



# Collingbourne Sport and PE Curriculum statement and Map

## Collingbourne CE Primary School

*Leading the way. Loving each other. Learning together.*

*'Let us not love in word or speech, but in action and in truth' (1 John 3:18)*

### The National Curriculum for Physical Education states that:

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.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Intent statement

At Collingbourne CE Primary School we aim to encourage children to be physically active in accordance with the intentions of the National Curriculum.

The benefits of physical activity help support healthy childhood which should encourage healthy adulthood. [Physical activity for children and young people: 5 to 18 years \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/physical-activity-guidelines-for-children-and-young-people.pdf)

**Physical activity for children and young people (5-18 Years)**

Benefits of physical activity:

- BUILDS CONFIDENCE & SOCIAL SKILLS
- DEVELOPS CO-ORDINATION
- IMPROVES CONCENTRATION & LEARNING
- STRENGTHENS MUSCLES & BONES
- IMPROVES HEALTH & FITNESS
- MAINTAINS HEALTHY WEIGHT
- IMPROVES SLEEP
- MAKES YOU FEEL GOOD

**Be physically active**

Spread activity throughout the day

Aim for an average of at least **60 minutes per day across week**

All activities should make you breathe faster & feel warmer

Activities to develop movement skills, and muscle and bone strength **ACROSS WEEK**

**Get strong** (Strength training) | **Move more** (Active travel, Sport, PE, Workout, Dance)

**INACTIVITY**

Find ways to help all children and young people accumulate an average of at least 60 minutes physical activity per day across the week

UK Chief Medical Officers' Physical Activity Guidelines, 2019



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## Physical Education Curriculum Statement

Our Physical Education (PE) programme is designed to inspire a lifelong love of physical activity, guiding students to prioritise both their mental and physical well-being. Through PE, we foster an environment where students learn to care for themselves and each other, while discovering the joy of movement and exercise together.

We believe that regular physical activity is essential not only for maintaining a healthy weight and building strength, but also for boosting confidence, improving sleep, and enhancing mental health. Our curriculum promotes healthy competition, encourages teamwork, and empowers students to strive for personal bests, contributing to the reduction of life-long medical conditions.

By building resilience, fostering cooperation, and encouraging a love for movement, we aim to equip students with the tools and habits they need to lead healthy, active, and fulfilling lives.

## IMPLEMENTATION

The children at Collingbourne CE Primary School are taught PE by a specialist coach, we actively engage with Avon Valley Sports Partnership which gives opportunity for the children to experience a variety of different sports and take part in festivals and competitions throughout KS1 and KS2. We are a GOLD School Games School. We carefully plan activities for playtime and lunchtime so that the children engage in physical activity during playtimes. Every four years the children will take part in a PE enrichment year, the year is designed to introduce the children to different sporting activities and what the local area has to offer. We celebrate local sportsmen and women with the intention of enabling children with an I can approach to being the best possible sportsperson they can be. Each PE year coincides with the Olympics.



## Physical Development in Early Years (Early Years statutory Framework 4 January 2024)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Class	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Foxes	Games- focussing on balance and coordination, listening to instructions and knowing yourself in a space with others	Gym- using a range of equipment	Basic ball skills- throwing and catching	With class teacher Dance with limited patterns	Multi-sport with focus on pair and teamwork	Athletics and Sports Day Games



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## Physical Education Key stage 1 (National Curriculum)

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught 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
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns.

Class	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Hedgehogs (Cycle A)	Multi Skills- Throwing, Catching, Running, Jumping	Games- Football focussing on agility, co- ordination and team games including tactics for attacking and defending	Gym developing balance and coordination	Ball games focussing on skills and introducing simple tactics e.g. attack/defend	Ball games- Tennis focussing on agility and co- ordination	Athletics and Sports Day Games
Hedgehogs (Cycle B)	Multi Skills- Throwing, Catching, Running, Jumping	Games- Hockey focussing on agility, co- ordination and team games including tactics for attacking and defending	Gym developing balance and coordination	Ball games focussing on skills and introducing simple tactics e.g. attack/defend	Ball games- focussing on agility and co- ordination  Class teacher County Dance with patterned movements	Athletics and Sports Day Games

## Key stage 2 (National Curriculum)

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ♣ 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations



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Class	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Otters (Cycle A)	Netball apply basic principles suitable for attacking and defending	TAG rugby apply basic principles suitable for attacking and defending	Gymnastics develop flexibility, strength, technique, control and balance Dance with class teacher	Tennis compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming- swim competently, confidently and proficiently over a distance of at least 25 metres	Cricket and athletics jumping, throwing and catching in isolation and in combination Cricket Club
Otters (Cycle B)	Football apply basic principles suitable for attacking and defending	Hockey apply basic principles suitable for attacking and defending	Gymnastics develop flexibility, strength, technique, control and balance	Basketball apply basic principles suitable for attacking and defending	Oxenwood Residential- take part in outdoor and adventurous activity challenges both individually and within a team Swimming- swim competently, confidently and proficiently over a distance of at least 25 metres	Rounders jumping, throwing and catching in isolation and in combination
Kingfishers (Cycle A)	Netball apply basic principles suitable for attacking and defending	TAG rugby apply basic principles suitable for attacking and defending	Badminton compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics develop flexibility, strength, technique, control and balance	Dance and (Maypole Performance)  Cricket Club	Swimming- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.
Kingfishers (Cycle B)	Kilve Court residential- take part in outdoor and adventurous activity challenges both individually and within a team Football apply basic principles suitable for attacking and defending	Hockey apply basic principles suitable for attacking and defending	Basketball apply basic principles suitable for attacking and defending	Gymnastics develop flexibility, strength, technique, control and balance	Rounders compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.



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