

# Physical Education Curriculum



*'Always train hard, work harder, never give up,  
never give in and believe in you.'*

*'Success is not measured by the trophies you win,  
but by the impact you have on others.'*

Marcus Rashford MBE

# National Curriculum Aims

The national curriculum for physical education 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

# Curriculum Intent

*At Longford Primary Academy our broad and ambitious curriculum opens our children's eyes to the world around them; extends opportunity and raises aspirations, enabling our children to become independent, forward thinking and confident learners who are adaptable to modern advances with the ability to shape their own futures. The curriculum at Longford is designed to give all pupils the knowledge and cultural capital they need to leave our academy as educated citizens and to succeed in life.*

Our PE curriculum aims to inspire pupils to become passionate sportspeople who demonstrate a lifelong appreciation for physical activity and well-being. Through the development of key skills such as adaptability, resilience and enthusiasm we are empowering our children to become responsible citizens of the future. Our curriculum inspires every child to succeed and excel in competitive sports and other physical activities, fostering critical thinkers and enthusiastic learners. We aim to enable pupils at every stage of their education to flourish through engaging and motivating lessons that captivate all learners. By offering diverse competitive activities, we build character and instill core values such as fairness and respect. These experiences encourage pupils to adapt, refine, and evaluate their own performance, nurturing a passion for physical activity and personal growth.

# Attainment Targets

Key stage 1	Key stage 2
<p>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.</p> <p>Pupils should be taught to:</p> <p>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</p> <p>KS2 National Curriculum Expectations</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>compare their performance</p>

# Implementation

Physical education skills are developed progressively, alongside knowledge which ensures that pupils have a context for applying the skills they have learnt. PE knowledge acquisition begins in EYFS with a focus on the physical exploration of movement (gross motor skills) through moving energetically demonstrating strength, balance and coordination when playing through a variety of different activities.. Children will also be introduced to and develop their awareness of skills and collaboration through a range of team games.

Lessons are sequenced to ensure activation of prior knowledge through a baseline assessment using PEDPASS. Subsequent lessons are planned to ensure progression of skills and understanding needed to succeed. Lessons are scaffolded and resourced to ensure barriers are removed to enable all children to achieve. PE is taught twice a week to ensure the national guideline for exercise is surpassed.

In PE, digital technology is used to reflect, collaborate and discuss learning as well as for modelling expectations and skills, thus removing barriers to learning. Video clips or animations are used to support models and explanations so that children can learn the rules of the games. It also allows those children who can't physically partake in the lesson to create and design, evaluate and discuss the learning objective.

A consistent teaching and learning strategy has been developed at Longford Primary Academy which aims to present content, activities and interactions that activate children's thinking:

- **Activate:** Building on prior learning helps children to understand the 'big picture' so retrieval of prior PE knowledge and skills are built into every lesson and unit to enable children to activate previous learning and help them to construct connections between this and new knowledge.
- **Discover:** Language acquisition is prioritised through the introduction and exploration of subject specific terminology. Learning is orientated within the 'big picture' whereby new learning put into context and links to previous learning are made. Through explicit instruction, effective modelling, discussion, practical exploration and questioning children begin to develop an understanding of new concepts enabling them to make abstract ideas concrete in a way that does not cognitively overload working memory, but that promotes comprehension, elaboration and connected, flexible thinking among learners.
- **Practice:** Guided practice gives children opportunities to rehearse new learning and to deepen their understanding through collaboration as well as opportunities for independent practice when children are ready. Children practise until learning is fluent and secure. To enable all pupils to access a PE curriculum appropriately, teachers consider the needs of their specific cohort and make adaptations to the curriculum appropriately. This may include adapting resources, success criteria, timings, environment and group structures. Adaptations that are made to cater to SEND learners will be beneficial to all learners.
- **Reflect:** New learning is reviewed/re-visited to address misconceptions, prevent forgetting and to link new learning to future learning. Children develop confidence in their own competence and are motivated to achieve.

# Curriculum Overview

What units of study are in the curriculum?

