



# South Kilworth Primary School

## Physical Education Curriculum Framework

### Intent

We provide an inclusive, broad and balanced PE curriculum that children enjoy and allows them to experience a range of activities to help them develop their health, fitness and wellbeing. In doing so, they develop knowledge, skills and vocabulary within a broad range of activities.

We offer a high quality PE curriculum that inspires children to succeed and excel in competitive sports and other physically demanding activities. We provide opportunities for children to become physically confident in a way that supports their health and fitness and to aspire to achieve their personal best.

We ensure children progress by building on previously learnt skills and knowledge. Our Framework ensures progression so pupils have the opportunity to build on skills needed to meet the end of Key Stage objectives in the National Curriculum. We feel it is important to give all children opportunities to take part in competitive sport and other activities throughout the year, to help them to grow in character and help embed key values and transferrable skills such as fairness and respect. We want children to develop as young leaders with the associated skills and offer this through the roles of Sports Ambassadors, House Captains and Playground Leaders.

Swimming is an important life skill, and as such, we aspire for all children to leave Primary School being able to swim at least 25 metres.

In line with the National Curriculum for PE we aim 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, and
- ✓ lead healthy, active lives.

### National Curriculum Objectives

Key Stage 1:	Key Stage 2:
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✓ 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</li> </ul>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✓ use running, jumping, throwing and catching in isolation and in combination</li> </ul>

<ul style="list-style-type: none"> <li>✓ participate in team games, developing simple tactics for attacking and defending</li> <li>✓ perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>✓ perform dances using a range of movement patterns</li> <li>✓ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
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<p><b>Swimming and Water Safety</b></p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✓ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>✓ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>✓ perform safe self-rescue in different water-based situations</li> </ul>
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## EYFS

<p><b>EYFS Framework: Physical Development</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.</p> <p><b>ELG: Gross Motor Skills</b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>✓ Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>✓ Demonstrate strength, balance and coordination when playing</li> <li>✓ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> <p><b>EYFS Development Matters: Physical Development</b></p> <p>By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p>
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## Implementation

<p>Our children receive two hours of high quality PE lessons per week that are planned using the Val Sabin Teaching Manuals. We follow the guidelines set by the National Curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further. The lessons build on previous skills learnt and developed. Our PE curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and we have strong links with our locality schools; we offer a variety of After School Clubs.</p> <p>Swimming in lower KS2 and top up swimming available to Year 6 children that cannot yet swim at least 25m offers the chance for us to see as many of our children as possible leave school able to swim confidently.</p> <p>Children are trained as Playground Leaders within the upper KS2 curriculum in order to supervise and lead sporting and other physical activities during lunchtimes.</p> <p>In <b>Reception</b> there is a focus on physical development including co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.</p> <p>In <b>KS1</b> children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children are taught to 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</p>
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In **KS2** children 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception and Year 1</b>  <b>Lesson 1</b>	<b>Games</b> Unit 1 (Rec) Focus on using bean bags	<b>Games</b> Unit 2 (Rec) Focus on using a ball	<b>Games</b> Unit 3 (R) Focus on using hoops and quoits	<b>Gymnastics</b> Unit B (Rec) Stretching and Curling	<b>Athletics</b> Unit 2 (Yr1)	<b>Athletics</b> Unit 2 (Yr1)
<b>Domain specific skill</b>	To use space safely and travel with increasing control and co-ordination using a bean bag.	To send and receive a ball with increasing confidence and control. To develop co-ordination when steering, bouncing or kicking a ball.	To use hoops and quoits in a controlled, co-ordinated and safe way.	To use skipping ropes in a variety of ways. To use a bat and ball in a safe, co-ordinated and controlled manner in simple, limited activities.	Develop techniques of: running style and running in curving pathways, jumping and combination of jumps together with a partner, overarm and under arm throws, pivot turn.	Develop techniques of: running style and running in curving pathways, jumping and combination of jumps together with a partner, overarm and under arm throws, pivot turn.
<b>Reception and Year 1</b>  <b>Lesson 2</b>	<b>Gymnastics</b> Unit A (Rec) Travelling	<b>Dance</b> Unit 1 (Rec)	<b>Swimming</b>	<b>Games</b> Unit 3 (year 1) Bat and Ball skills	<b>Maypole Dancing</b>  <b>Games</b> Unit 4 (Yr1) Focus on using ropes, bats and balls	<b>Swimming</b>
<b>Domain specific skill</b>	To travel: In different directions, on feet in different ways, high and low, with as much of the body as possible touching the floor or apparatus.	Be aware of the space around them and move safely about the room. Make simple shapes with their bodies and travel on feet in a variety of ways.	Children placed in groups according to their swimming ability following an initial assessment. All children to be happy to enter the water and move away from the edge. Independent changing.	To travel and balance with control when holding stretched or curled shapes.	Introduce the village tradition and concept of dancing around a maypole using ribbons. To use skipping ropes in a variety of ways. To use a bat and ball in a safe, co-ordinated and controlled manner in simple, limited activities.	Children placed in groups according to their swimming ability following an initial assessment. Confidence to travel across the water with or without a float on both their front and back.

