



The Fulbridge Academy

Physical Development Curriculum



@fulbridgepe



@pefulbridge



Fulbridge Academy PE

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1

Mission Statement

We want our children to leave us with the ability to live the rest of their lives as healthy, free-moving individuals with a love of exercise and sport.



2

Overview

At The Fulbridge Academy we want to offer our children a broad and balanced PE Curriculum during their time with us. This education starts in the Foundation Stage where we have an approach we call 'The FUNdamentals'. As the children move into years 1 and 2 we start our Multi Skills approach. From here they move into our Skills approach in years 3 and 4. Finally in years 5 and 6 our children are given a games approach which we call, 'Teaching Games For Understanding'. Within this we offer a wide range of activities and sports which are listed on a following page. We see the our curriculum as a development pathway through their time with us where we build on their own individual development each year.

When we set up this new curriculum we sat down as a PE staff team and came up with words that we wanted the programme we offer to represent and cover. These are listed on the next page.

3

The Program

- Random
- Chaotic
- Fun
- Play like
- Individual
- Team Work
- Imagination
- Directional
- Game based
- Competitive
- Child led
- Child centred
- Low structure / adaptable
- Instructional



An Inclusive Approach

The only boundary is the limit of the staff and the children's imagination.

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Core Principles

The Child is at the centre of the curriculum

Play/ Practise

Constraints based learning

Creativity and freedom

Blending the four corners of our 'Holistic Intelligences'

Lesson/ curriculum alignment

Decision making / problem solving / risk taking

Independent learners

Differentiated: challenging, developmental and progressive



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Holistic Intelligences

Holistic Intelligences are central to our school's creative thinking approach. Every lesson in the Academy must have a focus either on specific intelligences or a focus on one of the corners. In our physical development lessons we believe we are in an ideal position to really impact the children's development in all of these areas and we plan our lessons to have focuses on these areas.

Academic

Challenge, Evaluation, Accuracy,
Fluency

Social

Collaboration, Joy, Play, Courage, Grit,
Empathy

Emotional

Responsibility, Compassion,
Forgiveness

Creative

Imagination, Intuition, Resourcefulness,
Self Expression

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Assessment

Traditionally as a subject we tend to over assess the physical i.e. skill development, thus getting the peaks and troughs in our assessment profiles, however if we just assess the physical are we truly assessing learning within a lesson and over time? As a department we looked at the other areas we believe are important to developing our young learners. We then formed these 3 areas to look at when assessing our children.

 HEAD - Thinking/ Creative	 HEART - Social/ Emotional/ Health	 HANDS - Physical/ Competent
<ul style="list-style-type: none">• Decision makers• Analytical• Confident• Independent thinkers• Knowledge and understanding• Feedback	<ul style="list-style-type: none">• Involved/ engaged• Showing positive behaviours/ attitudes• Developing characters/ values• Developing healthy active lifestyles - habits• Communication• Leadership• Effort	<ul style="list-style-type: none">• Physically literate• Age/ stage relevant - development• Physically active• Competitive• Skill development• Fitness

Charting Progress

HEAD - Thinking (Cognitive)

You know where you currently are
 You know where you want to be, Target - short and long term.
 You know how you can get there.
 You will know when you have achieved your target.

RM	1M	2M	3M	4M	5M	6M	7M
Learn how to apply your fundamental movement in skills in activities	More aware of how to apply fundamental movement skills in activities	Learn simple tactics that can be applied to games.	To follow an instruction within attacking and defending.	To understand the different tactics for attacking and defending.	To understand the role in a team.	To understand your role and others role in a team game.	Suggest tactics to be applied to a game to counter opposition.
	Can make suggestions as to how to improve their own performance.	Can recognise a good performance and use information to make suggestions.	Can make suggestions on their own performance and compare to others.	Shows levels of originality, imagination and creativity	Shows good levels of originality, imagination and creativity	Shows very good levels of originality, imagination and creativity	Shows exceptional levels of originality, imagination and creativity
				Make informed choices about engaging in physical activity with support.	Make informed choices about engaging in physical activity with limited support	Make choices about engaging in physical activity	Have the habit of complete engagement when competing in physical activity.

