



# Stukeley Meadows Primary School

Getting our best even better, every single day  
Be Kind – Work Hard – Aim High



## Physical Education at Stukeley Meadows Primary School

**Physical Education (PE) Subject Lead: Emma Franklin**

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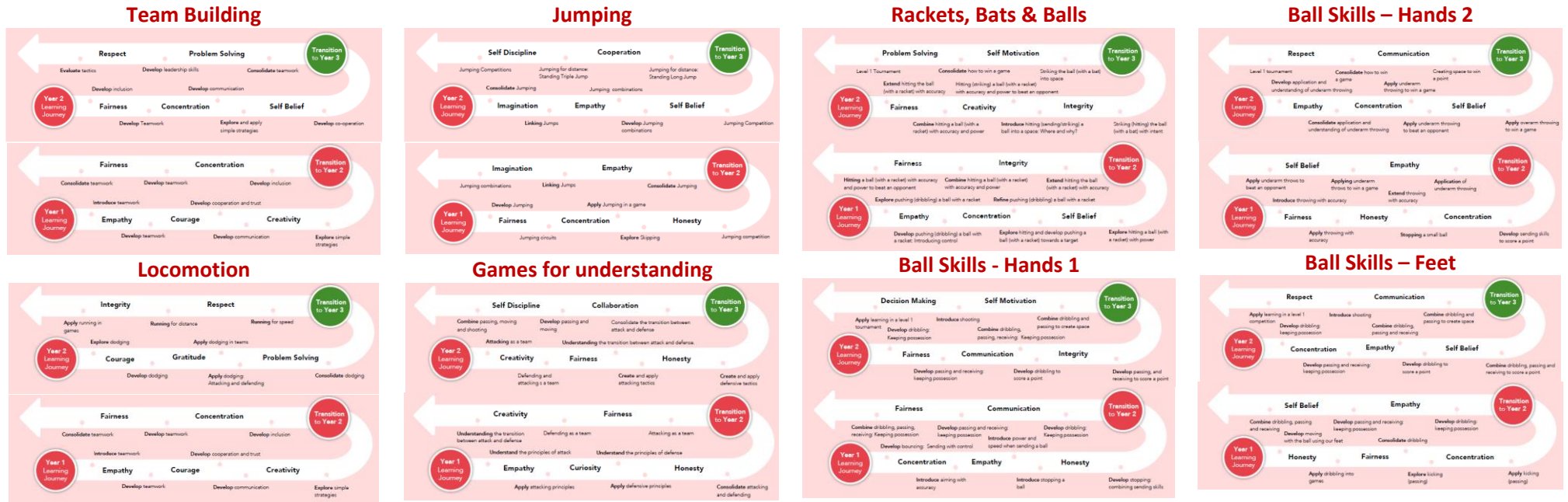
### **INTENT**

At Stukeley Meadows Primary School, we strive to prepare children to lead healthy and active lives, supporting children's development physically, socially and emotionally. In an increasingly busy and sedentary world, sport is the perfect vehicle through which to develop the crucial skills and attributes for the modern world, where children need to be equipped with not only the skills to cope but to thrive. We use a range of activities and sports, in a number of fun and engaging lessons, to ensure that children develop the health benefits and a deeper understanding of physical education. Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) to promote children to develop into thinking physical beings and doing physical beings, will impact on the behavioural change to equip them for lifelong participation. Our PE lessons are designed to be ambitious, coherent, and sequentially planned, ensuring that pupils progressively build upon their skills and knowledge. Not only do we want our children to be physically literate and competent participants, but also through our PE lessons we want them to develop creativity, resilience, problem-solving and critical thinking skills. Our lessons are based on the National Curriculum for PE, while also going beyond the minimum requirements, to offer a broad and balanced extra-curricular program and competitive opportunities for a range of sports and activities.