## Cycle A

Years 2 and 3	Games	Dance	Games	Games	Dance	Athletics
<b>Lesson 1</b>	Unit 1 (Yr3) Ball skills Invasion focus (on football)	Unit 1 (Yr2) The Cat, Balloons, Reach for the Stars	Unit 1 (Yr2) Throwing and catching – inventing games	<b>Unit 3 (Yr3)</b> (Net, court and wall games)	Maypole Dancing	Unit 1 (Yr3)
<b>Domain specific skill</b>	To consolidate and improve ball skills. To dribble, pass and receive with feet.	Use a range of basic dance actions with understanding. Use different levels, directions and speeds and choose appropriate	To throw, catch and bounce 1 different ways when standing still or on the move. To choose and apply skills to make up games and develop	To improve hand/eye, hand/ball and hitting skills. Developing mobility and spatial awareness.	Holding on to the maypole ribbons, dance around the maypole in the same direction as the rest of the class. Alternative directions in	Develop techniques – sprinting style, throwing for accuracy and distance. Jumping- take off and land. Relays and simple shuttle takeover.

		actions for the dance idea.	simple strategies for extending their skills.		time with the music. Dance alone and/or with a partner.	
<b>Years 2 and 3</b> <b>Lesson 2</b>	<b>Gymnastics</b> Unit 1 (Yr2) Pathways, straight, zigzag, curving	<b>Swimming</b>	<b>Dance</b> <b>Unit 2 (Yr. 3)</b> <b>The Eagle and the Fish</b>	<b>Gymnastics</b> Unit L and M (Yr3) Stretching, Curling and Symmetry	<b>Swimming</b>	<b>Games</b> Unit 4 (Yr3) Striking and Field Games
<b>Domain specific skill</b>	Experiencing and identifying different patterns or pathways on the floor, straight, zig zag and curving. To link together three different movements showing contrasts in speed and level.	Children placed in groups according to their swimming ability following an initial assessment. Develop the 3 basic strokes.	To use story as a stimulus for dance. To interpret images into appropriate movement.	To travel and jump fluently and hold balance positions demonstrating a variety of stretched and curled shapes. Understand and identify symmetry and asymmetry.	Children placed in groups according to their swimming ability following an initial assessment. Develop the 3 basic strokes.	To consistently strike a ball in a controlled manner. To field and intercept a ball and return it accurately.
<b>Cycle A and Cycle C</b>						
<b>Years 4, 5 and 6</b> <b>Lesson 1</b>	<b>Games</b> Unit 1 (Yr6) Invasion Games – Hockey and Soccer	<b>Dance</b> Unit 1 (Yr6) The World of Sport	<b>Games</b> Unit 2 (Yr6) Net, Court and Wall Games	<b>Games</b> Unit 4 (Yr6) Invasion Games – Ball handling	<b>Athletics</b> Unit 1 (Yr6)	<b>Athletics</b> Unit 2 (Yr6)
<b>Domain specific skill</b>	Combine and perform skills more fluently in implement and kicking invasion games. Understand and apply a range of tactics for attack and defence.	Perform set patterns with knowledge and understanding of their meaning. Value the contributions that dance makes to different cultures (focus on the HAKA).	Play small-sided and modified versions of net and wall games. To use and adapt rules, strategies and tactics with a knowledge of basic principles of attack and defence.	Choose, combine and perform ball-handling skills more fluently and effectively in games. To use attacking and defending strategies ore consistently in similar games.	Developing techniques of: drive and speed, throwing styles (push and sling), jumping (long and triple), javelin throw and running longer distances. Working with a partner and small group to count, measure, time and give peer assessment.	Develop techniques of: stride frequency and smooth relay takeovers, jumping for height, changing direction at speed and changing speed. Working competitively in beat your own record situations and in competition with others.
<b>Years 4, 5 and 6</b> <b>Lesson 2</b>	<b>Swimming</b>	<b>Gymnastics</b> Unit X (Yr6) Working Together – Matching, Mirroring and Contrasting	<b>Gymnastics</b> Unit Y (Yr6) Working Together – Synchronisation and Canon	<b>Swimming</b>	<b>Dance</b> Maypole	<b>Games</b> Unit 3 (Yr6) Striking and Fielding
<b>Domain specific skill</b>	Children placed in groups according to their swimming ability following an initial assessment. Continue to develop and improve skills in the basic 3 strokes. Swim further distances in an increasingly improving	Demonstrate contrasting, matching and mirroring balances and movements. Identify and use different spatial relationships with a partner and work together to construct, practise and evaluate, improve the	Travel rhythmically and develop timing with a partner or small group using synchronisation and canon, adapting and developing movements and skills.	Children placed in groups according to their swimming ability following an initial assessment. Continue to develop and improve skills in the basic 3 strokes. Swim further distances in an increasingly improving	Independent counting to the music, weaving with maypole ribbons creating a plait. Learn to create the witch's hat where some children are standing still and others are dancing. Learn to unravel and return to their starting positions.	Develop the consistency and accuracy of their striking and fielding skills. Play a wide range of striking and fielding games and transfer common principles.

