



Lubenham All Saints Primary School

Physical Education Curriculum Framework

Curriculum 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:

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

EYFS

EYFS Framework: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

ELG: Gross Motor Skills

Children at the expected level of development will: -

- ✓ 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

EYFS Development Matters: Physical Development

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.

Implementation:

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.

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.

Children are trained as Playground Leaders within the upper KS2 curriculum in order to supervise and lead sporting and other physical activities during lunchtimes.

In **Reception** 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.

In **KS1** 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

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
Reception and Year 1	Games Unit 1 (Rec)	Games Unit 2 (Rec)	Dance Unit 2 (Rec)	Gymnastics Unit C (Rec)	Athletics Unit 2 (Yr1)	Athletics Unit 2 (Yr1)

Lesson 1	Focus on using bean bags	Focus on using a ball		Travelling taking weight on different body parts		
Domain specific skill	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.	Travel safely in a variety of ways on different parts of the body. Move on different levels and in different directions and recognise and use changes of speed.	Travelling along the floor and apparatus taking weight on feet, hands and feet, sliding (on front, back, side, on different body parts), one foot to two feet jumping.	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.
Reception and Year 1 Lesson 2	Gymnastics Unit A (Rec) Travelling	Dance Unit 1 (Rec)	Gymnastics Unit B (Rec) Stretching and Curling	Dance Unit 3 (Rec)	Games Unit 3 (Rec) Focus on using hoops and quoits	Games Unit 4 (Yr1) Focus on using ropes, bats and balls
Domain specific skill	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.	To travel and balance with control when holding stretched or curled shapes.	Recognise and use a variety of body shapes. Move and 'freeze' with control. Travel and turn on high and low levels. Travel, rise and fall using different speeds.	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.
Cycle A						
Years 2 and 3 Lesson 1	Games Unit 1 (Yr2) Throwing and Catching – Inventing Games	Dance Unit 1 (Yr2) The Cat, Balloons, Reach for the Stars	Gymnastics Unit 1 (Yr2) Pathways, Straight, Zigzag and Curving	Dance Unit 2 (Yr2) Friends, Bubbles, Shadows	Athletics Unit 1 (Yr2)	Athletics Unit 2 (Yr2)
Domain specific skill	To throw, catch and bounce in different ways when standing still or on the move. To choose and apply skills to make up games and develop simple strategies for extending their skills.	Use a range of basic dance actions with understanding. Use different levels, directions and speeds and choose appropriate actions for the dance idea.	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.	Work co-operatively in pairs and threes to create a dance. Respond to different stimuli and change and vary actions showing contrast in shape, speed and size.	Develop techniques of: push throw with two hands, short distance running, underarm throwing for distance and accuracy, paced running, jumping with different take-offs and landings.	Develop techniques of: push-throw and push-bounce, sprinting technique, throwing for distance, even pacing between obstacles, jumping for distance using different patterns, take-offs and landings.
Years 2 and 3 Lesson 2	Gymnastics Unit H (Yr2) Parts High and Parts Low	Games Unit 2 (Yr2) Making up Games	Swimming	Swimming	Games Unit 3 (Yr2) Dribbling, Kicking and Hitting	Games Unit 4 (Yr2) Group Games and Inventing Rules
Domain specific skill	Travel and balance confidently showing different body parts of the body high or low. To demonstrate being close to or far away from the floor and	To remember, repeat and link combinations of skills in a game. Develop simple strategies and tactics by bouncing, kicking or throwing a ball at different angles,			Dribble to develop control, change of speed and change of direction. Work with a partner to pass, receive and strike in a variety of	Work co-operatively in small groups and to develop simple group tactics. To move actively and safely about the space and in teams.

	apparatus and show contrasts in shape and speed.	heights and speeds into spaces.			ways with a range of apparatus.	
Cycle A and Cycle C						
Years 4, 5 and 6 Lesson 1	Games Unit 1 (Yr6) Invasion Games – Hockey and Soccer	Games Unit 2 (Yr6) Net, Court and Wall Games	Dance Unit 1 (Yr6) The World of Sport	Gymnastics Unit Z (Yr6) Working Together – Holes and Barriers	Athletics Unit 1 (Yr6)	Athletics Unit 2 (Yr6)
Domain specific skill	Combine and perform skills more fluently in invasion games. Understand and apply a range of tactics for attack and defence.	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.	Perform set patterns with knowledge and understanding of their meaning. Value the contributions that dance makes to different cultures (focus on the HAKA).	Travel over or under shapes made by a partner with or without contact. Work co-operatively with a partner to design a sequence which shows variations in shape, speeds and directions and evaluate its effectiveness.	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.
Years 4, 5 and 6 Lesson 2	Gymnastics Unit X (Yr6) Working Together – Matching, Mirroring and Contrasting	Dance Unit 4 (Yr5) Volcanoes	Gymnastics Unit Y (Yr6) Working Together – Synchronisation and Canon	Games Unit 4 (Yr6) Invasion Games – Ball Handling	Dance Unit 3 (Yr6) The Rainforest	Games Unit 3 (Yr6) Striking and Fielding
Domain specific skill	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 composition and quality of a sequence.	To respond to a range of stimuli and accompaniment. To explore, improve and plan dances in groups.	Travel rhythmically and develop timing with a partner or small group using synchronisation and canon, adapting and developing movements and skills.	Choose, combine and perform ball-handling skills more fluently and effectively in games. To use attacking and defending strategies more consistently in similar games.	Explore, improvise and combine movement ideas fluently and effectively using basic compositional principles. Create and structure motifs, phrases, sections and whole dances.	Develop the consistency and accuracy of their striking and fielding skills. Play a wide range of striking and fielding games and transfer common principles.
Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception and Year 1 Lesson 1	Games Unit 1 (Yr1) Focus on Ball Skills and Games	Games Unit 2 (Yr1) Throwing and Catching, Aiming Games	Dance Unit 2 (Yr1) March, March, March and Jack and the Beanstalk	Gymnastics Unit F (Yr1) Rocking and Rolling	Athletics Unit 1 (Yr1)	Athletics Unit 1 (Yr1)
Domain Specific Skill	Familiarisation with a ball – balancing, rolling, passing, patting, and bouncing.	Ability to throw and catch using a range of apparatus and practise	Perform simple, rhythmic patterns and perform them in different formations.	To spin, rock, turn and roll with control on various parts of the body.	To remember and repeat a series of running, throwing and	To remember and repeat a series of running, throwing and

