

Curriculum PE



Physical Education Curriculum

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Physical Education Curriculum

Aims

The National Curriculum for PE aims to ensure that all pupils:

- 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
- Lead healthy, active lives

Intent

What are we trying to achieve for our children in PE?

We would like children to develop the key values of respect, self-belief and self-confidence through physical development. Additionally, we want our children to develop an understanding of healthy lifestyles (through making good choices linking to diet as well as being active for the recommended 60 minutes per day) which can be transferable to children's everyday lives, beyond primary school. Children's experiences of physical development will be broadened by providing access to a range of new sports and opportunities, including the opportunity to challenge themselves, both personally and in competitive team environments. We aim to create and embed a curriculum to develop resilience and self-confidence, which will be underpinned by the desire for all children to enjoy PE.

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Implementation

How is the curriculum delivered?

- We ensure that as a minimum, every child has access to 2 hours of PE per week for KS1 and KS2. EYFS access one hour of PE per week to support transition to KS1.
- In EYFS, we have placed a focus on gymnastics to address our Early Learning goals.
- We provide opportunities to allow all children to meet the national target of 60 active minutes as recommended by the Chief Medical Officer. This includes, Short HIIT workouts (Joe wicks), Daily Mile and lunchtime clubs to achieve 30 minutes within school.
- We are an active member of our WEB Alliance cluster, Salford Schools Sports Partnership and the local school cluster. This has provided us with increased access to competitions, festivals and events in our community to expand our children's horizons.
- We actively undertake any CPD opportunities to upskill our sports coaches and other teaching staff in order to provide our own extra-curricular clubs, lunchtime activities and interventions.
- We have links with various foundations and clubs from our local community. These links provide children with specialist

Impact

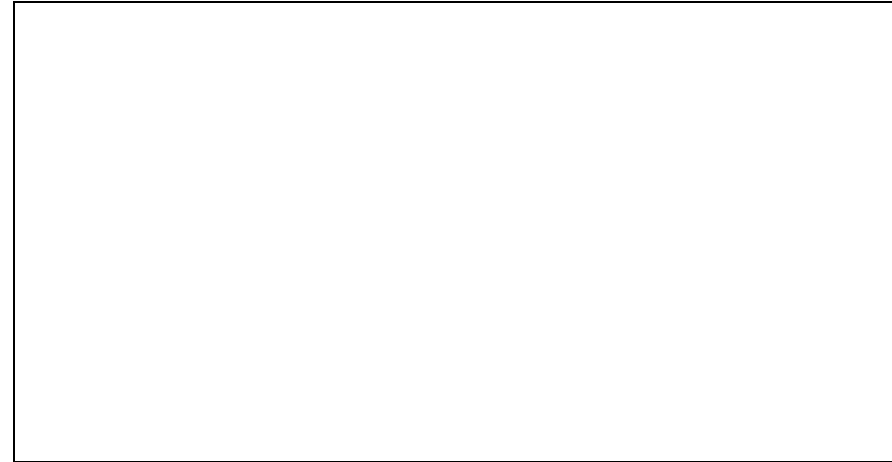
What difference is the curriculum making?

- Increased levels participation in vigorous exercise. More children are accessing 30 minutes of vigorous exercise per day both in school and through extra-curricular clubs.
- Children have developed increased fitness levels.
- Children are accessing a wider range of sports through their PE lessons.
- All children now have the opportunity to represent the school or partnership in inter-school competitions.
- Increased levels of participation in after school clubs.
- Increased levels of participation in community clubs.
- Children are developing higher levels of self-confidence, resilience, respect and self-belief through the outdoor educational programs offered.
- We have provided the opportunity for local sports teams to develop youth academies for local children.

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coaching as well as the opportunity to expand their horizons outside of school by accessing their programs out of school time.

- We aim to ensure a wide variety of clubs are on offer that are applicable to children of all ages and interests. We use the school council to gauge popularity of certain sports and activities which then informs our choice of extra-curricular clubs.
- We ensure our curriculum and expectations are age appropriate with increased levels of knowledge, fitness and technique through each year group.



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Threshold Concepts

In our curriculum, we define the threshold concepts which link all aspects of PE as:

Basic movements – Children will master basic movements including: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. As the children progress through the curriculum, children will run, jump, throw and catch in isolation and in combination. Additionally, children will develop flexibility, strength, technique, control and balance through a range of sports, including gymnastics and athletics.

Attacking and defending – Participating in team games will allow children to develop simple tactics for attacking and defending. This will later advance to involve competitive games (modified where appropriate) to allow children the opportunity to apply basic principles suitable for attacking and defending in a range of sporting activities.

Movement patterns and performance – All children will perform dances in a range of movement patterns. This will begin with simple movement patterns and develop into sequences and short routines.

Swimming proficiency - As proficient swimmers, children will be able to swim competently, confidently and proficiently over a distance of at least 25 meters using a range of different strokes effectively. Children will also be able to perform safe self-rescue in different water-based activities.

Outdoor and adventurous activity – Our children will take part in outdoor and adventurous activity challenges both individually and within a team.

