



PHYSICAL  
FOUNDATIONS

# National Curriculum

## Purpose of Study

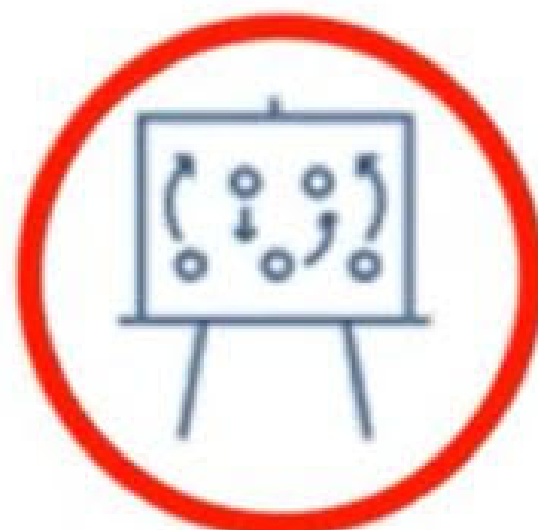
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

# What is it to be 'competent'?



Motor  
competence

**SHOW**



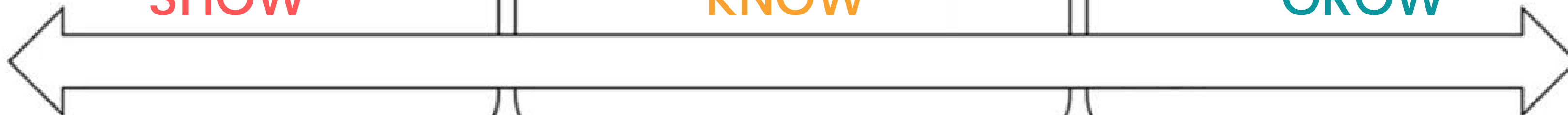
Rules, strategies  
and tactics

**KNOW**



Healthy  
participation

**GROW**



# Domains

Body – Show What

Brain – Know Why & When

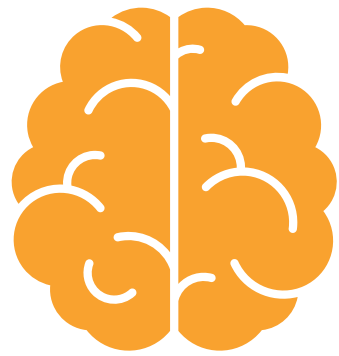
Behaviour – Grow How



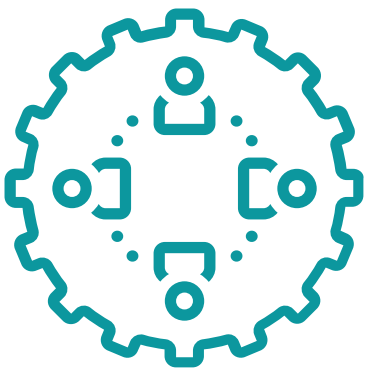
# The Learning Journey



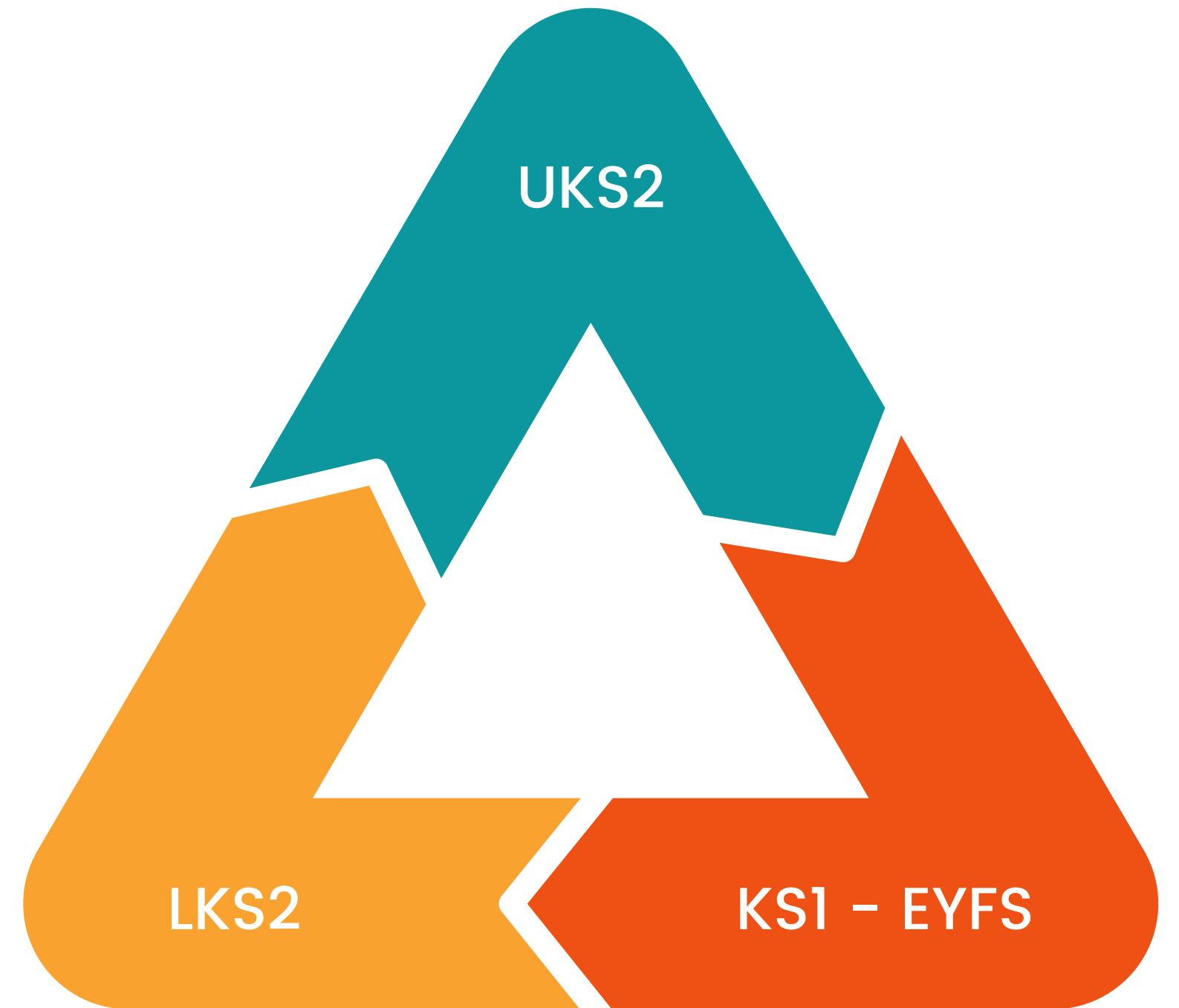
A focus will be placed on technical competency during EYFS & KS1. As research has shown that children are more likely to engage if they have a strong sense of self efficacy.



As children progress into LKS2 rules, strategies & tactics will be taught more explicitly. As competence around 'knowing what' is reinforced, children will look to apply tactical skills at appropriate times to embed schema, demonstrating that they 'know when' across a variety of strands.



Whilst continuing to build on foundational technical and tactical competencies, UKS2 will challenge children to consider what skills and knowledge are required to become a healthy participant. Both in a physical sense but more explicitly from a behavioural aspect, embedding values such as collaboration and resilience.



# National Curriculum – Pupils should be taught to.....

**KS1** 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  
participate in team games, developing simple tactics for **attacking and defending**  
perform dances using simple **movement patterns**.

**KS2** use **running, jumping, throwing and catching** in isolation and in combination  
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**  
develop **flexibility, strength, technique, control and balance** [for example, through athletics and gymnastics]  
perform dances using a range of **movement patterns**  
take part in **outdoor and adventurous activity challenges** both individually and within a team  
compare their performances with previous ones and demonstrate improvement to achieve their **personal best**.

Schools are not required by law to teach the example content in [square brackets].

