their jumper off as they get warmer.				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Dance	I know how to communicate ways to improve my own and others dances.	• Pupils understand some basic concepts e.g. observing that steps are big/little in dance phrases. • Pupils observe the results of their own actions with interest e.g. observing how others react to their angry expression.	• Pupils remember learned responses over more extended periods of time.· • Pupils use a range of expressive language to describe dance from choice of symbols.	• Pupils perform actions often by trial and improvement. • Pupils will express how they feel about a performance using appropriate dance terminology.	• Pupils express themselves through repetitive and simple sequences and movement patterns. • Pupils comment on what works well and explain why. • Pupils observe the results of their own actions with interest. • Pupils will assess and think of ways to improve their own and others performances.
	Engagement Model Exploration Pupils build on their initial reaction to dance/movement Realisation Pupils display behaviours that show they want more control of their dance/movements Anticipation pupils will stop and start their movements alongside music/ sounds Persistence Pupils sustain their attention in dance for long enough that they can actively try to find out more ways of moving their bodies Initiation Pupils act spontaneously and independently during a dance/movement activity				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Games (Invasion, striking and fielding, net and wall)	I know how to develop strategies necessary for success in a variety of invasion games.	• Pupils will use basic actions, rolling, underarm, throwing and kicking towards a target • Pupils will participate in turn taking ball games with an adult. • (Year 1 - Spring 1)	• Pupils move with some control and coordination. • Pupils can move into a space when requested and understand what a space means. • Pupils apply potential solutions systematically to problems, eg reaching out a hand to intercept a moving ball, catching a ball. • Pupils recognise and collect on request familiar pieces of equipment • (Year 1 - Spring 1)	• Pupils move with some control and coordination. • Pupils are able to adapt skills to different situations. • Pupils will follow simple instructions although they may need the support of symbols or other prompts • (Year 1 - Spring 1)	• Pupils are able to use a good range of techniques for attack and defence. • Pupils are aware of space, themselves and others when playing invasion games. • Pupils respond to simple commands. • (Year 1 - Spring 1)
	Engagement Model Exploration Pupils explore a range of actions, such as throwing, kicking etc with adult support Realisation Pupils realise the cause and effect their actions have on equipment Anticipation pupils anticipate their turn e.g. receiving the ball Persistence Pupils will persist with an action to achieve a desired outcome Initiation Pupils will initiate by independently attempting the action				

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Games (Invasion, striking and fielding, net and wall)	I know how to improve consistency, quality and use of techniques for striking and fielding games.	• Pupils recognise familiar pieces of equipment for example a ball or hoop. They show an awareness of cause and effect, for example knocking down skittles • Pupils show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.(Year 1 - Spring 2)	• Pupils request games or activities eg pointing to a particular piece of P.E. equipment. • Pupils bowl underarm accurately and field with increased accuracy. • (Year 1 - Spring 2)	• Pupils will apply potential solutions systematically to problems (e.g. reaching out with a foot or a hand to intercept a moving ball). • Pupils work in pairs and in small groups cooperatively although they may need support to follow instructions and keep on task.· • Pupils choose and use batting or throwing skills to make the game hard for their opponents. • (Year 1 - Spring 2)	• Pupils link two actions together, for example racket back and hit. · • Pupils play simple games and may require support to keep score and follow game rules. · • Pupils play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. • (Year 1 - Spring 2)
	Engagement Model Exploration Pupils explore a range of equipment and how to use them with support Realisation Pupils realise the cause and effect their actions have on equipment Anticipation pupils anticipate their turn e.g. receiving the ball Persistence Pupils will persist with an action to achieve a desired outcome Initiation Pupils will initiate by independently attempting the action				