KS1		Lower KS2		Upper KS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<u>Indoor-</u> gymnastics <b>A1-</b> floor <b>A2-</b> equipment <u>Outdoor-</u> Invasion games	<u>Indoor-</u> gymnastics A1- floor A2- equipment Outdoor- Invasion games	<u>Indoor-</u> gymnastics A1- floor A2- equipment Outdoor- hockey	Indoor- gymnastics A1- floor A2- equipment Outdoor- rugby	Indoor- gymnastics A1- floor A2- equipment Outdoor- football	Indoor- gymnastics A1- floor A2- equipment Outdoor- netball
<u>Indoor-</u> <b>Sp1-</b> dance <b>Sp2-</b> yoga <u>Outdoor-</u> net and wall	Indoor- Sp1- dance Sp2- yoga Outdoor- net and wall	Indoor- Sp1-Dance/ yoga Sp2- table tennis Outdoor- tennis	Indoor- Sp1- Dance/yoga Sp2- badminton Outdoor- tennis	Indoor- Sp1- Dance/yoga Sp2- table tennis Outdoor- tennis	Indoor- Sp1-Dance/yoga Sp2- badminton Outdoor- tennis
<u>Indoor-</u> athletics <u>Outdoor-</u> cricket	<u>Indoor-</u> athletics <u>Outdoor-</u> cricket	Indoor- athletics Outdoor- S1- cricket S2- swimming/ rounders	Indoor- Athletics Outdoor- S1- cricket S2- swimming/ rounders	Indoor- Athletics Outdoor- S1- cricket S2- swimming/ rounders	Indoor- athletics Outdoor- S1- cricket S2- swimming/ rounders

## KS1 National Curriculum Coverage

How does the curriculum meet the KS1 content requirements?

National Curriculum area	Cycle A	Cycle B
master basic movements including running, jumping, throwing and catching	Invasion games, dance, gymnastics, net and wall, athletics, cricket	Invasion games, dance, gymnastics, net and wall, athletics, cricket
developing balance, agility and co-ordination, and begin to apply these in a range of activities	Invasion games, dance, gymnastics, net and wall, athletics, cricket	Invasion games, dance, gymnastics, net and wall, athletics, cricket
participate in team games, developing simple tactics for attacking and defending	Invasion games, net and wall, athletics, cricket	Invasion games, net and wall, athletics, cricket
perform routines/ sequences using simple movement patterns	Jungle dance, gymnastics	Dance, gymnastics

# KS2 National Curriculum Coverage

How does the curriculum meet the KS2 content requirements?

National Curriculum area	LKS2: Cycle A	LKS2: Cycle B	UKS2: Cycle A	UKS2: Cycle B
use running, jumping, throwing and catching in isolation and in combination	Gymnastics, hockey, dance, yoga, table tennis, tennis, athletics, cricket, rounders	Gymnastics, rugby, dance, yoga, badminton, tennis, athletics, cricket, rounders	Gymnastics, football, dance, yoga, table tennis, tennis, athletics, cricket, rounders	Gymnastics, netball, dance, yoga, badminton, tennis, athletics, cricket, rounders
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	Hockey, table tennis, tennis, cricket, rounders	rugby, badminton, tennis, cricket, rounders	Football, table tennis, tennis, cricket, rounders	netball, badminton, tennis, cricket, rounders
develop flexibility, strength, technique, control and balance	Gymnastics, hockey, dance, yoga, table tennis, tennis, athletics, cricket, swimming, rounders	Gymnastics, rugby, dance, yoga, badminton, tennis, athletics, cricket, swimming, rounders	Gymnastics, football, dance, yoga, table tennis, tennis, athletics, cricket, swimming, rounders	Gymnastics, netball, dance, yoga, badminton, tennis, athletics, cricket, swimming, rounders
perform dances using a range of movement patterns	Dance Romans	Dance	Dance Vikings	Dance
take part in outdoor and adventurous activity challenges both individually and within a team	OAA	OAA	OAA	OAA
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance Romans	dance	Dance Vikings	dance

# Curriculum Structure

How is the curriculum structured?

## Substantive Knowledge (Knowledge)

### Golden Threads

Ambition, competition, adaptability, resilience, health and well-being.