# Threads

EYFS | KS1

LKS2

UKS2



Attacking & Defending

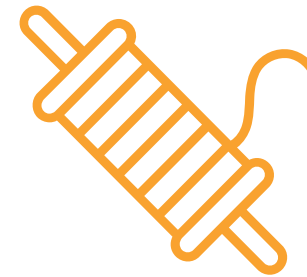
Movement Patterns

Agility, Balance & Coordination

Striking & Fielding

Fundamental Movements & PB

Compete & Cooperate



Tactical

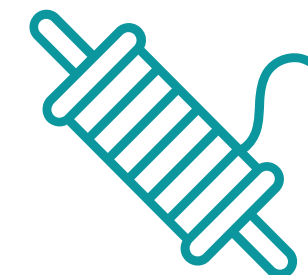
Strategic

Intelligent

Knowledge

Independent

Problem Solver



Resilient

Reflect

Create

Collaborate

Concentrate

Respect

# Striking & Fielding

EYFS Retrieve, collect and strike an object in a variety of ways

Y1&2 Develop consistency of fielding and striking skills using different equipment

Y3&4 Apply fielding and striking techniques at appropriate times within modified games

Y5&6 Use a variety of skills adapting these to help you improve and score within games

# Vocabulary & Teaching

**Ready** - Prepare and respond to stimulus to help your catching & sending

**Collect** - Retrieve different object in a variety of situations

**Send** - Throw and strike a variety of objects showing good coordination

**Recover** - Collect and return objects to a target with speed

**Catch** - Catch an object in different situations consistently

**Strike** - Use different pieces of equipment to strike an object with accuracy

**Field** - Work individually and as part of a team to return an object to a target.

**Repertoire** - Develop a variety of shots by playing in a variety of Striking & Fielding games

**Knowledge** - Explain the different techniques used in Striking & Fielding and how to apply these within modified games

**Compete** - Use suitable skills to gain an advantage within modified games.

**Knowledge** - Plan and describe how you will tactically work as a team to field and strike successfully

**Collaborate** - Work as part of a group to improve personal, peer and team performance, suggesting and implementing related ideas



# Attacking & Defending

- EYFS Identify space and navigate it successfully
- Y1&2 Travel to target areas whilst manipulating a ball. Use space to support the development of attacking and defending competencies
- Y3&4 Use a variety of ways to retain, progress and regain possession depending on the situation you are in
- Y5&6 Apply attacking and defending skills within a modified game to achieve success

# Vocabulary & Teaching

- Space** - Be aware of space, identify and move into it
- Speed** - Use changes of speed to help you move into space
- Direction** - Change direction to help you move into space
- Control** - Manipulate a ball to move into space and evade others
- Attack** - Show ways to attack and score within modified games
- Defend** - Show ways to defend an area within modified games
- Retain** - Use different ways to keep possession and progress towards a target
- Regain** - Disposses an opponent by getting close and winning possession
- Tactical** - Understand and apply ways to work individually and as part of a team to maintain and regain possession
- Score** - Apply a variety of skills to help your team stop and score goals
- Tactical** - Explain and show how your team can defend and attack in a variety of small sided games
- Resilient** - Find solutions to problems within a team and agree on plans to implement

# Movement Patterns

- EYFS Develop fluent movements using fundamentals, agility, balance & coordination
- Y1&2 Perform specific movements and shapes, linking these together to create patterns
- Y3&4 Create, communicate and repeat performances individually and within a group
- Y5&6 Extend sequences of movement linked to a specific style and stimulus

# Vocabulary & Teaching

- Move** - Use different ways to move such as jumping, skipping and rolling etc
- Travel** - Be agile when moving to create fluency in different situations
- Control** - Move with control using stops and balances to assist with this
- Motif** - Create a variety of movements and shapes linked to a stimulus
- Combine** - Link motifs with agile ways to travel from one to another
- Sequence** - Develop sequences that link motifs and ways to travel
- Create** - Develop sequences that convey dynamics (thoughts & feelings)
- Perform** - Refine sequences to perform and repeat to peers for feedback
- Strategic** - Plan, develop and adapt sequences of movement to improve performance and incorporate a variety of technical elements
- Style** - Compose performances linked to a stimulus demonstrating flexibility, strength, control and fluency
- Strategic** - Select a stimulus to link your performance, plan and refine how this will look on the stage, apparatus or floor
- Reflect** - Review, refine and improve performance based on individual, partner, group, peer and teacher reflections

