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Planning for a World Class Curriculum

Areas of Learning

Languages

English and MFL



Mathematics

Mathematics



Science and Technology

Science, Design Technology and Computing



Humanities

History and Geography



The Arts

Music and Art & Design



Physical Education

Physical Education



British Values

Social, Thinking, Democracy, Rule of Law, Independence, Tolerance and respect (Moral, Cultural and Spiritual Development)



Appendix – Engagement Activities, Curriculum Enrichment, Narrative and Learning Environment planning templates

Planning for a World Class Curriculum

National Curriculum 2014 Programmes of Study KEY

Key Stage 1 (Year 1-2)



Lower Key Stage 2 (Year 3-4)



Upper Key Stage 2 (Year 5-6)



Key Stage 2 (Year 3-6)



Planning for a World Class Curriculum

Physical Education

- PE



Physical Education PE	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
<ul style="list-style-type: none"> to 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 to participate in team games, developing simple tactics for attacking and defending to perform dances using simple movement patterns to use running, jumping, throwing and catching in isolation and in combination to 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 defending to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] to perform dances using a range of movement patterns to take part in outdoor and adventurous activity challenges both individually and within a team to compare their performances with previous ones and demonstrate improvement to achieve their personal best to swim competently, confidently and proficiently over a distance of at least 25 metres to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] to perform safe self-rescue in different water-based situations 	<p>Moving and handling</p> <ul style="list-style-type: none"> I experiment with different ways of moving I can jump off an object and land appropriately I negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles I travel with confidence and skill around, under, over and through balancing and climbing equipment I show increasing control over an object in pushing, patting, throwing, catching or kicking it <p>Early Learning Goal</p> <ul style="list-style-type: none"> I show good control and coordination in large and small movements I move confidently in a range of ways, safely negotiating space 	<ul style="list-style-type: none"> I copy and remember actions. I repeat and explore skills. I move with coordination and care. I use the terms 'opponent' and 'teammate' when playing games. I use my rolling, hitting and kicking skills in games. I decide on the best position to be in during a game I have developed some tactics for the game I am playing. I perform my dance actions with control and co-ordination. I link two or more actions together to make a sequence. I remember and repeat dance movements. I choose the best movements to communicate a mood or feeling. I plan sequences of movements. I can show contrasts such as small/tall, straight/curved and wide/narrow. My movements are controlled. I can balance on different points of my body. I talk about the differences between my own and others' performances. I say what has gone well and why. I identify how a performance could be improved. I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others' and by warming up properly. 	<ul style="list-style-type: none"> I select and use the most appropriate skills, actions and ideas. I move with co-ordination and control. I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose appropriate tactics to cause problems for opposition I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands). My body is balanced and my shapes are controlled. I plan, perform and repeat sequences. My sequences include changes in speed and level. I work on improving strength and flexibility by practicing stretches and shapes. I can sprint over a short distance. I can run over a longer distance, conserving energy. I have a range of throwing techniques I throw with accuracy to hit a target. I can jump in a number of ways, sometimes using a run-up. I use plans and diagrams to help me get from one place to another. I enjoy solving problems or challenges outdoors. I work and behave safely. I discuss with others' how to solve problems. I say how my work is similar to and different from others'. I use this understanding to improve my own performance. I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health. I can swim 25 metres 	<ul style="list-style-type: none"> I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my actions and movements. I use a variety of techniques to pass. I work with my team or alone to gain possession of the ball. I can strike a bowled ball. I use forehand and backhand when playing racquet games. I field well. I choose the most appropriate tactics in a game. I make complex sequences that include changes in direction, level and speed. I combine actions, shapes and balances in my gymnastic performance. My movements are clear, accurate and consistent. I prepare and perform to an audience. I choose the best pace for running. I am controlled in take off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well. I use maps and diagrams to orientate myself. I can adapt my actions to changing situations With others, I plan careful responses to challenges or problems. I compare and comment on the skills, techniques and ideas used in my work and in others'. I use this to improve my performance. I explain and apply basic safety principles in preparing for exercise. I describe the effects exercise has on my body I use a range of swimming stroke effectively I perform safe, self-rescue in different water-based situations 	<ul style="list-style-type: none"> I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency. I use tactics and follow rules. I plan my approach to attacking and defending. I use a range of shots and strokes to strike a ball. I can strike a ball on the volley. I practice and perform with control. My movements include very controlled balances, shapes, levels and actions. I link and adapt actions together into a well-timed sequence. I show accurate control, speed, strength and stamina in my athletics. I adapt my skills to different situations. I know and follow event rules. I am careful but confident in unfamiliar environments. I use my senses to assess risks and adapt my plans accordingly. I prepare well by considering safety first. I can plan with others, seeking advice. I analyse and comment on skills and techniques and how they are applied in my own and in others' work. I modify and refine my skills and techniques to improve my performance. I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity. I describe why regular, safe exercise is good for my fitness and health. 	