**Intent:**

**Our intent is to develop the whole child by having a holistic approach to development. We develop the physical, cognitive and affective development of children, so they know, show and grow.**

**Physical-** what we are doing (the driver/physical driver) **(HANDS) SHOW- How**

**Cognitive**- metacognition thinking – teaching the pupil to think about thinking - Key NC links (POWER OF THREE) three points **(HEAD)** **KNOW- What**

**Affective**- how we feel/ attitudes (using value- link to school value) **(HEART)** feeling- social/emotional) **GROW- Why**

**Physical development key:**

**Gross motor skills (GMS**): coordination of the arms, legs and other large body parts

**Fine motor skills (FIMS):** smaller movements that occur in the wrist, Hands, fingers, feet and toes.

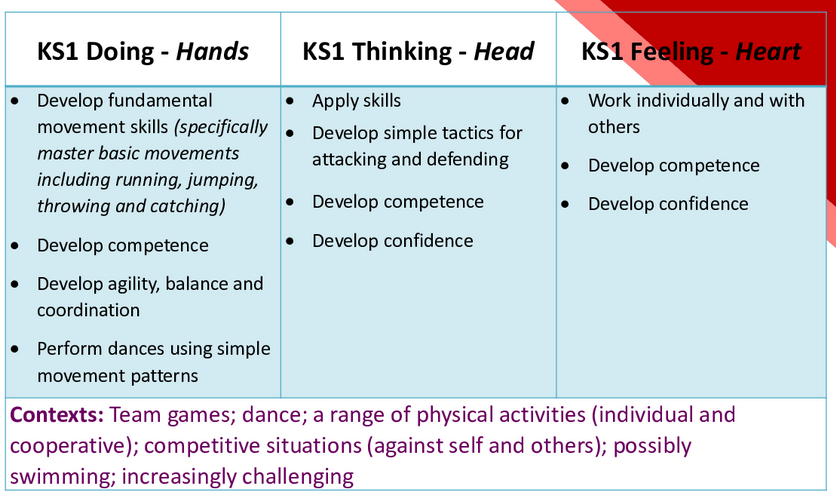
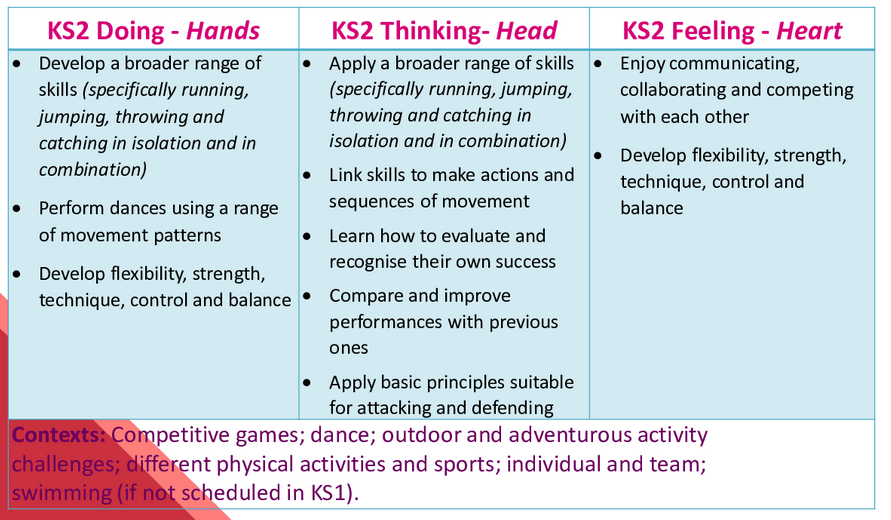
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| --- | --- | --- | --- | --- | --- | --- |
| **Fundamentals of movement: (FOM)**  **AGILTY** – start and stop, change direction, change of speed, high and low, reaction, sequenced movement  **BALANCE** - static, dynamic, rotational, counter  **COORDINATION**  **Object control Skills- (OCS)** | **Fundamental Movement Skills: (FMS)** | | | **Fundamental Sport Skills: (FSS)** | | |
| **Locomotor** | **Stability** | **Manipulation** | **Invasion** | **Striking and fielding-** | **Net-Wall** |
| Walking  Running  Hopping  Skipping  Bounding  Leaping  Jumping  Rolling  Galloping  Sliding  Dodging | Balancing  Landing  Turning  Twisting  Bending  Stretching  Extending  Flexing  Hanging  Bracing  Rotation | Throwing  Catching  Striking  Kicking  Dribbling  Bouncing  Pulling  Pushing  Carrying  Trapping  Collecting | Teamwork  Decision making  Spatial Awareness  Tactics  **Athletics:**  Starting  Jumping  Running  Power  Strength  Flexibility | Communication  Travelling  Striking- body part, direction, accuracy, power, preparation, contact, follow through, recovery  Sending- static target, moving target, overarm, underarm  Receiving- eyes, hands, feet, base, head, preparation, different objects | Volley  Bounce  Over a barrier  Spins  Tactics  Recovery  **Creative Movement**:  Rhythm  Body Coordination  Spatial Awareness  Free expression  Strength |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FOCUS | | Term 1 | | Term 2 | | | Term 3 | | | Term 4 | | Term 5 | | Term 6 | | |
| OUR PHYSICAL DEVELOPMENT FOCUS  (HANDS) | | **Body Management (FOM)**  **Development** | **FOM development**  **(OCS)** | **Balance, Flexibility, Control and Strength**  **(FMS)** | | **Outdoor Adventurous Activity**  **(FMS)** | **Creative movement Development**  **(FOM, FMS)** | **Multi Skill**  **Development**  **(FOM,FMS)** | | **Net/Wall Development**  **(FSS)** | **Hand Invasion (FMS) Development**  **(FSS)** | **Quad kids Athletics**  **(FSS)** | **Hand Invasion (FMS) Development**  **(FSS)** | **Sports Day practice and free PE**  **(FSS)** | **Striking and Fielding Development**  **(FMS)** | |
| VEHICLE/SPORTS WE CAN USE  (HANDS) | | **Tag Rugby, Kabbadi** | **Football, Hockey** | **Gymnastics** | **Orienteering/**  **Team games** | | **Dance** | | **Team games- e.g capture the flag** | **Tennis, Badminton, TT, Volleyball** | **Hockey ,Handball, dodgeball** | **Athletics** | **Basketball, Netball, Shuffle ball** | **Sports Day events** | | **Cricket, Rounders, Baseball, Kickball, Longball** |
| National Curriculum focus  (POWER OF THREE)  (HEAD/HANDS  HEART) | **THEME:**  **EYFS/KS1** | **SUPERHEROES**  **LOOK**  **MOVE**  **AVOID** | **SUPERHEROES**  **DUEL**  **WIN**  **LOSE** | **CIRCUS**  **MOVE**  **BALANCE**  **LAND** | **ADVENTURERS**  **SOLVE**  **EXPLORE**  **CHALLENGE** | | **DANCERS**  **CREATE**  **PRACTICE**  **PERFORM** | | **MINECRAFT**  **COMMUNICATE**  **COLLABORATE**  **COMPETE** | **SPACE INVADERS**  **STRIKE**  **REACT**  **ASSESS** | **KNIGHTS AND DRAGONS**  **ATTACK**  **DEFEND**  **STRATEGY** | **OLYMPIANS**  **RUN**  **JUMP**  **THROW** | **PIRATES**  **CATCH**  **MOVE**  **ASSESS** | **SPORTS STARS**  **PRACTICE**  **IMPROVE**  **ASSESS** | | **CIRCUS**  **AIM**  **STRIKE**  **RETRIEVE** |
| **KS2** | **LOOK**  **MOVE**  **AVOID** | **ATTACK**  **DEFEND**  **STRATEGY** | **CREATE-PRACTICE**  **PERFORM**  **PRAISE** | **SOLVE**  **EXPLORE**  **CHALLENGE** | | **CREATE-PRACTICE**  **PERFORM**  **PRAISE** | | **COMMUNICATE**  **COLLABORATE**  **COMPETE** | **STRIKE**  **REACT**  **ASSESS** | **ATTACK**  **DEFEND**  **TACTICS** | **RUN**  **JUMP THROW** | **CATCH**  **MOVE**  **ASSESS** | **PRACTICE**  **IMPROVE**  **ASSESS** | | **AIM**  **STRIKE**  **RETRIVE** |
| OUR AFFECTIVE DEVELOPMENT  (HEART)  SCHOOL GAMES VALUE:  In line with our own School games partnership | |  | |  | | | King Edward School Sports Partnership - School Games Values | | |  | | Active Cumbria :: Spirit of the Games Values | | King Edward School Sports Partnership - School Games Values | | |
| OUR COGNITIVE DEVELOPMENT  (HEAD/HEART) | | **Growth mindset** | | **Dealing with perceived success and failure** | | | **Dealing with internal conflict and others** | | | **Showing respect to self, others and equipment** | | **Building Resilience** | | **Setting a new target/goal** | | |

