Physical Education Curriculum Overview  
Key Stage Two

Aims

As the second phase of curriculum development for Physical Education at school it is important that the curriculum for Key Stage Two pupils provides effective progression from the new Foundation and Key Stage One Curriculum, seamlessly continuing the development of each and every pupil in the subject. It is hoped by placing the correct focus and attention on and during Physical Education lessons and associated games sessions at this key stage, that each and every individual pupil will continue to find success relative to his own personal needs and therefore develop to his or her full potential in the subject area.

The following overview gives detail to how we propose to help the pupils at Nechells Primary E-ACT Academy to achieve these goals and some of the theory behind our plans. It is hoped that this document will assist teachers and associated staff delivering Physical Education and games at these age groups to plan and evaluate their delivery with a common focus to achieve the best possible outcomes for our pupils. It is also hoped that it will help all other associated with Nechells Primary E-ACT Academy, including other teachers and staff, governors, parents, extended family members and the pupils themselves, to understand and help to improve wherever possible the development of our pupils through physical activity.

Building on Solid Foundations

As the focus of the new curriculum at Foundation Stage and Key Stage One is based upon the development of each of our pupil’s four key movement skills of agility, balance, co-ordination and speed. It is important that the new curriculum at Key Stage Two builds directly on this development and gives each pupil the opportunity to continue to improve their physical literacy to the point where they can successfully apply their capabilities to a variety of activities in Physical Education and sport.

Developing each pupil’s ABC’s will therefore not stop at the end of Year Two. As each and every pupil is different and progresses at his own pace, development will continue to be an on-going process in Key Stage Two. This said the progression of these basic movement skills into the execution of more complex movement and sport specific skills will however begin in Key Stage Two.

Moving From Multi Skills Activities to Specific Sports

As the new Foundation Stage and Key Stage One curriculum teaches through multi skills activities where the basic movement skills can be experienced and practised without having to learn complex sports specific skills, the question of when more complex skills are to be introduced needs consideration. It is our belief that to move straight to sports specific activities at Year Three is not ideal as the development and refinement of the pupil’s movement skills and physical literacy maybe compromised with the challenge and expectation
of learning the intricacies of individual sports alongside those they are beginning to learn in their games sessions at this young age.

After lengthy consideration it has been decided to split Key Stage Two into two distinct phases. Years Three and Four being taught through six generic physical activity blocks that allow the teacher flexibility and variety in which games, practices and challenges through which to teach. It is hoped this flexibility will enable maximum activity in lessons to continue the development of each pupil’s physical literacy, alongside introducing some important basic sporting principles and concepts that will begin to develop and progress the pupils Physical Education.

Application of the pupil’s movement skills will then be delivered in sport specific activities in Years Five and Six, when it is hoped that each and every pupil will have developed the desired movement skills to be successful in these sporting activities and therefore benefit from their delivery. The six specific sporting activities will be selected to supplement and compliment the main games activities of the school in order to give pupils as much breadth and variety in the physical activities that they participate in school time. These activities will be taught in Year Five and then repeated in Year Six to allow pupils the chance to learn, practise and refine the skills required in each of the sports chosen.

**Developing the Completely Physically Educated Child**

Alongside the physical development of our pupils, it is important to consider their cognitive, social and emotional development through physical activity and the situations and challenges that occur in sport. These aspects can be overlooked in Physical Education and the important role the subject can play in these areas of a pupil’s development. Although elements of these aspects of Physical Education and sport will have been introduced at Foundation and Key Stage One, they will become a more implicit part of delivery in the subject at Key stage Two.

The pupils will begin to consider how, when and why to perform certain skills or movements and then will be given the opportunity to make decisions based on their growing knowledge and understanding. They will have many chances to work alone, together with partners and in teams with their peers and be given assistance on how this may be done successfully, developing important skills such as communication, co-operation, problem solving and leadership along the way. They will be set many different challenges and given the chance to compete with and against class mates to experience the intrinsic and extrinsic pressures that these challenges may bring. Considering how best to handle these pressures for positive outcomes and hopefully learning how to treat success and failure, winning and losing, equally and in fair proportion.

**Assessment for Learning**

In Key Stage Two, the pupil’s will be given regular opportunities to assess their work in order to know where they are and what they have to work on to improve. In partnership with their teachers, the pupils will evaluate their work against the focus and objectives of the lessons they are taught, these are presented to the pupils in the form of bronze, silver and gold award schemes and help them to come to their own conclusions on how they are doing. Active
involvement and engagement with assessing the learning process will hopefully consciously aid and accelerate their development in the subject.

This overt assessment will be a formal process, planned and monitored by the pupil’s teachers in order to inform subsequent lesson design. Individualising the learning experience for each pupil and allowing the teacher to cater for the needs of each child. It is hoped that this will also assist teachers with reporting clearly and effectively to parents on their child’s progress in the subject.