Charting Progress



HEART - Social and Emotional (Personal/ Affective)

You know where you currently are.

You know where you want to be. Target - short and long term.

You know how you can get there.

You will know when you have achieved your target.

RM	1M	2M	3M	4M	5M	6M	7M
Takes part in physical activities.	Engages in physical activities.	Work in cooperative activities with others	Have an interest to a range of competitive activities.	Have a perseverance to achieve in a range of competitive activities	Have an enthusiasm to compete in the physical activities.	Have a passion for physical activities.	To inspire and share passion about the physical activity
			You can describe what positive attitude looks like in sport.	You can demonstrate what positive attitude looks like.	You can apply what positive attitude looks like in sport.	You can support your team and others with the positive attitude in sport.	Motivate and instill excellent sporting attitude in others.
				To lead/organise a team when competing in a game.	To be part of the modelled sessions for the class - with teacher or peer.	To lead a physical activity within the class	Evaluate practice taught to the pupils - make changes for future sessions.

Charting Progress



HANDS - Doing (Physical/ Psychomotor)

You know where you currently are.

You know where you want to be. Target - short and long term.

You know how you can get there.

You will know when you have achieved your target.

RM	1M	2M	3M	4M	5M	6M	7M
Develop fundamental movement skills.	To become competent and confident with fundamental movement skills.	Apply your fundamental movement skills in activities	To acquire new skills well.	To refine and master skills.	To implement skills in game environments.	To choose appropriate skills to compete with their peers.	To apply skills in different sports or environments - recognising what skills are needed to compete.
	Work by yourself and with others with support.	Apply simple tactics for attacking and defending.	Practise a skill in a range of activities to apply them in selected activities.	Practise a skillset and apply them in selected tactics.	To be able to show a clear role in a physical activity and the skills you need.	To be able to adapt your approach to the physical activity to meet the needs of others.	To be able lead/coach others in developing their physical skill set.
				Work by yourself and with others with guidance or support.	Work for extended periods of time both independently and with others with guidance or support.	Work for extended periods of time both independently and with others with limited guidance and support.	Work independently without the need of support.

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Lesson Structures

When planning a lesson we use one of the methods below to design our lesson structure.

Whole Method

The game or skill is taught as an individual session.

Part Method

This is where the parts of the skill are practised in isolation.

Whole - Part - Whole

The sessions starts with a game/ skill, then works on a specific skill from that game or an element of the skill, before finishing in a game/ skill based activity.

Progressive - Part - Method

This is where skills or elements of a skill are practised in an order building towards either a game or the finished skill.

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Play vs Practice

Constant Practice vs Random Practice

MORE
Constant Practise
Repetition
Technique

LESS
Constant Practise
Repetition
Technique

LESS
Random & Variable
Games for
Understanding
Decision Making

More Constant practice and less
random/ variable practice

Prioritising constant practice will allow young children to develop their 'muscle memory', helping them make their actions more smooth and efficient. The 'trade off' is that the children may not have the opportunity to transfer these techniques into games and may miss out on developing some of their game understanding and decision making skills

More random/ variable practice and less
constant practise

Prioritising random and variable practise will give children lots of opportunities to develop their understanding and decision making in the context of the changing game. The 'trade off' with 'practise' is that those children who need to improve the mechanics of their movement may have less opportunity to repeat movements in the random nature of practise

MORE
Random & Variable
Games for
Understanding
Decision Making





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FUNdamentals

Our FUNdamentals approach is delivered in the Foundation Stage with the main focus on a play based learning approach. The aim in this stage of their development is to give the children lots of physical experiences through a range of activities. We want all of our children to start to develop specific skills like, running, crawling, climbing, jumping, skipping, balancing.

