



# STEETON PRIMARY SCHOOL

## P.E CURRICULUM



**MOTOR COMPETENCE**



**RULES, STRATEGIES  
AND TACTICS**



**HEALTHY PARTICIPATION  
AND FITNESS**

# P.E CURRICULUM AT STEETON PRIMARY SCHOOL

## INTENT

Physical education is not for some: it is for everyone. The roots of physical development start in EYFS where it is one of the prime areas of development. As well as developing the Personal, Social and Emotional Development related ELGs children at the expected level of development will be specifically able to:

### Physical Development

#### Gross Motor Skills ELG:

- 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

In KS1 and KS2 we teach a high quality and systematically planned PE curriculum that ensures the National Curriculum is fully met. We intend for 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

We provide a high quality and systematically planned PE curriculum that ensures the National Curriculum is fully met through thoughtful planning with our concepts at the forefront of our minds. Physical education is a big part of the jigsaw that is 'physical activity' within school. We enhance our PE lessons with enrichment opportunities that punctuate the school day.

## IMPLEMENTATION

Teaching of PE in EYFS, KS1 and KS2 is mapped out in a long-term, systematic way. Fundamental movement skills are the building blocks of movement patterns that all sports rely on, these are introduced in EYFS and developed systematically over the pupil's PE primary education. In KS1 and KS2 we use the Rising Stars Champions resources alongside bespoke lesson planning which is mapped out on our yearly overview and ensures we deliver PE to a high standard that covers national curriculum expectations in a progressive and systematic way, building on the knowledge and skills children have learnt previously.

We teach PE through 3 conceptually distinctive but functionally connected pillars of progression that we call our concepts:



Motor Competence - knowledge of the range of movements that become increasingly sport - and physical activity - specific



Rules, Strategies and Tactics - knowledge of the conventions of participation in different sports and physical activities



Healthy Participation and Fitness - knowledge of safe and effective participation. Health and wellbeing are also promoted as children learn how to maintain healthy minds and bodies and the science of fitness and exercise and why this is important in sport and physical activities

Our PE curriculum for KS1 and KS2 is structured and sequenced in a careful way that every year each of the six modules for Motor Competence, Rules, Strategies and Tactics and Healthy Participation and Fitness are repeated. Within them there is a different focus of content but the skills are progressed upon which allows children to revisit and build upon the knowledge and skills they have already acquired. Spending a full term on each module means that the curriculum has the depth it requires in order for children to achieve success before moving on to the next area of PE. It also provides the children with opportunities to recall prior knowledge and seek similarities and differences between the different contexts/modules and make good progress within the subject as a whole. The majority of our PE lessons are taught by a specialist PE coach who provides excellent knowledge and understanding of the subject and is able to teach high quality lessons with powerful modelling, which means pupils can form an 'ideal mental movement model' of the skill being taught, alongside purposeful feedback on their own performances, forming strong pedagogical practice in PE. Swimming and water safety lessons take place for all pupils in Year 4 for a whole term.

We enhance our PE lessons with enrichment opportunities that punctuate the school day, for example: breakfast sports and fitness clubs, after school sports and fitness clubs, alongside opportunities for children to be physically active and break and lunchtimes. A wide range of extra-curricular sport/movement is offered to pupils in all phases. During break and lunchtimes children have access to a range of playground equipment and adults that direct and support physical activity in these sessions. Children also have many opportunities to compete in both intra and inter school competitions throughout their time at Steeton Primary School. A 'School Games'/Sports day occurs in the final week of the academic year, which all children participate in, within their year groups.

## IMPACT

Physical Education has a high profile at Steeton Primary School. Through a progressive and systematically planned curriculum children have the opportunity to acquire the fundamental knowledge, understanding, skills and techniques needed within the subject and are able to apply these to a wider variety of activities (and in KS2 sports). Children will know more and can do more within their PE lessons progressively,

PE lessons are fun and enjoyable, children are engaged and look forward to developing themselves physically. PE forms a backbone for being an active school and our pupils understand how to lead a healthy, active lifestyle and understand the importance of exercising regularly on their both their mental and physical wellbeing. We aspire to provide positive experiences of physical activity from both our PE lessons and other enrichment opportunities within the school day, which leads to a sport of sport and being physically active, which will hopefully become part of a life-long love beyond their primary education.

Children are assessed within their PE lessons informally and are formally assessed at the end of the academic year in their end of year school reports. Parents are kept informed of their child's progress at parents' evenings and through school Ping. Sports achievements are celebrated in assemblies. The impact of the PE provision is monitored and evaluated throughout the year through the use of lesson observations and pupil voice.

## PHYSICAL EDUCATION NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

### EYFS

We have selected the Early Learning Goals that link most closely to the PE National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

#### Physical Development

Gross Motor Skills ELG:

- 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

#### Personal, Social and Emotional Development

Managing Self ELG:

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- explain the reasons for rules know right from wrong and try to behave accordingly

Building Relationships ELG:

- work and play cooperatively and take turns with others

Self-Regulation ELG:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

### Key Stage 1

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.

Pupils should be 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

## Key Stage 2

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:

- 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

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.




In particular, pupils should be taught to:

- 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



# STEETON PRIMARY SCHOOL PHYSICAL EDUCATION OVERVIEW

EYFS	AUTUMN TERM	SPRING TERM	SUMMER TERM
Physical Development (Gross Motor Skills ELG)	Autumn 1 - How the Body Moves (Stretching and yoga-based positions)  Autumn 2 - Basic Ball Handling (Variety of balls and equipment)	Spring 1 - Gymnastic Based Movement (Mat and bench work)  Spring 2 - Energetic Movement (Activities and games)	Summer 1 - Energetic and Athletic Movement (Sports Day Prep)  Summer 2 - Energetic and Athletic Movement (Sports Day Prep)

YEAR A	KSI	LKS2	UKS2
Motor Competence 	Autumn Term - Multi-Skills (Invasion Games Intro)	Autumn Term - Invasion Games (Football)	Autumn Term- Invasion Games (Rugby)
Rules, Strategies and Tactics 	Spring Term- Agility, Movement Patterns and Fitness (Gymnastics)  Summer Term - Athletics (Intro and Sports Day Prep)	Spring Term - Agility, Movement Patterns and Fitness (Dance)  Summer Term - Athletics (Sports Day Prep)	Spring Term - Agility, Movement Patterns and Fitness (Boxercise)  Summer Term - Athletics (Sports Day Prep)
Healthy Participation and Fitness 	Fitness activities and fitness-based games with an intention of keeping children fit and healthy. Wellbeing and knowledge of fitness and promoting healthy lifestyle will be promoted within these sessions.		

YEAR B	KSI	LKS2	UKS2
Motor Competence 	Autumn Term - Multi-Skills (Invasion Games Intro)	Autumn Term - Invasion Games (Handball)	Autumn Term- Invasion Games (Basketball/Netball)
Rules, Strategies and Tactics 	Spring Term - Agility, Movement Patterns and Fitness (Dance)  Summer Term - Athletics (Intro and Sports Day Prep)	Spring Term - Agility, Movement Patterns and Fitness (Boxercise)  Summer Term - Athletics (Sports Day Prep)	Spring Term - Agility, Movement Patterns and Fitness (Circuits/Indoor Games)  Summer Term - Athletics (Sports Day Prep)
Healthy Participation and Fitness 	Fitness activities and fitness-based games with an intention of keeping children fit and healthy. Wellbeing and knowledge of fitness and promoting healthy lifestyle will be promoted within these sessions.		