



Learning Partnership

Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School:

Crosshill School

Subject:

Physical Education - Discover

Curriculum Planning

at Oak Learning Partnership



Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Curriculum developed by Ian Roberts
School Intent	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: Inspire, Explore and Discover. Within these pathways students' needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> • Know themselves • Possess functional skills • Be independent • Be good communicators • Be curious learners • Be prepared for adulthood <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
Subject Intent	<p>Our PE curriculum aims to empower every student to experience the joy of movement, develop physical competence, and build confidence in a supportive and inclusive environment. We are committed to fostering a love for physical activity that extends beyond the classroom, promoting lifelong health and well-being.</p> <p>Core Objectives</p> <ul style="list-style-type: none"> • Inclusive Participation Provide all students, regardless of ability or disability, with opportunities to engage in physical activities that are appropriately adapted to their individual needs. • Skill Development Focus on developing fundamental motor skills, coordination, balance, and agility, tailored to each student's developmental stage and abilities. • Physical and Emotional Well-being Encourage physical activity as a means to enhance physical health, reduce stress, and improve mood, contributing to overall emotional well-being. • Social Skills and Teamwork Use group activities to promote communication, cooperation, and social interaction, helping students build relationships and work collaboratively. • Personal Achievement and Confidence Celebrate individual progress and achievements, fostering self-esteem and a positive attitude towards physical activity.

- **Holistic Development**

Integrate physical education with other areas of learning to support the development of life skills, independence, and personal responsibility.

Implementation Strategies

- **Differentiated Instruction:** Tailor activities to meet the diverse needs of students, using appropriate modifications and accommodations to ensure accessibility.
- **Individualized Planning:** Align PE goals with students' Education, Health and Care Plans (EHCPs) to ensure personalized learning outcomes.
- **Varied Activities:** Offer a range of activities, including individual and team sports, dance, and outdoor adventures, to cater to different interests and abilities.
- **Positive Reinforcement:** Use praise and encouragement to motivate students, focusing on effort and improvement rather than competition.
- **Collaborative Learning:** Encourage peer support and teamwork, fostering an inclusive and supportive learning environment.

Impact

By the end of their time at our school, students will have developed:

- A positive attitude towards physical activity and a recognition of its importance for health.
- Improved physical skills and coordination appropriate to their abilities.
- Enhanced social skills and the ability to work effectively with others.
- Increased confidence and self-esteem through personal achievements.
- A foundation for lifelong participation in physical activity and sport.

This intent statement serves as a foundation for developing a PE curriculum that is both inclusive and enriching, ensuring that all students have the opportunity to thrive physically, socially, and emotionally through physical education and outdoor learning

National Curriculum Aims	<p>Primary</p> <p>KS1</p> <p>Gross Motor Skills</p> <p>Children should be able to:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>2. Fine Motor Skills (ELG)</p> <p>Children should be able to:</p> <p>Hold a pencil effectively in preparation for fluent writing, Use a range of small tools (e.g., scissors, cutlery). Show accuracy and care when drawing</p> <p>Physical Development also includes:</p> <p>Building core strength and coordination</p> <p>Developing independence in movement and personal care</p> <p>Learning through active play, indoors and outdoors</p> <p>KS2</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Be physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives <p>Pupils should be taught to:</p> <p>Master basic movements including:</p> <p>Running, jumping, throwing, and catching</p> <p>Begin to apply these in a range of activities</p> <p>Develop balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns and sequences</p> <p>KS3</p> <p>Gross Motor Skills</p> <p>Children should be able to:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>2. Fine Motor Skills (ELG)</p> <p>Children should be able to:</p> <p>Hold a pencil effectively in preparation for fluent writing, Use a range of small tools (e.g., scissors, cutlery). Show accuracy and care when drawing</p> <p>Physical Development also includes:</p> <p>Building core strength and coordination</p> <p>Developing independence in movement and personal care</p> <p>Learning through active play, indoors and outdoors</p>
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KS4	<p>Pupils should:</p> <ul style="list-style-type: none">• Develop competence to excel in a broad range of physical activities• Be physically active for sustained periods of time• Engage in competitive sports and activities• Lead healthy, active lives <p>Pupils should be taught to:</p> <p>Master basic movements including: Running, jumping, throwing, and catching Begin to apply these in a range of activities</p> <p>Develop balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns and sequences</p>
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	Primary	KS3	KS4
Autumn A	Topic: Movement and Space (Personal Development) Knowledge: Getting Started with Movement Theme: <i>Exploring Our Bodies and Space</i> In this unit, pupils will develop their ability to recognise and use different parts of their body to move in a variety of ways. They will explore how to travel, balance, stretch, and turn using large body movements while learning to move safely and confidently in shared spaces. Pupils will also begin to understand spatial awareness, personal space, and how to follow simple movement instructions independently or with support.	Topic: Fundamental Movement Knowledge: Movement & Spatial Awareness Theme: <i>Exploring Movement</i> In this unit, pupils will develop their ability to explore movement using their whole body in response to different instructions, stimuli, and environments. They will experiment with moving in different directions, speeds, and levels—such as crawling, walking, rolling, and jumping—and begin to control their movements with greater confidence. Pupils will also develop awareness of personal space, begin to follow simple movement patterns, and learn how movement can express feelings or ideas.	Topic: Fundamental Movement Knowledge: Theme: Exploring Movement By the end of the unit, pupils will be able to move confidently with an awareness of both personal and general space, showing control of their bodies in a variety of actions. They will be able to respond appropriately to instructions, different stimuli, and changing environments, adapting how they move with increasing coordination. Pupils will also begin to explore how movement can be used as a way of expressing feelings and ideas, developing confidence in using their bodies to communicate and create
	Skills: <ul style="list-style-type: none"> Basic movement patterns: walking, running, jumping, hopping Exploring high/low, fast/slow, big/small movements Spatial awareness: moving safely in shared space Introduction to warm-up games (e.g., animal walks, traffic lights) Personal skills: lining up, finding space, stopping on signal 	Skills: <ul style="list-style-type: none"> Revisiting locomotor skills: running, hopping, jumping, skipping Dodging and changing direction Introduction to sequences of movement Warm-up routines and safe stretching Games: traffic lights, tag variations, shadow copying 	Skill development: <ul style="list-style-type: none"> Revisit locomotor skills: running, hopping, skipping, jumping Dodging and changing direction Simple sequences of movement (e.g., walk-jump-turn) Warm-up routines and safe stretching Games to reinforce awareness: traffic lights, tag variations, shadow copying <p>Progression intention: Pupils secure the <i>building blocks of movement—confidence, control, and spatial awareness—that underpin all later physical activities.</i></p>
Autumn B	Topic: Fundamental Movement Skills (FMS)	Topic: Ball Skills & Team Games	Topic: Ball Skills & Team Games

