

Physical Education Curriculum



Whole School Overview - Intent:

At Kinraig Primary School, Physical Education (PE) forms an integral part of our broad and balanced curriculum. Through a progressive set of learning objectives, we intend to provide a high-quality, physical education curriculum that inspires all pupils to succeed and excel in sport and other physically-challenging activities, simultaneously developing children's self-esteem and confidence. Our curriculum aims to inspire the children to foster a love of exercise and sport whilst instilling the notion and importance of resilience, respect, fairness and communication.

Our curriculum has been designed to ensure children are physically active for sustained periods of time, to both increase their fitness and highlight the positive mental effect exercise can have. We intend to provide a broad range of opportunities to partake in various sports that support each child physically, mentally, socially and creatively. Whilst the subject is typically practical, the curriculum should provide opportunities for children to set and achieve personal goals, express their ideas clearly and accurately as well as allowing them to gain the knowledge they need to live a healthy and active lifestyle.

In line with the Early Years Foundation Stage and National Curriculum we will ensure all children have the opportunities to:

- Develop competence to excel in a broad range of physical activities developing both gross and fine motor skills.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Year Group Overviews - Implementation:

P.E. is taught at Kinraig Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of one 2 hour PE session a week, alongside opportunities for additional time through the Daily Mile and cross-curricular links. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years.

Within each age range we will focus on the skills outlined below, to ensure a consistent and embedded approach, that shows a clear progression of skills.

Toddlers/Rising 3s: Children will develop control when using their whole body, supporting them with the practise of large gross motor skills. They will begin to develop hand-eye co-ordination and become aware of space and how to use it. Children will also focus on their fine motor skills and show an increased desire in wanting to be independent. Children also will focus on toilet-training and managing their own personal hygiene – washing hands, brushing teeth.

Pre-School: Children will develop fine motor skills so that they are developed enough to hold and use various everyday equipment including pencils and writing tools (with tripod grip). Children's gross motor skills are developed so that they can run safely, moving with coordination and can climb confidently onto equipment. They can move freely with pleasure and confidence in a range of ways, avoiding objects where necessary; sequencing movements related to rhythm and dance. They can walk up and down stairs and are now able to catch a large ball, balance on a bike/scooter and be confident in manipulating objects and materials. Children

will be confident in making healthy choices and will be increasingly independent with managing their own personal hygiene and needs.

Reception: Children will develop their fine motor skills, which allows them to show preference for a dominant hand whilst handling tools and objects safely, and with control. They can now form some recognisable letters. Children's gross motor skills enable them to travel with confidence and skill through balancing and climbing equipment. They now show accuracy whilst manipulating an object for example throwing/catching.

Year 1: Children develop abilities so that they can develop their balance, agility and control; they are aware of and can implement their role in a team game and know the importance of respecting others, working as a team and playing fairly. Children can exercise safely by looking for space and they move with control and care. Children can choose the most appropriate moves and compile them into a short dance.

Year 2: Children develop abilities so that they can use controlled movements and apply these to game situations; they can choose the most appropriate movements to convey feeling or mood in dance. They can move in different ways, at different levels with coordination and care and are able to balance on different body parts. Child can now develop tactics, applying these to a game situation.

Year 3: Children develop abilities so that they can choose the most appropriate actions and ideas, refining them into a sequence, which they are able to perform and repeat. Children can strike a ball and field with control and they can alter speed of their movement based on the game situation; they choose appropriate tactics to cause problems for their opposition and can demonstrate leadership qualities.

Year 4: Children develop abilities to uses the most appropriate skills, actions and ideas across the curriculum and are able to use a range of throwing techniques and accuracy to hit a target; in team games they can keep possession of a ball. They now recognise dance can express a variety of things and support this idea with the skills they have learnt.

Year 5: Children develop abilities so that they can make complex sequences that include changes in direction, level and speed, ensuring movements are clear, accurate and consistent. They can use forehand and backhand in racquet games and are creative and imaginative when composing own dances; they should perform these expressively – movements are controlled and express emotions of feeling. Children should demonstrate sportsmanship qualities when participating in P.E and sports.

Year 6: Children develop abilities so that they can show accurate control, speed and stamina and adapt skills based on the situation. Children can use a range of shots and strokes to strike a ball and can strike a ball on the volley. They can now plan their approach to attacking and defending and can alter and follow rules for various games. They can dance matching the mood of accompanying music and are now very controlled in their balances, shapes, levels and actions in their movements.

Impact:

By ensuring that our PE curriculum is progressive and allows children to develop fundamental skills; applying them to a variety of sports and activities, children leave with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand it's significance as part of a healthy lifestyle. We encourage children to be physically active as this has positive implications on their learning in the classroom. Children understand the importance of exercise and a healthy lifestyle and we hope to promote a love of sport so that children will pursue activities outside of school. All pupils understand the values and importance of fair play and being a good sportsperson and have experience of playing in competitive sports. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

