

King's Court First School – Physical Education – KS1 and KS2

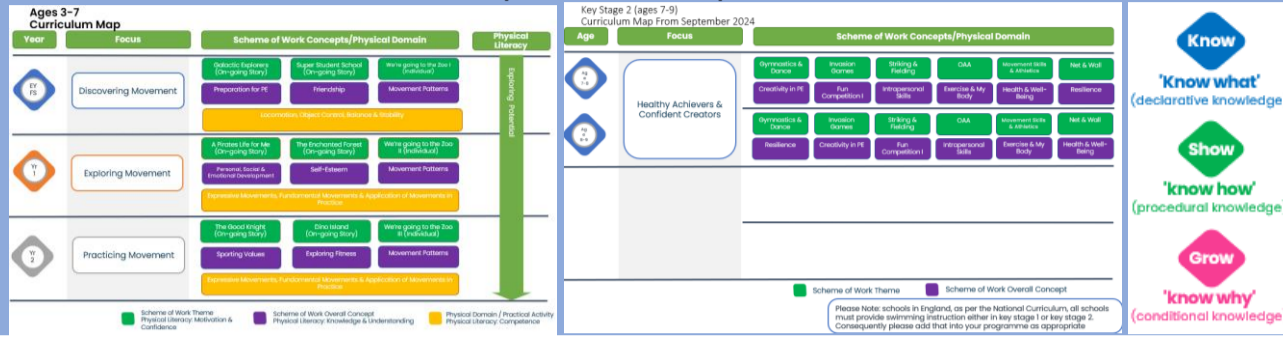
Term 1- All About Us / Our Community

Term 2 – Culture

Term 3 – The Arts

T – Together we build positive relationships with PE
E - Educate the whole child
A- Active throughout our lesson
M – Move well and with confidence

Concept Curriculum Maps Reference



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| Year R | Galactic Explorers (on-going story) | Super Student School (on-going story) | Going to the Zoo (individual) |
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In each unit of work within the EYFS curriculum, the children will develop holistically with the Know, Show and Grow learning objectives. The Know and Grow learning objectives may focus on the concepts seen below:

