



**Friskney All Saints
Church of England
Primary School**

Friskney All Saints Church of England Primary School

Curriculum for Physical Education

Physical Education Curriculum Intent

At Friskney All Saints Primary School, we enjoy PE!

We want our children to love PE! We recognise the positive role that Physical Education has to play in promoting a long-term, healthy lifestyle which is both enjoyable and fulfilling. We believe that a high-quality PE Curriculum Journey plays a unique and essential role in helping all children to develop their motor skills, ability to apply rules, strategies and tactics to a broad range of physical sports and develop the understanding of healthy participation in and out of school.

Our PE Curriculum Journey has been developed to ensure our children understand the importance of, and develop, respect for themselves, others and their environment and community. Our children will also develop personal and social skills including understanding the importance of, and displaying, kindness, trust and compassion when working with others, with a partner or in a team, helping those who might be struggling in an activity or empathising with an opponent they have just beaten in a competitive situation. Through an exciting, progressive and inclusive PE Curriculum Journey we aim for each of our children to develop a healthy, life-long love of physical activity, developing their love of movement and sport well beyond their time with us and learning about the benefits of regular physical exercise and the importance of looking after their own health and well-being. Through a wide range of physical activity experiences and opportunities our children learn about the importance of having a positive approach to achieving their best in for example, competitive situations, or performing a leadership role or being part of a team, about being optimistic, hopeful and resilient, and challenging themselves to be the best they can be.

Physical Education Curriculum Drivers



Inspiration – Our exciting and engaging PE curriculum seeks to encourage children’s innate curiosity, inspiring a lifelong love of the world around them, sparking creativity and preparing our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils within Friskney and beyond, especially those with **SEND**, removing barriers and igniting interests in different sports. **Enrichment opportunities**, include engagement in competitive sport events and activities in school and against other local schools. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in aspects of PE.



Excellence - Our PE curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Lessons provide children with the opportunity to develop their skills, build on prior knowledge & understanding and challenge all abilities through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. We prioritise **vocabulary** acquisition, employing a systematic and explicit approach to the teaching of vocabulary in every subject and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.



Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. Through competitive sport events and activities this ensures pupils learn how to work together as a team and build their resilience. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

Physical Education Implementation

At Friskney Primary School we will provide a high-quality PE Curriculum Journey which aims to ensure that our 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
- ✓ develop leadership and team-building skills
 - ✓ develop personal and social skills

EYFS

	PE
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things and have a go • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements • Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things <p><i>(take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now')</i></p>
Educational Programme	<p style="text-align: center;">Physical Development – statutory programme</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p style="text-align: center;">Personal, Social and Emotional Development – statutory programme</p>

	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<p>Development Matters Reception Statements (Examples of what this could look like)</p>	<p>Revise and refine the fundamental movement skills they have acquired: Rolling, drawing, walking, jumping, running, hopping, skipping, climbing <i>(provide regular opportunities for appropriate outdoor space on a range of surfaces to feel, move and balance on such as grass, bark, concrete etc, provide experience for children carrying things up and down on different levels such as slopes, hills and steps. Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space for indoor movement. Provide a wide range of activities to support a broad range of abilities. Allow less competent and confident children to spend time initially observing and listening without feeling pressure to join in. Create low-pressure zones where less confident children can practice movement skills on their own, or with one or two others. Model precise vocabulary to describe movement and directionally, and encourage children to use it)</i></p> <p>Progress towards a more fluent style of moving, with developing control and grace. <i>(Provide children with regular opportunities to practice their movement skills alone and with others. Offer children further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky or sitting or lying in a den).</i></p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastic sport and swimming. <i>(Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.</i></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <i>(Ensure that children can move and rotate their lower arms and wrists independently. Help the children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills)</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <i>(Give children regular, sensitive reminders about correct posture).</i></p> <p>Combine different movements with ease and fluency <i>(Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in</i></p>

