

Focus Areas

The curriculum is broken into 6 Focus Areas, 3 per key stage.



Key stage 1

The 'Fundamentals of movement' to give children the key building blocks of physical literacy



The ability of the body to change direction and stop and start quickly and accurately while maintaining balance. Agility is the movement of the body at speed when it is both balanced and co-ordinated.



Defined as the state in which a body or object can remain reasonably steady and stable. Balance is established when the centre of gravity (CoG) is over the base of support.



The skilful and balanced sequencing of the body and its segments to produce movement of the body and generate force.

Key stage 2

Taking the fundamentals further and developing the social skills and physical literacy elements



The role thinking, understanding and decision making play in achieve controlled physical literacy and success in physical activity .



The individual core elements of physicality (e.g strength, speed etc) which are combined to produce results.



The ability to manipulate your body and sports equipment to achieve the greatest advantage in physical activities.




Skill Areas



Each of these Focus Areas are then broken down into 6 key areas of physical literacy. Throughout the school year each child will be taught in these 18 Key Stage specific skill areas, which they will look at least twice (but never in isolation - e.g. it is impossible to carry out a balancing practice without using and reinforcing skills learned in co-ordination drills) so that they build up their bank of transferable skills and become physically literate.

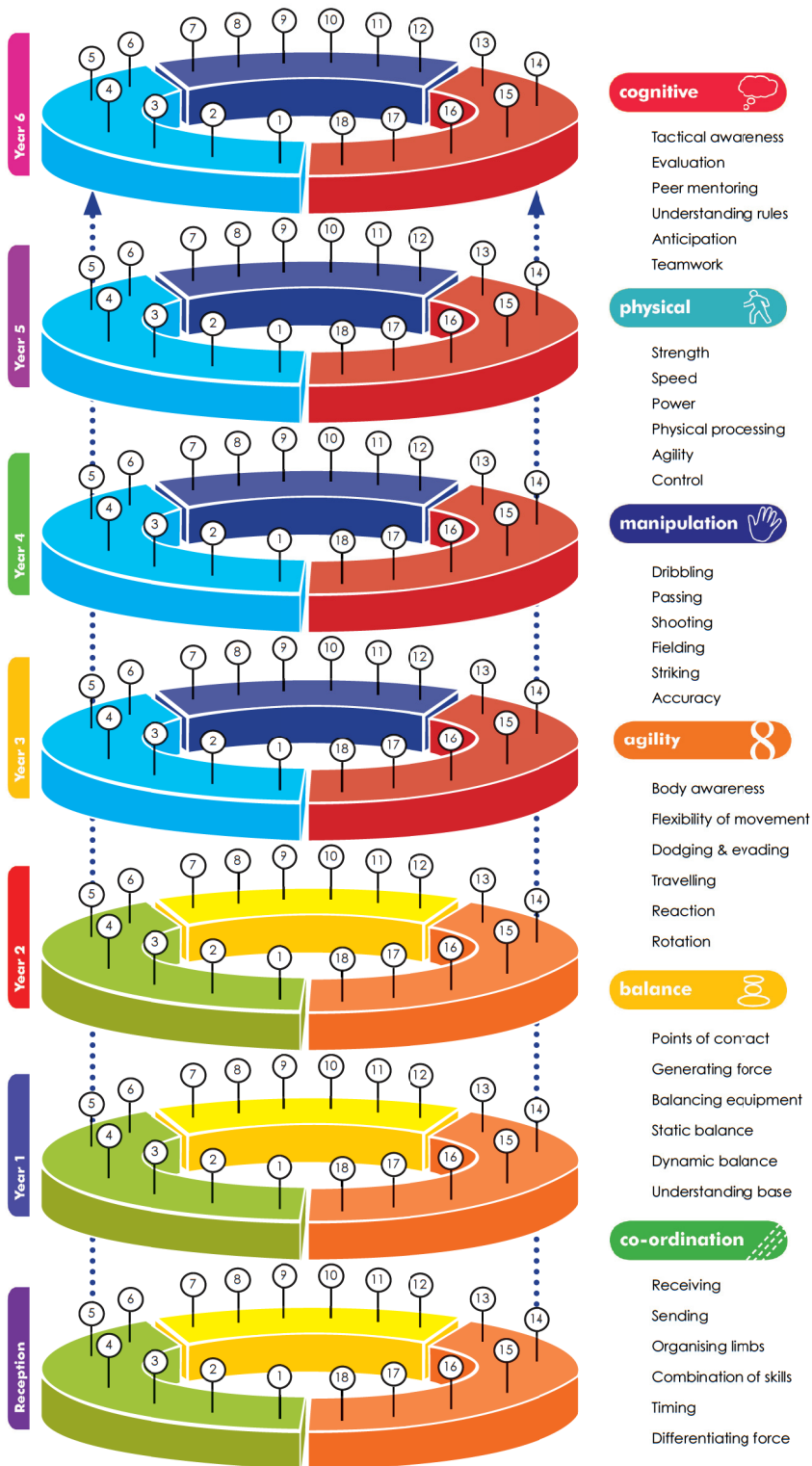
As well as developing within a school year children will build their physical literacy year on year, with a series of tasks and challenge levels that go from introductions to basic skills in Reception to in-game application of skills in year 6.