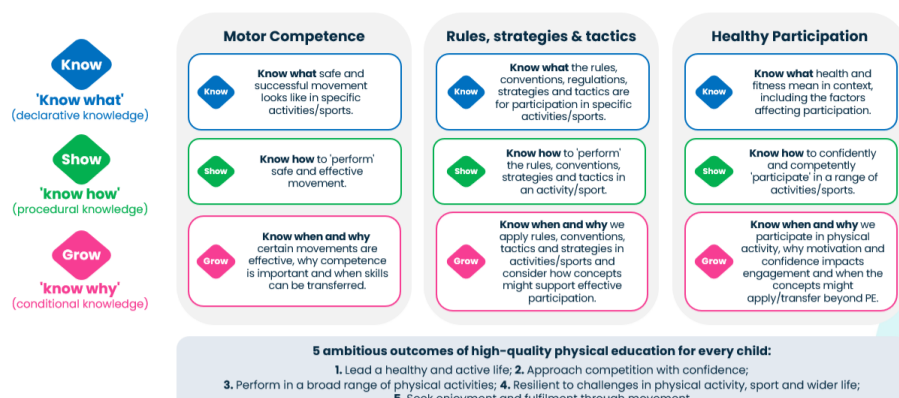
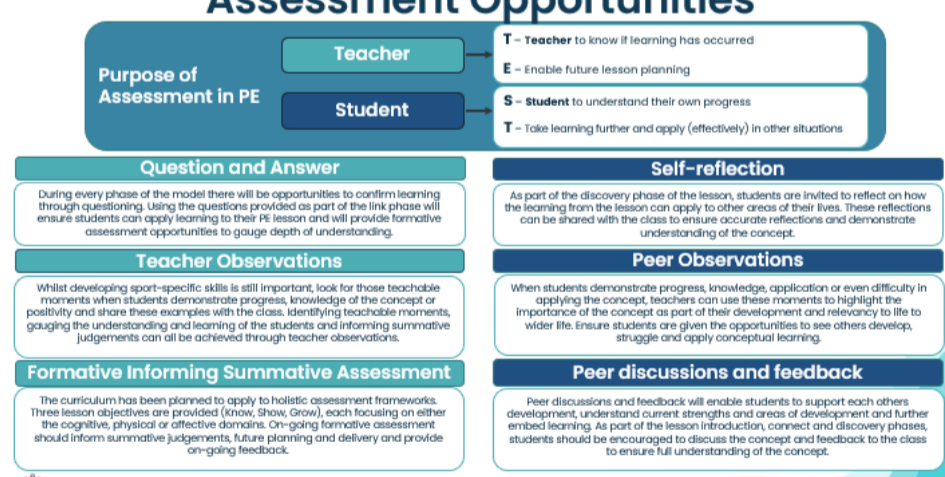
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| Discovering Movement | Unit 1: Discovering Movement Physical Domain Locomotor Movements 1. Walking, Jogging & Running 2. Forwards, Backwards & Sideways 3. Changing Direction 4. Skipping & Galloping 5. Jumping 6. Hopping & Leaping 7. Dodging 8. Crawling, Creeping & Slithering 9. Exploring Space | Discovering Movement Preparation for PE 1. Be Safe, Be Respectful, Have Fun 2. Active Listening 3. Communication 4. Safety in PE 5. Teamwork 6. Effort 7. Fun 8. Unit Summary | Unit 2: Discovering Movement Physical Domain Balance & Stability 1. Feet 2. Front, Back & Side 3. Feet, Hands & Knees 4. Taking off & Landing 5. Staying Still & Moving 6. Stretching 7. Jumping & Hopping 8. Levels 9. Shapes | Discovering Movement Friendship 1. Friends 2. Kindness 3. Talking Respectfully 4. Listening 5. Sharing and Taking Turns 6. Working Together 7. Helping Others 8. Trust 9. Fun | Unit 3: Discovering Movement Physical Domain Object Control 1. Holding & Gripping 2. Picking Up & Putting Down 3. Placing & Aiming 4. Lifting & Carrying 5. Arranging & Assembling 6. Rolling & Bouncing 7. Throwing 8. Dribbling 9. Striking | Discovering Movement Movement patterns 1. Different Speeds 2. Hopping 3. Bending & Stretching 4. Static Balances 5. Rolling & Trapping 6. Throwing & Catching 7. Moving in a Sequence 8. Performing a Sequence |
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| EYFS Profile | Physical Development | | |
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| Year 1 | A Pirates Life for Me (on-going story) | The Enchanted Forest (on-going story) | Going to the Zoo II (individual) |
| Year 2 | The Good Knights (on-going story) | Dino Island (on-going story) | Going to the Zoo III (individual) |

In each unit of work within the KS1 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. The below may make up the Know and Show learning objectives of the lesson. These include, but are not limited to, the skills and techniques listed below:

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| Key Stage 1 | Expressive Movements 1. Big & Small Movements 2. Body Shapes 3. Travelling & Pathway 4. Rhythm 5. Stillness 6. Levels 7. Gestures & Expressions 8. Routines 9. Sharing & Showing Ideas | Fundamental Movements 1. Control with my Body 2. Control with an Object 3. Reacting 4. Aiming 5. Exploring Obstacles 6. Striking 7. Rally 8. Dribbling 9. Bouncing | Fundamental Movements 1. Running 2. Jumping 3. Throwing 4. Catching 5. Kicking 6. Skipping 7. Hopping 8. Travelling 9. Rolling | Application of Movement in Practice 1. Passing with Hands 2. Passing with Feet 3. Receiving 4. Shooting 5. Moving with Objects 6. Attacking 7. Defending 8. Winning 9. Losing |
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| <p>KS1</p> <p>Knowledge Map</p> <p>Reference</p> | <p style="text-align: center;">Exploring the Know, Show & Grow model through Ofsted's '3 Pillars of Progression' in the PE curriculum</p>  <p style="text-align: center;">5 ambitious outcomes of high-quality physical education for every child:</p> <ol style="list-style-type: none"> 1. Lead a healthy and active life; 2. Approach competition with confidence; 3. Perform in a broad range of physical activities; 4. Resilient to challenges in physical activity, sport and wider life; 5. Seek enjoyment and fulfillment through movement | | | | | |
| <p>KS2</p> <p>Knowledge Map</p> <p>Reference</p> | <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p style="text-align: center;">Know (Cognitive)</p> <p>In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn and apply learning through the cognitive domain. This declarative knowledge will make up the Know learning objective of the lesson. Children will look to develop their knowledge within specific physical activities and concepts that are important in PE and beyond.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Activity Specific Knowledge</p> <p>Children will develop their activity specific knowledge. This might include skills, techniques, terminology, rules, tactics and compositional ideas.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;">Application of Concept to PE and Beyond</p> <p>Children will have an opportunity to explore a concept that is important in PE and their wider lives. They will develop their understanding of a concept by applying it to their lesson, wider PE and their life beyond PE.</p> </div> </div> </div> <div style="width: 48%;"> <p style="text-align: center;">Show (Physical)</p> <p>In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. These may make up the Show learning objective of the lesson. The lesson and activity plans will identify the learning through the physical domain using the icons seen in the boxes below.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Fundamental Movement Skills/Movement Patterns</p> <p>The building blocks behind all movement. They underpin activity specific skills e.g. lunge. For the purposes of clarity, these will include locomotion, balance and stability.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Activity Specific Skills</p> <p>These are skills that are utilised within the specific sport or activity e.g. a lunge in badminton when performing a net shot is different to general lunging.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;">Application of Movement in Practice</p> <p>Movement or skill is applied successfully in a practice situation e.g. effective lunge when performing a net shot in badminton.</p> </div> </div> </div> </div> | | | | | |
| <p>Year 3</p> <p>Unit of work</p> | <p style="text-align: center;">Theme: Gym & Dance</p> <p style="text-align: center;">Overall Concept: Creativity in PE</p> | <p style="text-align: center;">Invasion Games Fun Competition I</p> | <p style="text-align: center;">Striking & Fielding/Swimming Interpersonal Skills</p> | <p style="text-align: center;">OAA /Swimming Exercise My Body</p> | <p style="text-align: center;">Movement Skills/Athletics/Swimming Exercise My Body</p> | <p style="text-align: center;">Net & Wall/Swimming Resilience</p> |
| <p>Healthy Achievers & Confident Creators</p> | <ol style="list-style-type: none"> 1. Curiosity 2. Exploration 3. Imagination 4. Open Mindedness 5. Ideas 6. Create | <ol style="list-style-type: none"> 1. Winning 2. Losing 3. Attacking 4. Defending 5. Tactics 6. Movement | <ol style="list-style-type: none"> 1. Self-Confidence 2. Accepting Feedback 3. Self-discipline 4. Distractions 5. Emotions 6. Reflection | <ol style="list-style-type: none"> 1. Heart Rate 2. Breathing Rate 3. Body Temperature 4. Muscles 5. Warming Up 6. Cooling Down | <ol style="list-style-type: none"> 1. Physical Health 2. Mental Health 3. Social Health 4. Mindfulness 5. Dopamine 6. Fitness | <ol style="list-style-type: none"> 1. Resilience 2. Persistence 3. Embracing Failure 4. Positivity 5. Little Improvements 6. Learn from Others |