		aiming at a range of targets.			jumping activities with growing control.	jumping activities with growing control.
Reception and Year 1 Lesson 2	Gymnastics Unit D (Yr1) Flight	Dance Unit 1 (Yr1) Streamers, Conkers and Playing with a Ball.	Gymnastics Unit E (Yr1) Points and Patches	Dance Unit 3 (Yr1) Fog and Sunshine, Washing Day and Handa's Surprise	Games Unit 3 (Yr1) Bat and Ball Skills and Games	Games Unit 4 (Yr1) Developing partner work
Domain Specific Skill	Bounce, hop, spring and jump using a variety of take offs and landings.	To make rounded, wide and thin shapes with their bodies. To move in different directions, high and low.	Travel confidently and competently on different parts of the body. To hold a still balance position.	To travel smoothly by rolling and sliding. Use a variety of basic travelling actions to create a dance.	To steer and send a ball safely in different directions using a bat. To learn how to skip with a rope.	To use and develop their sending, receiving and travelling skills in games, with a partner.
Cycle B						
Years 2 and 3 Lesson 1	Games Unit 1 (Yr3) Ball Skills	Dance Unit 2 (Yr3) The Explorers	Swimming	Swimming	Athletics Unit 1 (Yr3)	Athletics Unit 2 (Yr3)
Domain Specific Skill	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.			Develop techniques – sprinting style, throwing for accuracy and distance. Jumping – take off and landings. Relays and simple shuttle take over.	Develop techniques – sprinting using arms and legs. Jumping for distance. Longer running distances for endurance.
Years 2 and 3 Lesson 2	Gymnastics Unit L and M (Yr3) Stretching, Curling and Symmetry	Games Unit 3 (Yr3) Net, Court and Wall Games	Dance Unit 3 (Yr3) The Eagle and the Fish	Gymnastics Unit O (Yr3) Travelling	Games Unit 2 (Yr3) Creative Game Making	Games Unit 4 (Yr3) Striking
Domain Specific Skill	To travel and jump fluently and hold balance positions demonstrating a variety of stretched and curled shapes. Understand and identify symmetry and asymmetry.	To improve hand/eye, hand/ball, bat/ ball and hitting skills. Developing mobility and spatial awareness.	To use story as a stimulus for dance. To interpret images into appropriate movement.	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.	To make up and play small, sided games. To work co-operatively with others.	To consistently strike a ball in a controlled manner. To field and intercept a ball and return it accurately.
Cycle B						
Years 4, 5 and 6 Lesson 1	Games Unit 2 (Yr5) Invasion and Target	Games Unit 3 (Yr5) Invasion Games	Dance Unit 2 (Yr5) What a Card!	Gymnastics Unit W (Yr5) Spinning and Turning	Athletics Unit 1 (Yr5)	Athletics Unit 2 (Yr5)
Domain Specific Skill	To reinforce and develop passing and moving. Focus on keeping and regaining	Focus on hockey skills using a stick to push and dribble. Focus on football skills to develop	To explore and improvise ideas working on their own, with a partner and in a group. To compose	To identify and use spinning, rotation and rolling around three different axes.	Developing techniques – rhythm in running and over obstacles. Practise the 'pull' throw and	Developing techniques – jumping high and long. Sprint starts, distance running, throwing for

	possession and dodging in different directions and speeds.	dribbling, kicking and controlling skills with feet.	dances by using, adapting and developing steps, formations and patterning.		jumping combinations. Relay skills to include the 'upsweep.' Estimate duration, distance and speed.	distance and accuracy. Relays.
Years 4, 5 and 6 Lesson 2	Gymnastics Unit T + U (Yr5) Bridges and Flight	Dance Unit 2 (Yr6) Theseus and the Minotaur	Gymnastics Unit V Functional use of the limbs	Dance Unit 1 (Yr5) Rubbish	Games Unit 1 (Yr5) Net, Court and Wall Games	Games Unit 4 (Yr5) Striking and Fielding
Domain Specific Skill	To use balancing on different body parts to create bridge shapes. To understand and demonstrate the 5 basic jumps.	Work creatively and imaginatively on their own or with a partner. Perform with expression and improvise freely using a range of continual movements and patterns to accompaniment.	To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping.	Use visual stimuli as a starting point for dance movement. To use props as an integral part of the dance.	To develop the range and consistency of their skills in tennis and volleyball activities.	To develop their range of bowling, striking and fielding skills with accuracy by using targets in cricket and rounders.