Key Stage 1 - Fundamentals of Movement

agility 	balance 	co-ordination 
Body awareness	Points of contact	Receiving
Flexibility of movement	Generating force through transferring weight	Sending
Dodging & evading	Balancing equipment	Body position
Travelling	Static balance	Combination of skills
Reaction	Dynamic balance	Timing
Rotation	Understanding base and Centre of gravity	Differentiating force

Key Stage 2 - Transferable skills

cognitive 	physical 	manipulation 
Tactical awareness	Strength & Stamina	Dribbling
Evaluation	Speed	Passing
Peer mentoring	Power	Shooting
Understanding of rule	Physical processing	Fielding
Anticipation	Agility	Striking
Teamwork	Control	Accuracy



Spiral Framework

The transferable skills are taught in a spiral curriculum, meaning that we look to embed and contextualise the skills during each academic year. Then, as they move up through school there is a vertical increase in the challenge levels in each of the skill areas.

This is best explained with the following analogy: A child in reception is taught how to balance on one leg.; In year 6 they are taught how and when to apply side steps in a game situation.

Each year sees a vertical progression in the end of year expectation between the two points. but within the year, the full range of skills is taught. This is designed to give child a full physical literacy tool kit.

KS1

KS2

WEEK	FOCUS AREA	SKILL AREA	FOCUS AREA	SKILL AREA	THREAD
1	AGILITY	body awareness	PHYSICAL	power	fitness circuit
2	AGILITY	flexibility of movement	COGNITIVE	peer mentoring	slcmball
3	BALANCE	points of contact	MANIPULATION	dribbling	invasion/endzones
4	BALANCE	dynamic balance	COGNITIVE	tactical awareness	dodgeball
5	COORDINATION	sending	MANIPULATION	passing	ball games
6	COORDINATION	differentiating force	COGNITIVE	team work	throwing & catching
7	AGILITY	dodging and evading	PHYSICAL	agility	rugby
8	AGILITY	travelling	COGNITIVE	understanding rules	hockey
9	BALANCE	generating force through transfer of weight	MANIPULATION	shooting	football
10	BALANCE	balancing equipment	PHYSICAL	control	tennis
11	COORDINATION	sending	MANIPULATION	passing	basketball
12	COORDINATION	receiving	COGNITIVE	anticipation	netball
13	AGILITY	dodging and evading	MANIPULATION	shooting	dodgeball
14	Game Day & Assessment point 1				competitive play
15	AGILITY	reactions	PHYSICAL	physical processing	benchball
16	AGILITY	body awareness	PHYSICAL	strength and stamina	gymnastics
17	BALANCE	understanding base	COGNITIVE	peer mentoring	gymnastics
18	COORDINATION	organising limbs	PHYSICAL	physical processing	dance
19	COORDINATION	timing	COGNITIVE	evaluation	dance
20	BALANCE	static balance	MANIPULATION	accuracy	dodgeball
21	AGILITY	rotation	COGNITIVE	tactical awareness	cricket
22	BALANCE	balancing equipment	PHYSICAL	power	rounders
23	COORDINATION	combination of skills	MANIPULATION	fielding and catching	cricket
24	BALANCE	dynamic balance	PHYSICAL	speed	rounders
25	COORDINATION	timing	MANIPULATION	striking	tennis
26	Game Day & Assessment point 2				competitive play
27	COORDINATION	receiving	MANIPULATION	dribbling	endzone games
28	COORDINATION	organising limbs	MANIPULATION	fielding and catching	throwing & catching
29	BALANCE	points of contact	COGNITIVE	anticipation	running
30	BALANCE	generating force through transfer of weight	PHYSICAL	speed	jumping
31	COORDINATION	combination of skills	PHYSICAL	strength and stamina	jumping
32	COORDINATION	differentiating force	MANIPULATION	accuracy	throwing & catching
33	Primary Skills, Fitness & Agility tests				
34	AGILITY	rotation	PHYSICAL	agility	rugby
35	AGILITY	flexibility of movement	COGNITIVE	evaluation	fitness circuit
36	BALANCE	static balance	MANIPULATION	striking	cricket
37	BALANCE	understanding base	PHYSICAL	control	endzone games
38	AGILITY	travelling	COGNITIVE	team work	outdoor and adventurous
39	AGILITY	reactions	COGNITIVE	understanding rules	outdoor and adventurous