| <p>Year 4</p> <p>Unit of work</p> | <p style="text-align: center;">Theme: Gym & Dance Swimming</p> <p style="text-align: center;">Overall Concept: Resilience</p> | <p style="text-align: center;">Invasion Games/ Swimming Creativity in PE</p> | <p style="text-align: center;">Striking & Fielding Fun Competition I</p> | <p style="text-align: center;">OAA Interpersonal Skills</p> | <p style="text-align: center;">Movement Skills/Athletics /Swimming Exercise My Body</p> | <p style="text-align: center;">Net & Wall /Swimming Exercise My Body</p> |
| <p>Healthy Achievers & Confident Creators</p> | <ol style="list-style-type: none"> 1. Resilience 2. Persistence 3. Embracing Failure 4. Positivity 5. Little Improvements 6. Learn from Others | <ol style="list-style-type: none"> 1. Curiosity 2. Exploration 3. Imagination 4. Open Mindedness 5. Ideas 6. Create | <ol style="list-style-type: none"> 1. Winning 2. Losing 3. Attacking 4. Defending 5. Tactics 6. Movement | <ol style="list-style-type: none"> 1. Self-Confidence 2. Accepting Feedback 3. Self-discipline 4. Distractions 5. Emotions 6. Reflection | <ol style="list-style-type: none"> 1. Heart Rate 2. Breathing Rate 3. Body Temperature 4. Muscles 5. Warming Up 6. Cooling Down | <ol style="list-style-type: none"> 1. Physical Health 2. Mental Health 3. Social Health 4. Mindfulness 5. Dopamine 6. Fitness |
| <p>Assessment Reference</p> | <p style="text-align: center;">Assessment Opportunities</p>  <p>Purpose of Assessment in PE</p> <ul style="list-style-type: none"> Teacher <ul style="list-style-type: none"> T - Teacher to know if learning has occurred E - Enable future lesson planning Student <ul style="list-style-type: none"> S - Student to understand their own progress T - Take learning further and apply (effectively) in other situations <p>Question and Answer</p> <p>During every phase of the model there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.</p> <p>Teacher Observations</p> <p>Whilst developing sport-specific skills is still important, look for those teachable moments when students demonstrate progress, knowledge of the concept or positivity and share these examples with the class. Identifying teachable moments, gauging the understanding and learning of the students and informing summative judgements can all be achieved through teacher observations.</p> <p>Formative Informing Summative Assessment</p> <p>The curriculum has been planned to apply to holistic assessment frameworks. Three lesson objectives are provided (Know, Show, Grow), each focusing on either the cognitive, physical or affective domains. On-going formative assessment should inform summative judgements, future planning and delivery and provide on-going feedback.</p> <p>Self-reflection</p> <p>As part of the discovery phase of the lesson, students are invited to reflect on how the learning from the lesson can apply to other areas of their lives. These reflections can be shared with the class to ensure accurate reflections and demonstrate understanding of the concept.</p> <p>Peer Observations</p> <p>When students demonstrate progress, knowledge, application or even difficulty in applying the concept as part of their development and relevancy to life to wider life. Ensure students are given the opportunities to see others develop, struggle and apply conceptual learning.</p> <p>Peer discussions and feedback</p> <p>Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning. As part of the lesson introduction, connect and discovery phases, students should be encouraged to discuss the concept and feedback to the class to ensure full understanding of the concept.</p> | | | | | |
| <p>Continuous Provisions</p> | <p>60 Active minutes a day</p> <p>Activity trails: playtime</p> <p>Active lunchtimes</p> <p>5-a-day</p> <p>Movement breaks</p> | | | | | |
| <p>Deliberate choices</p> | <p>Curriculum aims to get every child off to the best possible start and lay the foundations for a physically active life</p> <p>The curriculum design aims to support teachers to deliver immersive and engaging story-based activities in early years and key stage 1, progressing through to activity-based lessons in lower key stage 2</p> <p>Works directly with health and well-being for an individual for the rest of their life</p> <p>Children develop intra and inter-personal skills, gaining a better understanding of their bodies and mind (links with science, PSHE and My Happy Minds programme)</p> <p>Promotes positive experiences of PE through conceptual learning and engaging in physical activity – not solely through competition</p> <p>Supportive of teacher’s CPD and developing primary PE lessons in a first school</p> <p>Social justice and protective characteristics included, for example equality and equity so everyone is treated the same regardless of need or any other individual difference</p> | | | | | |