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Games (Invasion, striking and fielding, net and wall)	I know how to Improve consistency, quality and use of technique for a specific purpose.	• Pupils recognise and collect on request familiar pieces of equipment, for example a hoop to throw into. • Pupils observe the results of their own actions with interest.	• Pupils' control and coordination skills are developing, for example they throw a ball to a partner. • Pupils intercept and stop the ball with consistency, and sometimes catch the ball. • Pupils begin to show an awareness of where other people are located in the room/space. • Pupils describe what is successful in their own and others' play.	• Pupils remember learned responses over increasing periods of time and may anticipate known events. • Pupils will move with some control and coordination. • Pupils will work in pairs and small groups cooperatively (although they may need support to follow instructions or to keep on task). • Pupils will talk about differences between their own and others performances.	• Pupils will vary skills actions and ideas and link these in ways that suit the activities. • Pupils will explore simple skills. • Pupils will begin to show some understanding of simple tactics and compositional skills. • Pupils will suggest improvements to their performance.
	Engagement Model Exploration Pupils explore a range of equipment and how to use them with support Realisation Pupils realise the cause and effect their actions have on equipment Anticipation pupils anticipate their turn e.g. receiving the ball Persistence Pupils will persist with an action to achieve a desired outcome Initiation Pupils will initiate by independently attempting the action				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Games (Invasion, striking and fielding, net and wall)	I Know that preparation for and recovery from, activity and exercise is important.	• Pupils will begin to respond consistently to familiar events. I.e. the lessons starts with a warm up	• Pupils are aware of the changes that happen to their bodies when they are active. • To warm up and become familiar, comfortable and ready to engage in the main session	• Pupils recognise the changes that happen to their bodies when they are active. • Pupils know the importance of warming up.	• Pupils recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel. • Pupils explain the effects of regular exercise on the body, how it contributes to health and wellbeing, and how it affects different parts of the body. • Pupils Identify what activities they could use in a warm up.
	Engagement Model Exploration Pupils will explore different warm up movements with adult support Realisation Pupils will demonstrate a respond to the activity, e.g. laughing, fear etc Anticipation pupils anticipate a warm up activity before engaging in the lesson Persistence Pupils will copy and sustain different movements during the warm up Initiation Pupils will request a drink / rest / take their jumper off as they get warmer.				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Athletics	I know how to improve my skill to enable me to achieve the greatest height, speed, distance or accuracy when taking part in athletics.	• Pupils will develop a range of athletic skills through travelling, running, jumping and throwing activities. • (Year 1 - Summer 1) • Pupils will jump on a spot • Pupils will experience different ways of throwing to suit the challenge with or without adult support. • (Year 1 - Summer 2) • Pupils will begin to stop and start on command. • Pupils will develop the ability to travel, jump, and throw, with or without adult support	• Pupils will run smoothly at different speeds showing consistency of technique. • Pupils will jump over and item on the ground (e.g. over a beanbag) • (Year 1 - Summer 1) • Pupils will jump from a standing or running start and land safely • Pupils will throw (Send) a range of objects towards targets with increasing accuracy and use a variety of techniques to throw for distance. • (Year 1 - Summer 2)	• Pupils should run consistently at different speeds, demonstrate a combination of different jumps and use a range of throwing techniques • (Year 1 - Summer 1) • Pupils combine a number of different jumps with control coordination and consistency, for example jumping off a bench, jumping over the bench) • (Year 1 - Summer 2) • Pupils throw a range of implements (Bean Bag, Javelin Ball, Foam Javelin) at a target with accuracy.	• Pupils can sustain their pace over longer distances and show a difference in technique between sprinting and distance running. • (Year 1 - Summer 1) • Pupils will develop techniques to perform effectively in jumping events and perform a range of jumps, for example high knee jump, bunny hops over the bench. • (Year 1 - summer 2) • Pupils will throw using a range of techniques with greater control, accuracy and efficiency.
	Engagement Model Exploration Pupils explore a range of movement to help them travel Realisation Pupils realise the effect of the movement has on the outcome Anticipation pupils anticipate what they need to do when hearing simple instructions, such as go Persistence Pupils will persist with an action to achieve a desired outcome Initiation Pupils will initiate by independently attempting the action				

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Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Gymnastics	I know how to use gymnastic equipment appropriately and can perform a gymnastics routine.	• Pupils will copy and repeat simple actions to make a short sequence i.e. a run and a crawl • (Year 1 - Autumn 2) • Pupils will perform basic gymnastic actions including travelling, rolling, jumping and staying still. • (Year 1 - Autumn 1) • Pupils will show an awareness of space • Pupils will move in a variety of ways i.e with a change of shape	• Pupils explore a variety of movements and can find a space. • Pupils start to link movements in a simple sequence with support • Pupils will move with some control and coordination • (Year 1 - Autumn 1) • Pupils will recognise small apparatus and use it with some control • Pupils will experience larger equipment at Essex gym. • Pupils can balance along a bench independently.	• Pupils will explore simple skills • Pupils will be able to perform a range of skills, agility and movement phases with precision. • Pupils can balance for an extended period of time on different parts of their body. • (Year 1 - Autumn 1) • Pupils will further develop their skills at Essex gym. • Pupils will explore combinations of floor, mats and apparatus and find different ways of using them	• Pupils movement patterns will be established and they can perform single actions • (Year 1 - Autumn 1) • Pupils will devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. • Pupils will use a range of gymnastic equipment with accuracy and control
	Engagement Model Exploration Pupils explore different positions and actions on ground level Realisation Pupils realise that they can use different movements in different environments and context Anticipation pupils will start and finish of a gymnastics sequence Persistence Pupils will persist with an action until have achieved the desired outcome, e.g. travelling along a bench Initiation Pupils will initiate having their own space.				

The Bridge Trust Columbus

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CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4 / KS5
Gymnastics		**Key Vocabulary:** • Hitting • Aiming • Batting • Tracking • Move • Crawl • Slide • Roll • Rocking, • Rowing • Balance • Space • Stop/go • Kick • Tall/small • Warm Up • Fast • Slow • Travel • Skittles	**Key Vocabulary:** • Aim • Score • Team • Pass • Bounce • Travel with the ball • Send • Keep control of • Team mate • Point • Goal • Balance • Space • Stretch • Gym • Under arm • Reach • Sweat • Cool down • Heart • Exercise • Running	**Key Vocabulary:** • Attacker • Defender • Goalkeeper • Tackle • Basketball • Keeping score • Shoot • Over arm • Support team • Team play • Team positions • Game. • Control • Chest throw • Tennis • Racket • Net • Breathing • Warm • Jogging	**Key Vocabulary:** • Tactics • Outwit • Rugby • Water polo • Netball • Hockey • Tournament • Competition • Batting order • Follow-through • Attacking • Defending • Coaching • Anticipation • Penalty • Off side • Shuttlecock • Serve • Challenge • Pace • Speed • Athletics