

# Physical Education Framework - Core Content

At Star Primary School,

## Curriculum:

[Article 13](#) (freedom of expression) every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

[Article 16](#) (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

[Article 17](#) (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

[Article 31](#) Children have the right to relax, play and take part in a wide range of activities

[Article 24](#) Children have the right to be healthy



# Core Strands:

National Curriculum core strands are: **Acquiring and developing skills, applying and using tactics and evaluating and improving performance.** These are then broken down into a more holistic approach of Thinking (head), Physically Doing (Hands) and Feeling (heart)

## THINKING

### Evaluating & Improving

- Describe a performance
- Compare a performance
- Analyse a performance
- Evaluate a performance

### Leadership

- Assist
- Manage
- Organise
- Lead

### Decision Making

- React
- Respond
- Influence
- Command

## PHYSICALLY DOING

### Fitness

- Effort
- Energy
- Commitment
- Intensity

### Performance

- Control
- Precision
- Fluency
- Creativity

## FEELING

### Fair Play

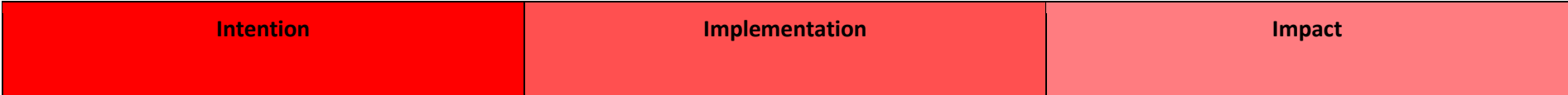
- Respect
- Teamwork
- Sporting behaviour
- Etiquette

### Mindset

- Engaged
- Determined
- Persistent
- Command
- Resilient



# Curriculum Offer:



Through the PE curriculum we will build on sustained progression from EYSF through to year 6 following the National Curriculum. The curriculum is delivered following the areas of acquiring and developing skills, applying skills and using tactics and evaluating and improving performance. Through this progressive approach, year by year their understanding, ability and confidence to perform will grow.

At Star we want all our children to enjoy sport and physical activity. We want them to be actively engaged in lessons. Effective delivery of the PE National Curriculum expectations will ensure that children at Star develop into thinking physical beings which impact on the behavioural change and develop a lifelong love and understanding of the benefits of physical activity to their physical and mental health.

All children have weekly PE lessons. In Reception and KS1 and year 3 they have 3 PE sessions a week and in KS2 they have 2 PE sessions a week and all children across the school have an hour's physical activity on Fit Friday.

**EYFS** and **KS1** work on basic fundamental skills through game based activities, gymnastic activities and dance. Year 1 and 2 develop their body management through the Key Steps Gymnastics. Apparatus Gymnastics is also taught promoting safe use, physical and mental challenge, aesthetics and movements literacy.

**Lower KS2** work on more specific skills related to sports such as Hockey, Tag Rugby, Football and Basketball. Lessons are all skill based with small sided/ adapted games to imbed learning. In **Upper KS2** they take part in more recognised versions of individual sports following on progressively from skills taught in lower KS2 and start developing tactical awareness. KS2 gymnastics follows the Key Steps Gymnastics scheme started in year 1 further developing body management and vaulting skills. In KS 2 children also start to develop performance skills in gymnastics and dance. Progressively developing gymnastics routines on apparatus and dance Choreography as individuals and with others.

Movement/ intervention groups are provided for children whose physical literacy requires extra support or children who lack confidence or require a physical outlet.

Children can participate in sport related clubs, school teams and intra school teams.

At Star children are engaged and happy in PE lessons and show progressive improvement year on year. Children get to represent the school at a variety of different levels, from inclusive SEND sporting events, to borough competitions that lead through to potential representation at a borough level in the London Youth Games.



## Enrichment

Children at Star Primary are given many enrichment opportunities within PE, sport and physical activity. We offer many sports clubs, some run by outside coaches and some run by our own PE staff. Children get a chance to represent the school in many different sports teams against other schools in the borough, but we also offer a lot of intra school competition in the form of sports days, dance mat competitions. Children also get the opportunity to complete sports leader training. All children in the school are also involved in our annual Big Dance.

Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum link across all key stages</b>		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	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	Use running, jumping, throwing and catching in isolation and in combination	Use running, jumping, throwing and catching in isolation and in combination	Use running, jumping, throwing and catching in isolation and in combination	Use running, jumping, throwing and catching in isolation and in combination
		Participate in team games, developing simple tactics for	Participate in team games, developing simple tactics for	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	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles



		<p>attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p>attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p>defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>suitable for attacking and defending</p> <p>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>Perform dances using a range of movement patterns</p>	<p>Perform dances using a range of movement patterns</p>	<p>Perform dances using a range of movement patterns</p>
				<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Perform dances using a range of movement patterns</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>
				<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
						<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Physically Doing</b></p>	<p>Moves freely with pleasure and confidence in different ways. Crawling, skipping, running etc and can experiment with different ways of moving.</p> <p>Able mount stairs and climbing equipment.</p> <p>Runs skillfully and negotiates space.</p> <p>Can monotonerilly stand on one foot.</p> <p>Can catch a large ball.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space when chasing and racing and can adjust speed and direction.</p> <p>Can confidently skip in time to music</p>	<p>Manage space safely showing good awareness of each other.</p> <p>Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing.</p> <p>Copy and explore basic body actions and movement patterns.</p> <p>Show some control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Sustain effort throughout lesson</p>	<p>Repeat and perform short sequences in which there is a clear beginning, middle and end.</p> <p>Show a good awareness of others in running, chasing and avoiding games.</p> <p>Sustain energy levels</p>	<p>Show control, accuracy and fluency of movement when performing actions on their own and with a partner on both floor and apparatus.</p> <p>Pass, receive and dribble the ball keeping control of possession.</p> <p>Strike a ball with intent and throw it more accurately when bowling or fielding.</p> <p>Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination.</p> <p>Throw a range of implements into a target.</p> <p>Sustain energy levels</p>	<p>Combine travelling, rolling, jumping and balancing actions and maintain the quality of performance when performing at the same time as a partner on both floor and apparatus.</p> <p>Continue to pass, receive and dribble the ball keeping control of possession with greater accuracy.</p> <p>Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination.</p> <p>Throw a range of implements into a target.</p> <p>Work with determination and sustain</p>	<p>Repeat accurately longer sequences with more complex actions, with an emphasis on quality of movement.</p> <p>Perform specific skills and movement patterns for different dance styles.</p> <p>Perform specific skills and movement patterns for different dance styles.</p> <p>Sustain their pace over longer distances, throwing and jumping with greater control and accuracy.</p>	<p>Increase complexity of sequences by varying directions, levels and pathways</p> <p>Perform fluently with control when working individually, with a partner or a small group.</p> <p>Create motifs that demonstrate their dance idea.</p> <p>Hit the ball with purpose, varying the speed, height and direction in order to outwit their opponent.</p> <p>Sustain their pace over longer distances, throwing and jumping with greater control and accuracy.</p>
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effort and energy  
levels