	style. Begin to teach safe self-rescue.	composition and quality of a sequence.		style. Ensure safe self-rescue has been covered with the Year 6 children.		
<b>Cycle B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception and Year 1</b>  <b>Lesson 1</b>	<b>Games</b> Unit 1 (Yr1) Focus on Ball Skills and Games	<b>Games</b> Unit 2 (Yr1) Throwing and Catching, Aiming Games	<b>Dance</b> Unit 2 (Yr1) March, March, March and Jack and the Beanstalk	<b>Games</b> Unit 3 (Yr1) Bat and Ball Skills and Games	<b>Athletics</b> Unit 1 (Yr1)	<b>Athletics</b> Unit 2 (Yr1)
<b>Domain Specific Skill</b>	Familiarisation with a ball – balancing, rolling, passing, patting, and bouncing.	Ability to throw and catch using a range of apparatus and practise aiming at a range of targets.	Perform simple, rhythmic patterns and perform them in different formations.	To steer and send a ball safely in different directions using a bat. To learn how to skip with a rope.	To remember and repeat a series of running, throwing and jumping activities with growing control.	
<b>Reception and Year 1</b>  <b>Lesson 2</b>	<b>Dance</b> Unit 1 (Yr1) Streamers, Conkers and Playing with a Ball.	<b>Gymnastics</b> Unit B (YrR) Stretching and curling	<b>Swimming</b>	<b>Gymnastics</b> Unit D (Yr1) Flight	<b>Gymnastics</b> Unit F (Yr1) Rocking and Rolling	<b>Swimming</b>
<b>Domain Specific Skill</b>	To make rounded, wide and thin shapes with their bodies. To move in different directions, high and low.	Bounce, hop, spring and jump using a variety of take offs and landings.	Children placed in groups according to their swimming ability following an initial assessment. All children to be happy to enter the water and move away from the edge. Independent changing.	Travel confidently and competently on different parts of the body. To hold a still balance position.	To spin, rock, turn and roll with control on various parts of the body.	Children placed in groups according to their swimming ability following an initial assessment. Confidence to travel across the water with or without a float on both their front and back.
<b>Cycle B</b>						
<b>Years 2 and 3</b>  <b>Lesson 1</b>	<b>Games</b> Unit 3 (Yr2) Dribbling, hitting and kicking	<b>Games</b> Unit 1 (Yr3) Ball Skills	<b>Dance</b> Unit 2 (Yr3) The Explorer	<b>Gymnastics</b> Unit O (Yr3) Travelling	<b>Dance</b> Maypole Dancing	<b>Athletics</b> Unit 2 (Yr3)
<b>Domain Specific Skill</b>	To consolidate and improve ball skills – pass and receive with hands in different ways. To dribble, pass and receive with feet.	To perform basic dance actions with greater control and fluency. To perform with a sense of phrasing, rhythmically and musically.		To use a change of front and direction. To show how to move into and from, a range of travelling, jumping and turning movements with control and accuracy.	Holding on to the maypole ribbons, dance around the maypole in the same direction as the rest of the class. Alternative directions in time with the music. Dance alone and/or with a partner.	Develop techniques – sprinting using arms and legs. Jumping for distance. Longer running distances for endurance.
<b>Years 2 and 3</b>  <b>Lesson 2</b>	<b>Dance</b> Unit 2 (Yr2)	<b>Swimming)</b>	<b>Gymnastics</b> Unit N (Yr3) Pathways	<b>Athletics</b> Unit 1 (Yr3)	<b>Swimming</b>	<b>Games</b> Unit 4 (Yr3) Striking