We do this through these activities:

Outdoor Play Equipment

Trampolines

Soft Play Equipment

Sensory Circuits

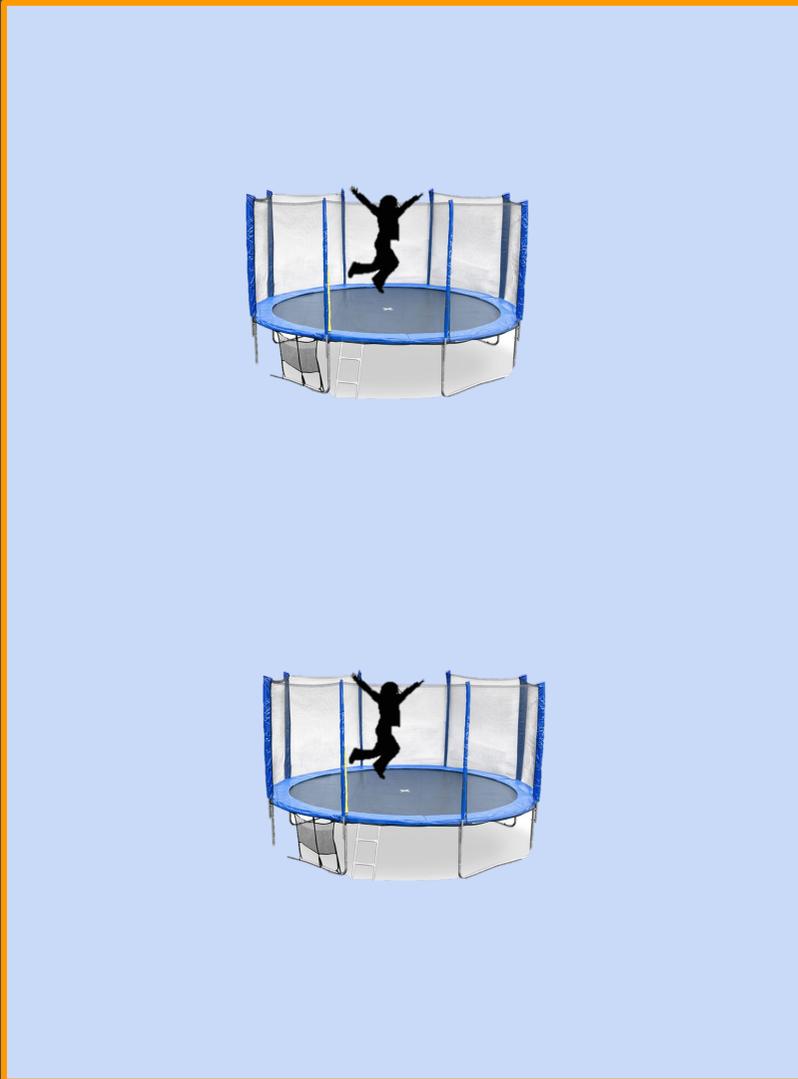
Caving

Multi skill games

Gymnastics



FUNdamentals - Trampolines Jumping



Equipment

Trampolines

Description:

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Children to go through a set of jumps trying to stay in the middle of the trampoline. Children must bend their knees when they jump and land. They must land on their feet and stay in the center of the trampoline. They must not hang on to the side netting to try and jump. Encourage children to go as high as they possibly can.

Jumps: pencil, star, tucked, piked, straddle

If confident children could seat drop, they must stand back up onto their feet after sitting, if they can do this well, get them to seat drop with a change of direction. As they try to stand from their first seat drop they must swivel their hips around to change direction - to sit again before bouncing back onto their feet.

Differentiation:

Easier: Only try one jump at a time.

Harder: Children to perform a sequence of jumps without a pause in the middle every bounce must be a different jump.

FUNdamentals - Soft Play Equipment



Equipment

Soft Play

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description:

Children are given free time to play with the soft play equipment. They need to build structures that they could climb over, jump off or travel through.

Differentiation:

Easier: Get children to focus on just one movement in the lesson.

Harder: Get children to try and combine a range of movements into a sequence.