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Feeling</b></p>		<p>Respectful of each other and equipment</p> <p>Engaged and on task throughout lessons</p>	<p>Know how to score and keep to rules of simple games.</p> <p>Engaged and on task throughout lessons</p>	<p>Perform short dances whilst working with a partner or small group, incorporating different qualities and dynamics into their movements.</p> <p>Are familiar with and use set rules and play fairly within these.</p> <p>OAA Understand the purpose of the activity and plan actions to solve the problems they are set.</p> <p>Be determined to improve performance</p>	<p>..... performing at the same time as a partner on both floor and apparatus.</p> <p>Work well as a team to make it hard for the batter beginning to think about tactics to work as a team.</p> <p>Be determined to improve performance</p>	<p>Develop methods of defending their goal for example marking the opposition and positional awareness. (team work)</p> <p>Work persistently to achieve desired outcomes</p> <p>Understand</p>	<p>Use physical and teamwork skills well in a variety of different challenges.</p> <p>Work persistently to achieve desired outcomes</p> <p>Understand</p>
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Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Thinking		<p>Describe own and others performance</p> <p>React to a range of stimuli</p>	<p>Devise and repeat and perform short sequences in which there is a clear beginning, middle and end.</p> <p>Explore ideas, moves and feelings by improvising and experimenting with actions in response to stimuli.</p> <p>Compare performances</p>	<p>Compare performances</p> <p>Assist in leading small groups in activities</p> <p>Respond to a range of stimuli</p> <p>OAA Understand the purpose of the activity and plan actions to solve the problems they are set.</p>	<p>Use different compositional ideas such as unison, canon (same action performed one after each other), opposition when creating longer, more complex dance phrases.</p> <p>Choose and use batting and throwing skills to make the game hard for their opponents.</p> <p>Recognise that there are different styles of running, jumping and throwing and select the best for a particular challenge.</p> <p>Describe and evaluate the effectiveness and quality of performance</p> <p>Recognise aspects of</p>	<p>Adapt sequences to include apparatus, partner or small group work.</p> <p>Respond consistently in the games they play, selecting and applying skills which meet the needs of the situation.</p> <p>Use a variety of tactics to keep the ball e.g. changing speed and direction.</p> <p>Devise and carry out small group warm ups.</p> <p>Judge the strengths and weaknesses of performance and be able to make changes that improve their team and or individual performance</p>	<p>Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.</p> <p>Begin to choose and use different formations to suit the needs of a game.</p> <p>Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding.</p> <p>Use a variety of maps and plans accurately recognising symbols and features.</p> <p>Take the lead when devising and delivering group warm ups and skill development drills</p>
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					performance that require improving		Watch own and others performances and suggest improvements for specific purposes.
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<b>In the Classroom</b>						
	<b>Human Rights</b>	<b>Media Mayhem</b>	<b>The Earth Our</b>	<b>Express Yourself</b>	<b>Global Treasures</b>	<b>Healthy Hearts</b>

			Home			
<b>EYFS</b>	We are .....		Gymnastics based on animal movements to create different speed and level and type of movement	Dance linked to action songs, Disney films. Always an element of freestyle. Happy smiles when we dance make us feel happy inside. Performance in the Big Dance.		
<b>Year One</b>			Same as in reception but lesson progresses onto large apparatus	Dance linked to action songs, Disney films. Always an element of freestyle. Happy smiles when we dance make us feel happy inside. Performance in the Big Dance.		
<b>Year Two</b>			Same as reception and year 1 but children now start to link their different moves to create a sequence.	Dance linked to action songs, Disney films. Always an element of freestyle. Happy smiles when we dance make us feel happy inside. Performance in the Big Dance.		
<b>Year Three</b>			Dance in preparation for Big Dance. Music and style of dance changes each year but the theme is linked to the earth our home	Dance for performance in the Big Dance but emphasis is on how we can express ourselves through dance and how we can create feelings and emotions in ourselves and others by our performance and choice of music and style of dance. Children learn 3 different styles of dance across s1 and s2		
<b>Year Four</b>			Dance in preparation for Big Dance. Music and style of dance	Dance for performance in the Big Dance but emphasis		





			changes each year but the theme is linked to the earth our home	is on how we can express ourselves through dance and how we can create feelings and emotions in ourselves and others by our performance and choice of music and style of dance. Children learn 3 different styles of dance across s1 and s2		
<b>Year Five</b>			Dance in preparation for Big Dance. Music and style of dance changes each year but the theme is linked to the earth our home	Dance for performance in the Big Dance but emphasis is on how we can express ourselves through dance and how we can create feelings and emotions in ourselves and others by our performance and choice of music and style of dance. Children learn 3 different styles of dance across s1 and s2		
<b>Year Six</b>			Dance in preparation for Big Dance. Music and style of dance changes each year but the theme is linked to the earth our home	Dance for performance in the Big Dance but emphasis is on how we can express ourselves through dance and how we can create feelings and emotions in ourselves and others by our performance and choice of music and style of dance. Children learn 3 different styles of dance across s1 and s2		