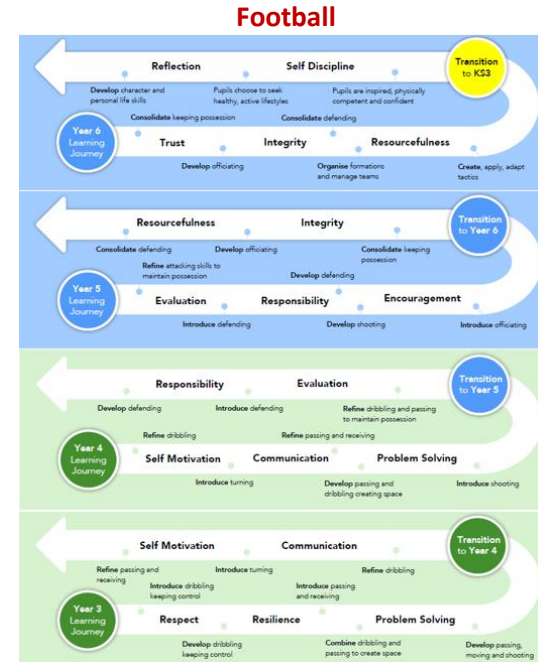
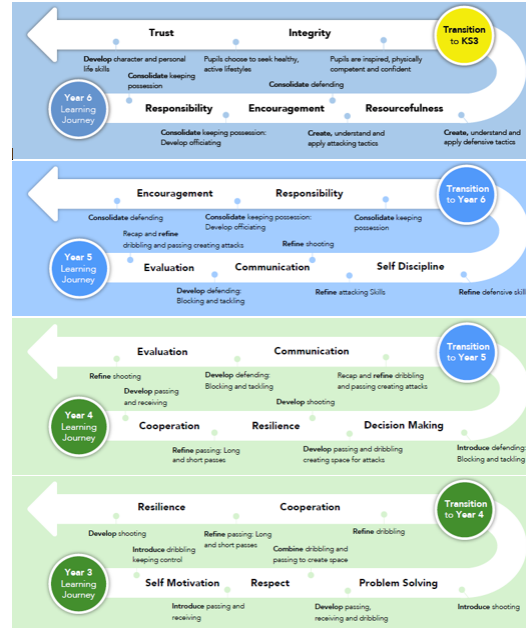
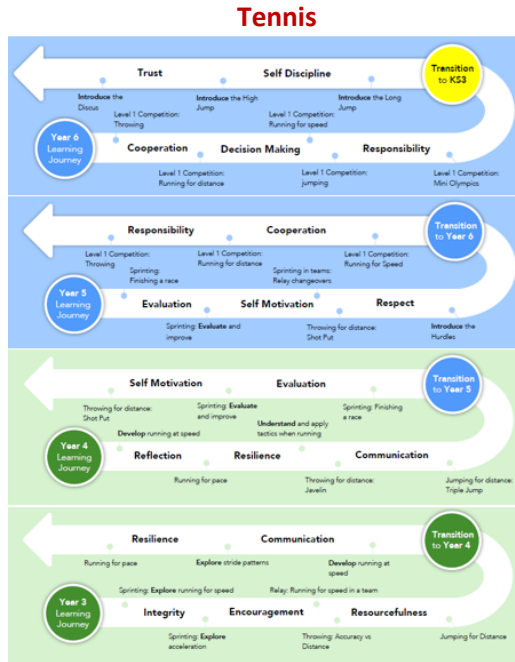
## Our Curriculum

For our curriculum, we work in partnership with Primary Sport Stars, who subscribe to the **Complete PE** scheme. This scheme has been closely referenced against the 2014 National Curriculum attainment targets, in order to ensure progression and coverage. Our curriculum includes combination of teacher led and sport specialist delivered lessons and strives to incorporate the pillars of progression: **motor competence** – knowledge of the range of movements required for sport and physical activity; **rules, strategies and tactics** – knowledge of the conventions of participation in different sports; and **physical activities and healthy participation** – knowledge of safe and effective participation. Every component in our curriculum has been individually planned so that it can be effectively and inclusively taught using the infrastructure we have in place at our school, in order to meet the needs of all our pupils. We try to ensure that all year groups have the opportunity to participate in a range of differing sports and activities to enhance our PE curriculum, including opportunities for extra curriculum clubs (see clubs list), competitive experiences, as well as opportunities to participate in independent activities during break times. Employing cross-curricular links, motivating pupils and supporting them to make connections, children will become confident participators and increase their knowledge for motor competence. For example in Science, the function of the human body, nutrition and diet, can be used to further expanded movement knowledge and its limitations and promote healthy lifestyles, which can prepare children to lead healthy and active lives. Supporting them for lifelong participation.