Delivery Schedule

The PE planning is mapped out, for the whole year so teachers can see when each of the transferable skills is being taught and what activity the coach will use to deliver that skill area.

The whole range of the PE national curriculum is taught (with the exception of swimming) through this framework.

The periodic game days and assessment points give the coach the opportunity to see a range of transferable skill areas being put into practice to assess the pupils.

This creates defined assessment points to track progress in the 18 skill areas.

The system of assessing children at the 3 defined points in the year in the 18 skill area (plus an attitude score) produces an individual PE report for every pupil in this format...

INDIVIDUAL PE REPORT

School	Rockcliffe Primary
Class	1fh Sept2016
Keystage	1

Name	Albert	Adomah
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ID	4814	M
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SchoolTerm	Attitude	Body Awareness	Flexibility of Movement	Dodging And Evading	Reactions	Rotation	Travelling
1	4	4	4	4	2	4	4
2	5	5	6	6	3	7	7
3	8	7	7	8	4	7	8
progress	4	3	3	4	2	3	4

Points Of Contact	Dynamic Balance	Generating Force	Balancing Equipment	Understanding Base	Static Balance
4	4	5	3	4	3
6	5	6	4	5	5
8	6	7	6	6	5
4	2	2	3	2	2

Sending	Differentiating Force	Receiving	Organising Limbs	Combination of Skills	Timing
4	4	3	4	3	4
5	5	5	6	5	5
6	8	8	6	7	6
2	4	5	2	4	2

Here are the challenges you were set this year

Body Awareness	identify right and left hand and right and left foot
Flexibility of Movement	travel using side steps on both sides
Dodging And Evading	touch opposite hand to foot (both sides)
Reactions	Get body in a start position and start running on command, ready; steady; go
Rotation	throw a ball over arm with both left and right hand
Travelling	Run continuously for 30 seconds
Points Of Contact	balance on all fours for 10 seconds
Dynamic Balance	hop on 1 leg on the spot 10 times(both sides)
Generating Force	Perform a standing jump off two feet and land on two feet
Balancing Equipment	Balance a beanbag on your head and a bean bag on a plastic racket and walk 5 metres
Understanding Base	bring my arms up when balancing
Static Balance	kneeling down, balance a beanbag on your head and on a plastic tennis racket in each hand, with a straight arm for 10 seconds
Sending	throw a ball to a partner using an underarm throw
Differentiating Force	understand how to roll a ball to a partner at different speeds
Receiving	catch a beanbag at a variety of heights, feet, waist, above head etc.
Organising Limbs	increase the tempo of my dancing in time with a change in speed of a rhythm
Combination of Skills	Run and jump over a number of hurdles/obstacles in a relay race
Timing	strike a bouncing sponge ball with my hand (both sides)

take my own pulse to check my heart rate - recognise what happens when I am tired
anticipate, dodge and evade others coming in opposite direction
jump off two feet and land on one foot (both left and right)
receive a bean bag
pass a ball to someone behind me, by swivelling at the waist
Carry a rugby ball, basketball, hockey stick, football, safely and appropriately
Set off running from an all fours position
catch a bean bag standing on one leg (both sides)
run and kick a ball from a cone with right and left foot 10 metres
balance a beanbag on a plastic tennis racket, right and left hand and walk 10m
exert pulling force on a hula hoop with a partner whilst standing on one leg (both sides)
stand on one leg for 5 seconds (on both sides) with eyes closed and finger on nose
kick a static football (with both feet) to a partner 5mtrs away
change how you throw a ball at targets 2m, 4m, 6m away
move to receive a thrown beanbag and hold hands ready in cup position
move to get in line to receive a rolled ball
bounce a tennis ball and catch it with one hand (both hands)
perform claps in time with a musical beat

+

I attended the following extra school activities:

	HOURS
After school club football - Mondays Y3-Y4	5
School football game 01/01/17	2
	7