**We use Get set for PE as a base for our lesson structure and then implement how it meets our students needs.**

**Assessment Criteria:**

**What we will achieve with this curriculum**: Using the Holistic synonyms **HEAD Thinking, HANDS Doing, HEART** Feeling we will develop the whole child in KS1 and KS2.

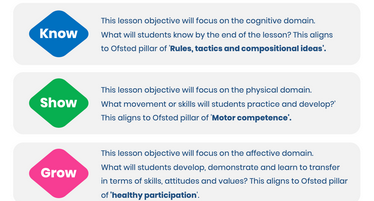
 

The topics clearly outlined above give continued opportunity for the above criteria to me met. With each Unit giving the chance for revisiting of learning continually throughout the year.

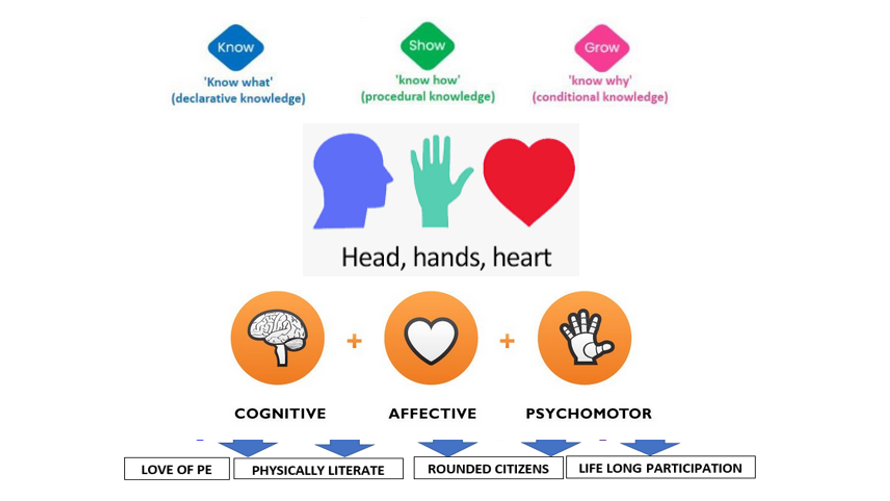
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**Implementation: KNOW/SHOW/GROW**



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**IMPACT:**

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