# Agility, Balance & Coord

EYFS Accelerate, decelerate and change direction in response to a variety of stimulus

Y1&2 Move with control to areas and objects, striking to a variety targets

Y3&4 Strike objects with a racket, bat or other piece of equipment using different strokes to create a rally

Y5&6 Outwit an opponent within a modified Net & Wall game

# Vocabulary & Teaching

**Start** - React quickly to an object to help you strike or retrieve it

**Stop** - Slow down & stop to stay within an area or to help you strike an object

**Strike** - Use different ways to strike a variety of objects

**React** - Respond to different stimulus such as people or objects movements

**Retrieve** - Use speed and agility to collect objects quickly

**Return** - Send and strike objects to targets in a variety of ways

**Stroke** - Demonstrate a variety of shots in different situations

**Rally** - Return on object to a partner or target to create a rally within a game

**Intelligent** - Show and explain how to position yourself when responding to a partners shot, to return an object to maintain a rally

**Outwit** - Use a variety of strokes to score points within a modified Net & Wall game (Tennis, Badminton, Table Tennis, Spikeball, etc)

**Intelligent** - Explain when and why a specific stroke should be played to gain an advantage within a modified game.

**Create** - Help develop and adapt a variety modified games linked to Net & Wall, using agility, balance & coordination.

# Fundamentals & PB

- EYFS Refine fundamental movement skills including rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Y1&2 Combine fundamental movement skills with control and accuracy in different activities
- Y3&4 Increase accuracy, speed and stamina to achieve personal bests, when performing modified athletic events
- Y5&6 Combine fundamental movement skills efficiently, reflecting and developing these to create improving performances across a variety of events and activities

# Vocabulary & Teaching

- Travel** - Travel using different fundamental movements
- Explore** - Experiment finding different ways to move more efficiently
- Direction** - Use a variety of movements to reach a target area or set goal
- Send** - Throw and strike a variety of objects with coordination
- Link** - Link movements to travel efficiently to a target
- Control** - Use control when moving and sending to increase speed and accuracy
- Combine** - Combine movements to increase speed and improve personal bests
- Speed** - Develop speed over a variety of distances applying these to specific events
- Independent** - Identify ways to improve performance to achieve personal bests
- Fluent** - Develop movement fluency across a range of activities to improve
- Independent** - Reflect on performance explaining & implementing improvements
- Concentrate** - Focus on the key competencies of a specific activity and develop these in a variety of ways

# TC Compete & Cooperate

# Vocabulary & Teaching

EYFS Move in a variety of ways to set areas and targets to help you complete challenges in the most optimal way

Y1&2 Apply yourself across a variety of activities to help you achieve an outcome, finding ways to improve performance

Y3&4 Solve challenges with support from resources and team mates

Y5&6 Work independently and as part of a team to overcome challenges, cooperate and improve performance

**Travel** - Travel in different ways, reacting to the challenge or environment

**Direction** - Travel to specific areas and targets with increasing fluency

**Compete** - Use fluent ways to move to complete a challenge quickly

**Perform** - Use a different ways to perform across a variety of activities

**Achieve** - Demonstrate ways to complete a set objective

**Improve** - Show ways to enhance your performance to help you achieve a goal

**Follow**- Follow a map in a familiar context

**Investigate** - Use clues to follow a route safely

**Problem Solver** - Use resources to compete and complete challenges

**Navigate** - Use clues, a compass and other resources to navigate a route

**Problem Solver**- Find different ways to overcome increasingly challenging problems

**Respect** - Respond respectfully to others, success & failure to improve performance

# Learning To

**T** echnically competent  
**H** ealthy participant  
**R** ules, strategies & tactics  
**I** nclusive  
**V** aried  
**E** xceptional