	<p>Knowledge:</p> <p>Theme: Moving with Purpose</p> <p>In this unit, pupils will develop their ability to move with control and intention across a variety of environments and tasks. They will practise starting, stopping, changing direction, and adjusting speed to suit different challenges. Pupils will learn to follow verbal, visual, or physical prompts to move towards specific goals—such as reaching a target, navigating a route, or responding to a signal—while developing spatial awareness, coordination, and confidence in purposeful movement</p>	<p>Knowledge:</p> <p>Theme: Rolling, Throwing, Catching</p> <p>In this unit, pupils will develop their ability to roll, throw, and catch a variety of objects with increasing control and coordination. They will explore how to use two hands or one hand depending on the size and shape of the object, and practise aiming towards a target or partner. Pupils will also begin to participate in simple team games that involve turn-taking, following basic rules, and working with others, helping to build communication, cooperation, and spatial awareness in a shared environment</p>	<p>Knowledge:</p> <p>Theme: Rolling, Throwing, Catching</p> <p>By the end of the unit, pupils will be able to explore different ways of throwing, using one hand or two depending on the object, and show increasing control when aiming towards targets or partners. They will develop the ability to take turns, share equipment, and cooperate with others, beginning to understand how to play together fairly. Pupils will also demonstrate an awareness of and ability to follow simple rules, enabling them to participate successfully in small games and activities</p>
	<p>Skills:</p> <ul style="list-style-type: none"> Developing balance and coordination (e.g., balancing on one foot) Simple obstacle courses Throwing and catching bean bags or soft balls Introduction to rolling and aiming Partner games to build cooperation 	<p>Skills:</p> <ul style="list-style-type: none"> Underarm and overarm throwing Catching with two hands and beanbags/balls Partner and group activities Small-sided games: throw-and-catch relay, “crocodile river” <p>Intro to invasion games concepts (space, direction, teamwork)</p>	<p>Skill:</p> <ul style="list-style-type: none"> Underarm/overarm throwing Catching with two hands (beanbags, balls) Partner and group challenges Small-sided games: throw-and-catch relay, “crocodile river” Intro to invasion concepts: space, direction, teamwork <p>Progression intention: Pupils apply body control into object manipulation and begin understanding games concepts</p>
Spring A	<p>Topic: Movement to Music & Expression</p> <p>Knowledge:</p> <p>Theme: <i>Dance and Rhythm</i></p> <p>In this unit, pupils will develop their ability to respond to music through expressive movement, using their bodies to show rhythm, mood, and emotion. They will explore moving at different speeds, levels, and directions, and begin to copy, repeat, and create simple movement patterns. Pupils will also build confidence in performing individually and with others, learning to express ideas, stories, or</p>	<p>Topic: Gymnastics Fundamentals</p> <p>Knowledge:</p> <p>Theme: <i>Shape, Travel, and Balance</i></p> <p>In this unit, pupils will develop their ability to create and hold a variety of body shapes, travel in different ways, and balance with control and stability. They will explore moving over, under, and around equipment, and practise balancing on different body parts, both still and in motion. Pupils will also begin to link simple movements together and develop confidence in using</p>	<p>Topic: Gymnastics Fundamentals</p> <p>Knowledge:</p> <p>Theme: <i>Shape, Travel, and Balance</i></p> <p>By the end of the unit, pupils will be able to create and hold a range of body shapes such as tuck, star, and pike, showing control and awareness of their positioning. They will develop balance and stability both when still and in motion, demonstrating growing confidence in maintaining control. Pupils will use apparatus safely and responsibly, moving over, under, and around equipment with care, and will begin to link movements</p>

