

Skegness Junior Academy PE Curriculum Journey Map 2025/26

Year Group	Concepts / NC Aims	PE Pillars of Progression (Ofsted, 2022)	Autumn		Spring		Summer		National Age-Related Expectations NC Attainment Targets
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
3	Personal, Social and Emotional Development Physical Development Expressive Arts and Design		Cricket (Coach) Chance To Shine coach from LCC will engage with staff to coach and deliver a terms cricket. Staff will receive CPD from coaches to enable them to deliver further lessons.	Swimming (JB) JB delivering swim curriculum. Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Gymnastics (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	OAA (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	Tri-Golf (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
			Football (JB) Invasion Games are a key component of the Key Stage 2 (KS2) Physical Education (PE) curriculum. These games focus on teaching children to compete, develop their skills, and understand tactics within a team context.	Hockey (JB) Invasion Games are a key component of the Key Stage 2 (KS2) Physical Education (PE) curriculum. These games focus on teaching children to compete, develop their skills, and understand tactics within a team context.	Netball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Invasion Games are a key component of the Key Stage 2 (KS2) Physical Education (PE) curriculum. These games focus on teaching children to compete, develop their skills, and understand tactics within a team context.	Dance (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Athletics Use running, jumping, throwing and catching in isolation and in combination.	Rounders Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	
			Cricket (Coach) Chance To Shine coach from LCC will engage with staff to coach and deliver a terms cricket. Staff will receive CPD from coaches to enable them to deliver further lessons.	Swimming (JB) JB delivering swim curriculum. Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Gymnastics (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	OAA (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	Tri-Golf (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	
4	Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time. Engage in competitive sports and activities.		Cricket (Coach) Chance To Shine coach from LCC will engage with staff to coach and deliver a terms cricket. Staff will receive CPD from coaches to enable them to deliver further lessons.	Swimming (JB) JB delivering swim curriculum. Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Gymnastics (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	OAA (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	Tri-Golf (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	Swimming and water safety <ul style="list-style-type: none"> Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.
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5	Lead healthy, active lives.		Cricket (JB) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Swimming (JB) JB delivering swim curriculum. Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Gymnastics (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	OAA (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	Tri-Golf (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.	

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6	Further information about our PE subjects	Including Context-Specific	Motor Competence (Fundamental Movement Skills)	Simple Tactics	Rules, Strategies and Tactics	Healthy Participation	<p>Football Invasion Games are a key component of the Key Stage 2 (KS2) Physical Education (PE) curriculum. These games focus on teaching children to compete, develop their skills, and understand tactics within a team context.</p>	<p>Hockey (JB) Invasion Games are a key component of the Key Stage 2 (KS2) Physical Education (PE) curriculum. These games focus on teaching children to compete, develop their skills, and understand tactics within a team context.</p>	<p>Netball Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Invasion Games are a key component of the Key Stage 2 (KS2) Physical Education (PE) curriculum. These games focus on teaching children to compete, develop their skills, and understand tactics within a team context.</p>	<p>Dance (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Athletics Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Rounders Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>
							<p>Tri-Golf (JB) Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Swimming (JB) JB delivering swim curriculum. Swimming and water safety Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.</p>	<p>Gymnastics (JB) Master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>OAA (JB) Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Dance Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns</p>
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							<p>Cricket Pupils to develop batting, bowling and fielding skills</p>	<p>Swimming Pupils to develop their ability to swim confidently and competently in a range of strokes. They will also develop their knowledge of water safety and personal safety in and around the pool.</p>	<p>Gymnastics Pupils will develop balance, coordination, and control by creating and performing sequences that include, shapes, rolls, jumps and balances, both on the floor and on apparatus.</p>	<p>Dance In dance, pupils create and perform sequences using movement patterns, expression, and rhythm, developing coordination, creativity and the ability to respond to music</p>	<p>OAA OAA pupils work collaboratively to solve problems, follow maps and develop communication and teamwork skills.</p>	<p>Tri Golf Tri-Golf, pupils develop coordination, control and precision through adapted golf activities while learning to play safe and take turns.</p>
							<p>Tri Golf Tri-Golf, pupils develop coordination, control and precision through adapted golf activities while learning to play safe and take turns.</p>	<p>Hockey Pupils to develop control, passing and shooting skills, whilst using a hockey stick</p>	<p>Netball In netball, pupils will develop passing, footwork and spatial awareness while learning to apply tactics and follow the rules of netball.</p>	<p>Tennis Tennis develops pupils' hand-eye coordination, racket skills and tactical thinking through serving, forehand, backhand and rallies</p>	<p>Athletics Athletics develops pupils' range of movement skills through running, jumping and throwing activities.</p>	<p>Dance In dance, pupils create and perform sequences using movement patterns, expression, and rhythm, developing coordination, creativity and the ability to respond to music</p>
							<p>Football In football, pupils develop dribbling, passing, shooting and defending skills.</p>			<p>Fitness To develop pupils' stamina, strength and overall fitness through a variety of exercises.</p>		<p>Rounders <i>Striking and fielding that develops pupils' teamwork, hand-eye coordination and tactical awareness through batting, bowling and fielding skills.</i></p>
KS3 AIMS	<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>											