	<p><i>a circle, stop change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements)</i></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><i>(Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars)</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming)</i></p> <p>Develop confidence competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><i>(Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and target when they have consolidated their ball skill).</i></p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing</p> <p><i>(Carefully explain some of the rules of lining up and queuing, such as not standing too close or toughing others. Give children simple verbal and visual reminders)</i></p> <p>Personal, Social and Emotional Development</p> <p>Build constructive and respectful relationships</p> <p><i>(Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary)</i></p> <p>Show resilience and perseverance in the face of challenge</p> <p><i>(Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them)</i></p> <p>Identify and moderate their own feelings socially and emotionally</p> <p><i>(Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Encourage them to think about their own feelings those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave accordingly)</i></p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity</p> <p><i>(Talk to the children about exercise and the benefits on their body during P.E lessons and other physical activities. Explain to children and model how to travel safely in their local environment including, holding hands, stopping quickly when scootering and cycling etc)</i></p>
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End of Year Expectations: (ELG)	<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">ELG: Gross Motor Skills</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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 style="text-align: center;">ELG: Fine Motor Skills</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">ELG: Managing Self</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - 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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Vocabulary	<p style="text-align: center;">Physical Development vocabulary children will be exposed to:</p> <p style="text-align: center;"><i>Bend, stretch, balance, hop, crawl, skip, climb, obstacle, jump, side step, rolls, forwards, backwards, side to side, tiptoe, tall, wide, short, long, tuck, pike, straddle, fast, slow, start, stop, throw, catch, bounce, roll, pass, underarm, overarm, score, points, partner, team, over, under</i></p>

PE Long Term Planning: Curriculum Map (year A)

Class/Year	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Class 1 (Preschool and reception)	Physical Devel. <i>Co-ordinating Movement</i>	Physical Devel. <i>Using Equipment</i>	Physical Devel. <i>Awareness of Space</i>	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills
	Physical Devel. <i>Co-ordinating Movement</i>	Physical Devel. <i>Using Equipment</i>	Physical Devel. <i>Awareness of Space</i>	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills
Class 2 (Years 1 and 2)	Ball skills- throwing and catching	Team Games (Invasion)- Goal ball	Dance	Non-traditional- parachute games	Net / Wall Games – tennis skills	Striking / Fielding Games – Cricket
	OAA	Gymnastics	Multi-Skills	Dance	Athletics skills	Non-traditional – tri golf
Class 3 (Years 3 and 4)	Net / Wall Games- Tennis	Swimming	Dance	Team Games (Invasion) Netball	Striking / Fielding Games- Cricket	Team Games (Invasion) Tag Rugby
	OAA	Non-traditional- goal ball	Gymnastics	Non-traditional- Pop lacrosse	Athletics	Non-Traditional- Archery
Class 4 (Years 5 and 6)	Team Games (Invasion) Tag Rugby	Athletics	Dance	Striking / Fielding Games- Cricket	Swimming	Net / Wall Games- tennis
	OAA	Team Games (Invasion) Netball	Gymnastics	Non-traditional- goal ball	Non- traditional- Pop Lacrosse	Non-traditional- Archery

PE Long Term Planning: Curriculum Map (year B)

Class/Year	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Class 1 (Preschool and reception)	Physical Devel. <i>Co-ordinating Movement</i>	Physical Devel. <i>Using Equipment</i>	Physical Devel. <i>Awareness of Space</i>	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills
	Physical Devel. <i>Co-ordinating Movement</i>	Physical Devel. <i>Using Equipment</i>	Physical Devel. <i>Awareness of Space</i>	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills
Class 2 (Years 1 and 2)	Ball skills- throwing, catching and dribbling	Non-traditional – balanceability	Swimming	Swimming	Team Games (invasion)– hockey	Striking and fielding Games – Rounders
	OAA	Gymnastics	Multi-Skills	Dance	Athletics	Net/wall- games Tennis skills
Class 3 (Years 3 and 4)	Team Games (invasion)- Hockey	Swimming	Dance	Team Games (invasion) - Football	Team Games (invasion)- Basketball	Striking and fielding Games- Rounders
	OAA	Net/wall games Table tennis skills	Gymnastics	Non-traditional- Tri Golf	Non-Traditional- Boxercise?	Athletics
Class 4 (Years 5 and 6)	Team Games (invasion)- Football	Team Games (invasion)- Hockey	Dance	Team Games (invasion)- Basketball	Swimming	Striking and fielding Games- Rounders
	OAA	Gymnastics	Net/wall games Table tennis skills	Non-traditional- Tri Golf	Non-traditional- Boxercise?	Athletics