Evaluation – Children in KS2 will be supported in comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

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EYFS curriculum		
What an EYFS child needs to understand?	What they need to know and do:	Impact on development:
Core strength and coordination	• Having control over their bodies • Completing deliberate movements with confidence • Be able to sit up, stand still, maintain balance and move in a coordinated way • Have increasing confidence on a tricycle or balance bike.	• Developing: -Core strength -Stability -Balance -Spatial awareness -Coordination -Agility
Gross motor skills	• Demonstrate strength, balance and coordination when playing • Move energetically, such as: running, jumping, dancing, hopping, skipping • Negotiate space and obstacles safely • Have increasing confidence, agility and flexibility • Develop weight bearing skills which will develop upper arm strength, mobility, control and balance	• Developing: -A healthy body -Social skills -Emotional well-being. -Muscle strength -The ability to take well intentioned safe risks
Fine motor skills	• Hand-eye coordination • Positional awareness • Increasing fine motor strength and coordination	• Being more able to get dressed/changed • Pulling up zips on coats • Using scissors

Physical Development Programme

In planning and guiding children's development, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Activities must be planned to support all three areas of physical development growth: **core strength and coordination** – the ability to keep their position and move from the center of their body outwards, **gross motor skills** – developing the use of their whole body, and **fine motor skills** – the involvement of small muscles working with the brain and nervous system to control movements. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

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Years 1 to Year 6 Curriculum						
Year 1	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
Year 2	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
Year 3	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation

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Year 4	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
Year 5	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation
Year 6	Basic movements	Attacking and defending	Movement patterns and performance	Swimming proficiency	Outdoor adventurous activity	Evaluation

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Vocabulary								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic movements	Run Walking Jump Hop Skip Forwards Backwards Sideways	Step Fast Slow Tip toe	Throw High Low Skip Safely Jogging Push Warm up Cool down	Aim Bounce Repeat Overarm Underarm Landing Target Leap Accelerate Take off Stretch Strength	Pull Distance Sprint Height Record Measure Heart beat Landing foot Time Obstacles Diagonal Approach Speed	Hurdles Preferred Steady pace Sling Rhythm Leading leg Accuracy Control Joints Pulse rate Stamina Stance Relay	Team Take off Release Performance Position Run up Hurdles Combination Adapt	Pacing Projectory Explosive Suppleness Refine
Attacking and defending	Bouncing Follow Rolling	Catching Team	Tracking a ball Own space Opposite Speed Shooting Scoring Points Rules	Striking Avoiding Overarm throw Free space Controlling Aiming Rebound Direction Passing	Keep the ball Scoring goals Making space Sending receiving Dribble Travel with a ball Support partner	Back up Keeping score Tactics Boundary Overhead Rally Volley Singles Doubles Forehand Backhand	Keeping possession Shooting Width Depth Support Marking Attackers Defenders Marking Team play	Shield ball Repossession Stance Boundary Tee Innings Covering

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					Make use of space Goals Base Innings Rounder Backstop Target Net Hitting Pitch	Batting Fielding Bowler Wicket Court Defending Offside	Offside Wicket Base Rounder Backstop	
Movement patterns and performance	Moving Still Shape	Stillness Space	Travel Beginning Middle End Body parts Speed	Direction Levels Feelings Rhythm Pathways	Repeat Dance Phrase Character Repetition Pattern	Gesture Action and reaction Improvisation	Dance style Formation Unison Canon Action Phrase	Variation Technique Interpret Exploration Motif Adaptability

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Swimming proficiency						Bombing		
						Diving		
						Lane		
						Freezing		
						Danger		
						Cap		
						Goggles		
						Woggle		
						Float		
						Noodle		
						Rubber ring		
						Life jacket		
						Swimming belt		
						Float		
						Drown		
						Butterfly		
						Sink		
						Front crawl		
						Breast stroke		
						Backstroke		
						Shallow end		
						Lengths		
						Deep end		
						Treading water		

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Outdoor adventurous activity								Rules Maps Partner and Team Work Competition Direction Skills Symbols Move/Travel Safely Instructions Route Trust Team Building Problem Solving Strategy Communication (verbal and non-verbal) Algorithm
Evaluation	Good Bad	Faster Slower	Higher Longer	Better Worse Skills	Stronger Weaker Poorer	Evaluate Improve	Target Strength weakness	Requires improvement Capabilities

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Useful Links

1. National Curriculum for Physical Education in Key Stages 1 and 2 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf
2. Statutory Framework for the Early Years Foundation Stages (Pg12) - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
3. Your School Games - <https://www.yourschoolgames.com/>
4. Change for life - <https://www.family-action.org.uk/what-we-do/children-families/change4lifeservice/>
5. Team GB - <https://www.teamgb.com/>
6. British Paralympic Association - <https://www.paralympics.org.uk/>
7. Sport England - <https://www.sportengland.org/>
8. Youth Sports Trust - <https://www.youthsporttrust.org/>
9. Salford school sports partnership - <https://sspsalford.com/>
10. Association for Physical Education - <https://www.afpe.org.uk/physical-education/>
11. Primary pe Passport - [Primary PE Passport - Physical Education planning, assessment and tracking](#)
12. Daily mile - [The Daily Mile | UK](#)