



## **The PE curriculum and rationale for Kilmington Primary School (Devon Moors Federation)**

The federation uses the Devon PEDPASS medium term plans and Leap into life daily sessions to provide the National Curriculum statutory requirements, which are broken down into the following four headings:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

### **EYFS AND KS1 - Pipits and Kingfishers - Leap into Life**

This resource supports adults engaged in teaching young children and is used daily in the Foundation Stage and Key Stage 1 to deliver physical literacy:

- To develop and increase physical competency, ability and understanding amongst all Foundation Stage and Key Stage 1 children;
- To ensure inclusion and provide opportunities that can be adapted to suit the spectrum of needs;
- To develop the components of efficient motor function: Symmetrical activity, basic body movement, large muscle development, fine muscle development, eye / hand co-ordination, eye / foot co-ordination, body image, balance, rhythm, space and direction - D.Stewart (1990)

It is curriculum is broken into four strands which are taught progressively 4-5 times a week, primarily in the afternoons. Each area is repeated and developed following the skill development through 12 or 6 progressions. Each progression should be broken down and some aspects repeated and refined to last the 4 sessions.

- **Functional Movement**
- **Aesthetic movement**
- **Manipulative skills**
- **Movement concepts**



There are seven core movement skills that are developed throughout each strand these are

- **Gait**
- **Lunge**
- **Push**
- **Pull**
- **Squat**
- **Bend (Flexion)**
- **Rotate and twist**

When children have a core knowledge and skills set of these movements, they can apply them to a wide variety of sports and games, enabling them to take part at a higher level and with a greater understanding of how their body moves and works There is also intervention material that can be used to develop the 7 core movement skills

**How the strands fit into the school year:**

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
<b>Functional movement</b>	1					2	3					4	5					6	7					8	9					10	11						12	
<b>Movement concepts</b>		1						2						3						4						5							6					
<b>Aesthetic movement</b>			1	2					3	4					5	6					7	8					9	10						11	12			
<b>Manipulative skills</b>					1						2						3							4						5							6	



## **Key Stage 2 – Jackdaws and Ospreys - Devon PEDPASS**

Devon PEDPASS documents provide medium term plans for all areas of physical education and focus on the development of the four skill areas through a variety of different physical activities

- **Net/wall**
- **Outdoor and adventurous education**
- **Swimming**
- **Athletics**
- **Striking and fielding**
- **Invasion Games**
- **Dance**
- **Gymnastics**

### **Structure of a lesson:**

- Active warm up
- Individual or paired skills development
- Pairs or small group activity to develop skill and acquire tactics knowledge
- A game
- Evaluation of what went well and what needs changing next time
- If time repeat of individual or paired skill that was introduced at the beginning

### **All lessons can be changed/differentiated using the STEP:**

- S=space, making the space bigger makes the task easier, making it smaller makes it more challenging
- T= task, adapting the task can make it easier or harder
- E= equipment, changing the equipment used for the task such a smaller or larger balls makes the task more or less challenging
- P= people, changing the number or attackers or defender so that it is not even, making it harder or easier for one side or skill to succeed.