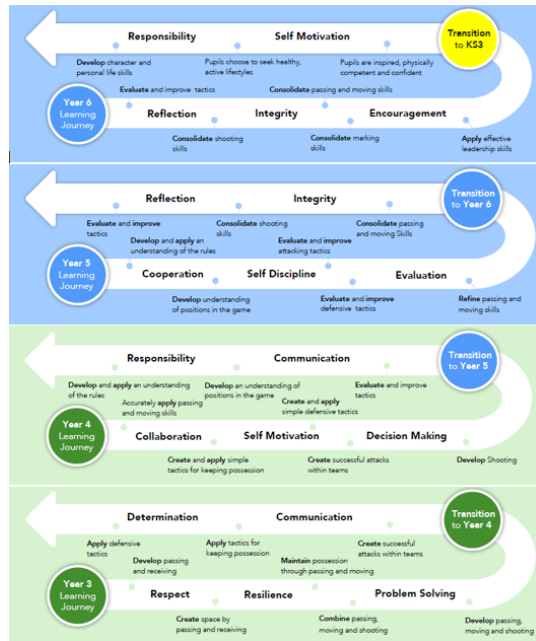
### Key Stage 1 – Team



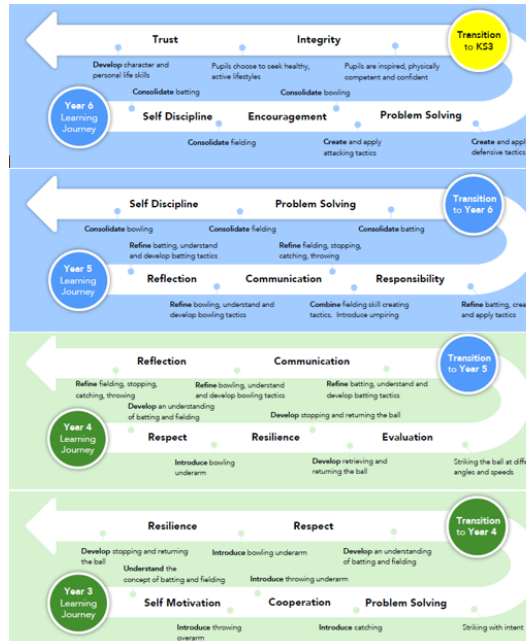
## Key Stage 2 – Team Hockey



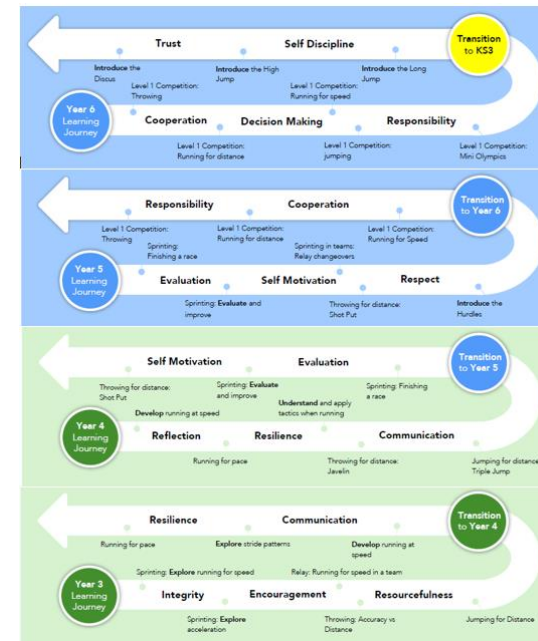
## Netball



## Cricket



## Athletics



## What does PE look like at Stukeley?

Every PE lesson at Stukeley starts with warm-up activities to ensure the mind and body are ready to begin the lesson. Children will recap previous lesson knowledge as well as discussing any problems that they came across, along with solutions to these problems, at the start of each lesson. Retrieval is a crucial part of the lesson, as it is accessible and achievable for all children, ensuring that common misconceptions and gaps in learning are addressed.

Following this, the teacher introduces the next focus, concept or skill. These will build upon what has been learnt in previous lessons. Discussion, questioning and potential misconceptions, through formative assessment, play an important role, ensuring that the children are prepared with knowledge that is needed for the lesson. During the practical part of a lesson, children work individually, in pairs or a small group focussing on the current skills. This enables the children to practice and perfect, where necessary, to enhance their learning. This could involve, but is not limited to, individual skills such as dribbling in football; or a combination of learnt skills in a sequence, such as pass, move and shoot in netball. The children are given live feedback throughout the lesson by a teacher to aid their understanding and ensure that any errors or misconceptions are addressed as quickly as possible, and supported where necessary. Teachers and additional adults will support all children to make progress, whether there be gaps in knowledge or opportunities for challenge and stretch.