### Substantive Concepts

Movement, health and fitness, strategy and tactics, teamwork and cooperation, skill development, expressive and creative movement, safety and risk

Knowledge of fundamental movement  
Locomotor skills  
Non-locomotor skills

Recognise physical fitness components  
Activities increasing heartrate, increasing muscular strength and endurance, flexibility, skills that help with body control and movement efficiency

Body and Spatial awareness/ Health and Safety  
Understand how the body moves within space recognising personal and general space.  
Aware of the importance of warm up, cool downs and correct equipment use

## Disciplinary Knowledge (Skills)

Skills Development and Improvement: Ensure that children understand that skills develop over time through practice and perseverance. Recognise different techniques for improving skills such as, breaking down complex movements into smaller steps and practicing each apart.

Understand and Applying rules: Learn basic rules of various sports and games, understanding why rules exist to ensure fairness, safety and enjoyment. Apply rules during activities and recognise the importance of adhering to them.

Planning and reflecting on physical activity: Children are expected to participate in planning simple activities or games, thinking about the objectives and rules. Engaging in reflective practice such as discussing what went well during and activity, what challenges were faces and how they could improve in the future.

# Golden Threads

What are the key themes of the curriculum?

## Ambition

Encouraging pupils to set personal goals, challenge their abilities and develop a drive for continuous improvement, fostering a mindset that values effort and achievement.

## Competition

Push physical limits and develop skills like teamwork and communication. Teaching valuable lessons in sportsmanship and the importance of both winning and losing gracefully.

## Adaptability

Being able to change or adjust what children are doing when playing games or during activities. Changing how they think, when something new happens or a change in movement. Helping them to be flexible and problem solve.

## Resilience

Children learn to overcome challenges such as improving after a loss or mastering a difficult skill. Building their ability to persist through setbacks and develop a positive attitude towards physical activity and personal growth.

## Health and Well-being

Teaching children the importance of physical activity, healthy habits and taking care of their bodies and minds. Helping students understand how exercise, good nutrition and proper rest and positive social interactions contribute to overall health.

# Golden Threads

How can EYFS support the development of the golden thread?

<b>Ambition</b>	<b>Aim to enhance student's physical skills through drive and motivation to improve and excel in the teaching and learning of PE. High expectations, rewards (gold cards) and encouragement, developing an ethos for children to believe in themselves and strive to challenge themselves.</b>
<b>Adaptability</b>	<b>In the moment being proactive through communication verbal feedback, risk assessing allow to take risks within a safe environment. Providing accessible opportunities for all children to partake within lessons.</b>
<b>Resilience</b>	<b>Having the ability to adapt to challenges and setbacks fostering perseverance and encouraging a positive mindset. Teaching children it's okay to make mistakes, fall over pick yourself up and carry on!</b>
<b>Competition</b>	<b>Providing age-appropriate contests that will promote skill development, teamwork and sportsmanship helping children learn how to handle losing and winning, setting goals and working towards improving performances. While fostering a sense of healthy rivalry.</b>
<b>Health &amp; wellbeing</b>	<b>Promoting physical, mental and emotional wellbeing through regular physical activity. Conversations about the importance of staying active and maintaining a healthy lifestyle. Encourage long term development of healthy habits and attitudes towards physical activity.</b>

# Early Years Geography

How does the curriculum connect to the Early Years Learning Goals?

In Early Years children participate in games and opportunities for play both indoors and outdoors, developing their core strength, stability, balance, spatial awareness, co-ordination and agility. They develop gross motor skills which provide the foundation for developing healthy bodies and social and emotional well-being. They learn foundational personal and social skills including how to follow rules, turn-taking and conflict resolution.

Nursery	Communication & language	<ul style="list-style-type: none"> <li>- Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Identifies action words by following simple instructions. Use talk to organise themselves</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> </ul>
Reception	Communication & language	<ul style="list-style-type: none"> <li>• Understands use of objects.</li> <li>• Responds to instructions with more elements.</li> <li>• Beginning to understand who, why, when, where and how questions.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
	PSED	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired (e.g. rolling, crawling, walking, etc.)</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
ELG	PSED: Building relationships	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> </ul>
	PD: Gross motor skills	<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>