	<p>feelings through dance and creative movement in a supportive and inclusive environment</p> <p>Skills:</p> <ul style="list-style-type: none"> • Moving in time with music (e.g., clapping, stomping) • Expressive movement: dancing like animals, weather, machines • Rhythm and pattern through action songs • Exploring levels, directions, and shapes with bodies • Group dances and storytelling through movement 	<p>space safely, showing awareness of their own body and others around them.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Balancing on one, two, or more points • Travelling in different ways (roll, crawl, leap, stretch) • Using apparatus: benches, mats, climbing frames • Creating short sequences of 2–3 movements • Pairs work: mirror and match 	<p>together to form simple sequences that show creativity and flow</p> <p>Skill development:</p> <ul style="list-style-type: none"> • Balance on different body parts/points • Travelling in varied ways (rolls, crawls, leaps, stretches) • Apparatus exploration: benches, mats, climbing frames • Creating 2–3 movement sequences • Pair work: mirroring and matching <p>Progression intention: Pupils develop control, creativity, and compositional skills, linking actions and performing confidently</p>
Spring B	<p>Topic: Gymnastics Basics</p> <p>Knowledge:</p> <p>Theme: <i>Shapes, Balance, and Travel</i></p> <p>In this unit, pupils will develop their ability to make different body shapes, balance in still positions, and move in a variety of ways. They will explore crawling, jumping, rolling, sliding, and walking in straight and curved lines. Pupils will practise moving safely in shared spaces, using equipment with support, and holding simple balances on one or two body parts. Through fun and playful activities, they will build strength, coordination, and confidence in how their bodies move</p> <p>Skills:</p> <ul style="list-style-type: none"> • Balancing on different body parts (e.g., hands and feet) • Floor-based shapes: star, tuck, pencil, egg • Simple rolls (log roll, teddy bear roll) • Travelling in different ways: crawling, slithering, skipping 	<p>Topic: Ball Skills & Team Games</p> <p>Knowledge:</p> <p>Theme: <i>Kicking, Dribbling, Aiming</i></p> <p>In this unit, pupils will develop their ability to use their feet to move and control a ball with increasing coordination. They will explore kicking towards a target, dribbling the ball in different directions, and stopping or trapping the ball with control. Pupils will also take part in simple team games that encourage turn-taking, following instructions, and aiming towards shared goals, helping to build confidence, teamwork, and spatial awareness.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Dribbling with feet and controlling a ball • Passing and receiving (feet and hands) • Aiming at targets (cones, hoops, zones) 	<p>Topic: Ball Skills & Team Games</p> <p>Knowledge:</p> <p>Theme: <i>Kicking, Dribbling, Aiming</i></p> <p>By the end of the unit, pupils will be able to use their feet with control to move and change direction, showing increasing accuracy when dribbling or passing towards a target. They will develop the ability to aim carefully and pass effectively to others, beginning to apply simple attacking and defending principles within games. Pupils will also learn to work together towards shared goals, demonstrating teamwork, communication, and cooperation in small-group activities.</p> <p>Skill:</p> <ul style="list-style-type: none"> • Dribbling with feet, controlling the ball • Passing and receiving (hands/feet) • Aiming at targets (cones, hoops, zones) • Small games with attack/defend focus