## The Long Term Overview

At Stukeley, we plan and deliver our PE lessons in partnership with Primary Sports Star, using a selection of resources and schemes (for example, Complete PE, Twinkl dance and gymnastics units, British Gymnastics Key Steps program, Swim England/Swim4life and BBC Dance) which are in line with the National Curriculum and DfE guidance. These provide an excellent coverage of the skills and knowledge that the children will require in order to enhance learning and be successful in PE. Each year, the lessons build upon the children’s previous learning whilst also retrieving and refreshing key knowledge.

### EYFS

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for PE. The most relevant statements for PE are taken from the following areas of learning: **Communication and Language**, **Personal, Social and Emotional Development**, **Physical Development** and **Expressive Arts and Design**. We aim to provide the children with a continuous provision setting which allows them to encounter, explore, and begin to develop the skills that they will need in Year One and beyond. These skills include gross and fine motor control, listening to instruction and answering questions, participating individually and as a group to negotiate space and obstacles safely (including Bikeability balance), whilst demonstrating strength, balance and coordination.

<b>The Early Learning Goals</b>		<b>Children and the expected level of development will:</b>
<b>Communication and Language</b>	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>
<b>Personal, Social and Emotional Development</b>	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• 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</li> </ul>
	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul>
	Building relationships	<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> <li>• Show sensitivity to their own and to others’ needs</li> </ul>
<b>Physical Development</b>	Gross Motor Skills	<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>
	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>
<b>Expressive Arts</b>	Being imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</li> </ul>

## PE at Stukeley Meadows Primary School

	Autumn		Spring		Summer	
	Team	Individual	Team	Individual	Team	Individual
Key Stage 1	<p><b>Teamwork &amp; Communication &amp; Locomotion</b> - Mastering basic movements including running and jumping.</p> <p><b>Throwing and catching</b> looking at different techniques such as under arm and over arm using different equipment/sized balls, working by themselves as well as pairs and larger teams.</p>	<p><b>Yoga / Core movement</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns as a group</li> <li>Use movement to communicate feelings</li> <li>Put several movements together to make a sequence</li> <li>Move fluently</li> <li>To know why it is important to stretch after exercise</li> <li>Know why we cool down after exercise</li> <li>Remember and repeat their movements</li> </ul>	<p><b>Agility, Balance &amp; Coordination</b> Children will work on the three fundamental skills in a range of games and activities.</p> <p><b>Team Games</b> Children will be participating in variations of invasion games introducing attacking and defending tactics.</p>	<p><b>Dance</b> – looking at a range of dances, including Maypole.</p> <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns, moving between personal and wider space;</li> <li>Use expressions, gestures and movement to communicate ideas and feelings</li> <li>Dance simple motifs, remember and repeat them. Put several motifs together to make a dance</li> <li>Improvise movement;</li> <li>Move fluently, to a rhythm and to music</li> <li>Change the tempo and rhythm of your movement with the music</li> </ul>	<p><b>Striking</b> Children will be using different equipment such as tennis rackets, cricket bats for striking as well as body parts such as hands and feet.</p> <p><b>Athletics</b> Different types of races as well as practicing their sports day races.</p>	<p><b>Gymnastics</b> - Basic movements developing balance, agility and co-ordination.</p> <ul style="list-style-type: none"> <li>Showing a selection of shapes with their bodies</li> <li>Explore a selection of balances including front support and hold their body in this position</li> <li>Copy the movements of others to travel and balance in different ways.</li> <li>Create a simple sequence</li> <li>Perform jumping and land safely</li> <li>Follow a structure to perform a simple sequence</li> </ul>
Key Stage 2	<p><b>Teamwork &amp; Communication and Tennis</b></p> <ol style="list-style-type: none"> <li>Striking</li> <li>Returning</li> <li>Serving</li> <li>Rally</li> <li>Matches</li> </ol> <p><b>Hockey</b></p> <ol style="list-style-type: none"> <li>Dribbling</li> <li>Passing / Dribbling</li> <li>Shooting / Pass &amp; Shoot / Dribble &amp; Shoot</li> <li>Tackling</li> <li>Matches (1v1, 2v2, 3v3, 5 aside)</li> </ol>	<p><b>Outdoor and adventurous activity challenges</b> Take part in outdoor and adventurous activity - challenges both individually and within a team.</p> <p><i>Year 6 – residential: this includes outdoor and adventurous activities and challenges for both individual and teams.</i></p>	<p><b>Football</b></p> <ol style="list-style-type: none"> <li>Dribbling</li> <li>Passing / Dribbling</li> <li>Shooting / Pass &amp; Shoot / Dribble &amp; Shoot</li> <li>Tackling</li> <li>Matches (1v1, 2v2, 3v3, 5 aside)</li> </ol> <p><b>Netball</b></p> <ol style="list-style-type: none"> <li>3 different passes</li> <li>Pass and move</li> <li>Shooting (Pass &amp; shoot)</li> <li>Possession / interception</li> <li>Matches (small sides or high5 rules with positions)</li> </ol>	<p><b>Dance and Gymnastics</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Cricket</b></p> <ol style="list-style-type: none"> <li>Striking</li> <li>Fielding</li> <li>Throw &amp; Catch</li> <li>Bowling</li> <li>Matches (Small sided lots of rotation)</li> </ol> <p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>Accuracy throw</li> <li>Long Distance throw</li> <li>Sprinting</li> <li>Middle distance run</li> <li>Relay Races</li> <li>Jumping</li> </ol> <p><i>As well as Sports Day preparation</i></p>	<p><b>Swimming and water safety</b> - Swim competently and confidently over a distance of 25m. Use a range of strokes proficiently – front crawl, backstroke, breaststroke and perform safe self-rescue.</p> <p><b>Bikeability</b> – Level 1 and 2 Prepare themselves and their bike for cycling. Use gears, avoid obstacles and recognise hazards. Cycle whilst staying in control of their bike while sharing space with pedestrians and other cyclists.</p> <p>Prepare for on-road cycling. Start and finish an on-road journey, knowing where to position themselves on the road.</p>

\* EYFS participate in Bikeability Balance in the same term as Key Stage 2



# End of Key Stage One and Two Expectations in Physical Education

Developing well-balanced children ready for the 21st Century.

**HEAD (thinking) - HANDS (doing) - HEART (behavioural change)**

Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) this poster is designed to support primary teachers to assess their children at the end of Key Stages One and Two. Most should be well established within the end of Key Stage Attainment Target, a few will still be emerging and a few will be exceeding it.

*N.B. The font in italics is additional to the end of Key Stage One Attainment Target but some children will be able to achieve this.*



- THE THINKING PHYSICAL BEING:**
- Decision maker
  - Analytical-deep understanding
  - Confident
  - Creative

- THE BEHAVIOURAL CHANGE PHYSICAL BEING:**
- Involved and engaged
  - Grows socially and emotionally
  - Builds character and values
  - Leads a healthy active lifestyle

- THE DOING PHYSICAL BEING:**
- Physically competent
  - Grows and develops
  - Physically active
  - Competitive

## Expectations at the National Curriculum End of Key Stage One

**THE THINKING PHYSICAL BEING:**

- Able to make simple decisions and be aware of what they need to do to improve
- Be creative when using and developing skills and tactics in simple sequences and activities



**THE DOING PHYSICAL BEING:**

- Develop fundamental movement skills
- Become increasingly competent & confident & access a broad range of opportunities
- Extend agility, balance & coordination, individually & with others
- Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations

**THE BEHAVIOURAL CHANGE PHYSICAL BEING:**

- Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations
- Keen to participate in activities and clubs both in school and in the wider community

## Expectations at the National Curriculum End of Key Stage Two

**THE THINKING PHYSICAL BEING:**

- Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement
- Should develop an understanding of how to improve in different physical activities and sports
- Learn how to evaluate and recognise their own success



**THE BEHAVIOURAL CHANGE PHYSICAL BEING:**

- Should enjoy communicating, collaborating and competing with each other
- Keen to continue participating in activities and clubs both in school and in the wider community

**THE DOING PHYSICAL BEING:**

- Should continue to apply and develop a broader range of skills
- Develop flexibility, strength, technique, control and balance



# A Simple Guide to National Curriculum Progression in Physical Education



## Early Learning Goals

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

## Key Stage One

Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.



## Key Stage Two

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.

## Key Stage Three

Pupils should build on and embed the physical development and skills learnt in Key Stage 1 & 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.



## Key Stage Four

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.