	<ul style="list-style-type: none"> Using small apparatus (mats, benches, low platforms) 	<ul style="list-style-type: none"> Games that introduce attacking and defending Working in small teams 	<ul style="list-style-type: none"> Teamwork and communication <p>Progression intention: Pupils expand ball skills into <i>game play contexts</i>, learning tactical basics and reinforcing teamwork</p>
Summer A	<p>Topic: Ball Skills & Games</p> <p>Knowledge:</p> <p>Theme: <i>Handling, Aiming, and Kicking</i> In this unit, pupils will develop their ability to use their feet to move and control a ball with increasing coordination. They will explore kicking towards a target, dribbling the ball in different directions, and stopping or trapping the ball with control. Pupils will also take part in simple team games that encourage turn-taking, following instructions, and aiming towards shared goals, helping to build confidence, teamwork, and spatial awareness.</p>	<p>Topic: Athletics Celebration and Consolidation of skills</p> <p>Knowledge</p> <p>Theme: <i>Run, Jump, Throw</i> In this unit, pupils will develop their ability to run with control and coordination, jump with balance and power, and throw objects using different techniques. They will practise combining these fundamental athletic skills in a variety of activities and challenges, focusing on improving their personal bests and understanding safe movement. Pupils will also learn to follow simple rules, take turns, and support others during individual and group tasks</p>	<p>Topic: Athletics Celebration & Consolidation</p> <p>Knowledge:</p> <p>Theme: <i>Run, Jump, Throw</i> By the end of the unit, pupils will be able to demonstrate athletic movements with control, balance, and power, showing confidence in running, jumping, and throwing activities. They will participate safely in a range of athletic challenges, understanding how to use their bodies effectively while avoiding risk. Pupils will begin to recognise the concept of personal best, working to improve their own performances and celebrating progress. They will also develop sportsmanship by taking turns, encouraging others, and showing respect and support during both individual and group activities</p>
	<p>Skills:</p> <ul style="list-style-type: none"> Rolling and stopping balls Underarm throwing and catching with partners Kicking and dribbling large balls Target games (hoops, cones, targets) Introduction to turn-taking and team activities 	<p>Skills:</p> <ul style="list-style-type: none"> Sprinting and jogging with good posture Jumping for height and distance (2-foot take-off) Throwing for accuracy and distance (foam javelins, beanbags, balls) Simple relays and obstacle races Sports day practice: teamwork, cheering, and celebration 	<p>Skill:</p> <ul style="list-style-type: none"> Sprinting/jogging with good posture Jumping for height/distance (two-foot take-off) Throwing for accuracy/distance (foam javelins, beanbags) Relays and obstacle races Sports day practice <p>Progression intention: Pupils refine <i>fundamental movement</i> into <i>athletics-style events</i>, applying them in fun, competitive formats.</p>
Summer B	<p>Topic: Outdoor Education Outside Play and Forest Education</p> <p>Knowledge:</p> <p>Theme: <i>Fun, Fitness, and Outdoor Play</i></p>	<p>Topic: Outdoor Education Outside Play and Wellbeing (including COJO)</p> <p>Knowledge:</p>	<p>Topic: Outdoor Education & Wellbeing (COJO Intro)</p> <p>Knowledge:</p>

<p>In this unit, pupils will develop their ability to explore and enjoy outdoor play safely and confidently. They will use their senses to notice the natural world, learn to share and take turns with others, and try new physical activities that help their bodies grow strong. Pupils will begin to understand simple rules for playing outside, feel happy and calm in outdoor spaces, and start to develop friendships through cooperative games and adventures.</p>	<p>Theme: <i>Fun, Fitness, Outdoor Play and Commando Joe Intro</i></p> <p>In this unit, pupils will develop their ability to participate confidently in outdoor activities that support their physical health, emotional wellbeing, and social skills. They will explore natural environments, practise problem-solving, teamwork, and communication, and learn to manage risks safely. Pupils will be introduced to the Commando Joe approach, engaging in exciting challenges and missions designed to build resilience, leadership, and cooperation in a fun and supportive outdoor setting.</p>	<p>Theme: Fun, Fitness, Outdoor Play & Problem Solving</p> <p>By the end of the unit, pupils will develop confidence in outdoor environments, participating in a variety of activities that support their physical health and overall wellbeing. They will begin to show awareness of potential risks and demonstrate safe behaviours when exploring and moving in natural spaces. Pupils will also take part in team challenges that encourage communication, cooperation, and problem-solving, building leadership skills and resilience through Commando Joe missions and outdoor adventures.</p>
<p>Skills:</p> <ul style="list-style-type: none"> • Running races, relays, egg-and-spoon • Jumping (two feet, over objects) • Mini obstacle courses using outdoor equipment • Working in teams and encouraging others • Sports Day games and celebration of movement 	<p>Skills:</p> <ul style="list-style-type: none"> • Running races, relays, egg-and-spoon • Jumping (two feet, over objects) • Mini obstacle courses using outdoor equipment • Working in teams and encouraging others • Sports Day games and celebration of movement • Forest Exploration / Independence • Making shelters / dens • Bushcraft skills 	<p>Skill:</p> <ul style="list-style-type: none"> • Outdoor races/relays, egg-and-spoon • Jumps (two-foot, over obstacles) • Mini obstacle courses • Team challenges: shelters, dens, bushcraft basics • Forest exploration and independence • Celebration of skills in sports day games <p>Progression intention: Pupils consolidate skills through <i>real-world, outdoor application</i>, focusing on <i>resilience, teamwork, and wellbeing</i></p>