FUNdamentals - Outdoor Play Equipment



Equipment

PLay Equipment

Description:

Children are taken onto the play equipment and told to try as many different jumps off the equipment from different heights as they can.

Types of jumps:

Pencil Jump

Star Jump

Tuck Jump

Half Turn

Full Turn

Etc.

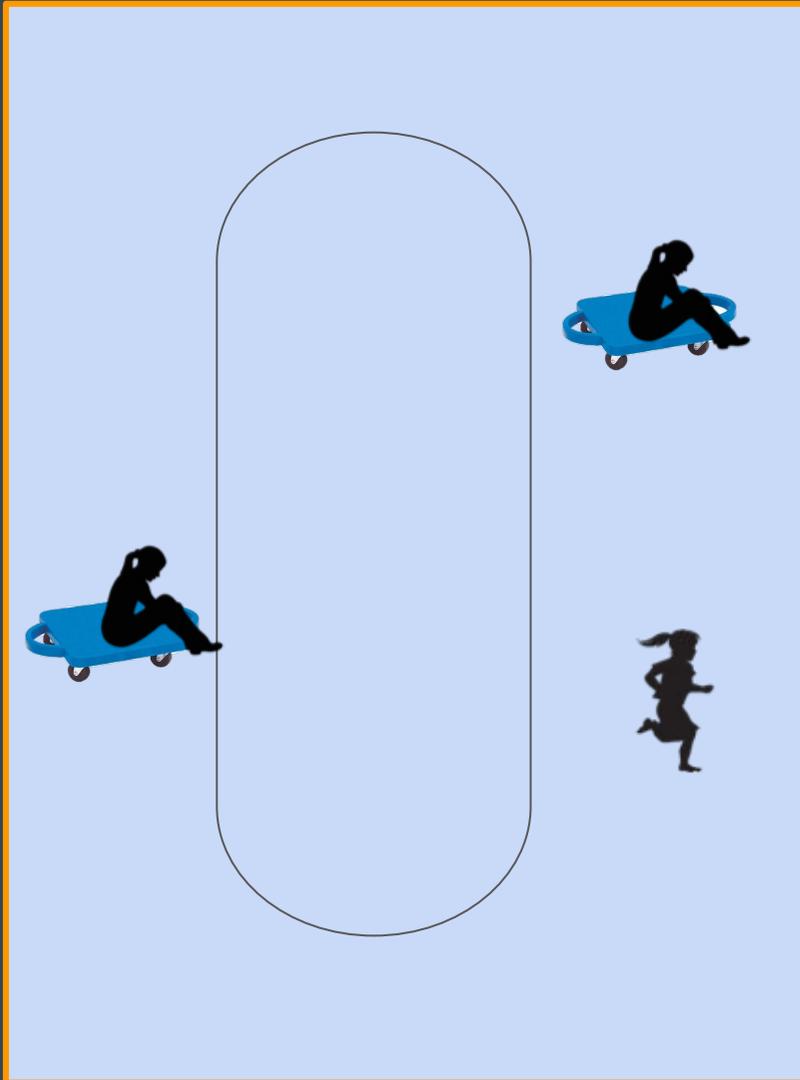
Differentiation:

Easier: Get children to focus on just one movement in the lesson.

Harder: Get children to try and combine a range of movements into a sequence.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

FUNdamentals - Scooter Board Triathlon



Equipment

Scooter Board

Description:

Each child will compete on their own as an athlete. First they will complete the circuit sat (facing forwards) on the scooter boards - only using their legs to move, this will be classed as cycling. The next lap they will lay on their belly using only their arms to move, this will be classed as swimming. The final lap they will 'park' their scooter and have to run around the track to finish. The first one to complete all 3 laps the quickest will win the triathlon.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation



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Multi - Skills

Years 1 and 2 have a focus on multi skills. In this phase we work a lot around children's ABC's (agility, balance and coordination). This phase still has a big focus on play in the way we structure the lessons.

Activities in this phase include.

Outdoor play equipment

Dodgeball

Multi skills

Athletics

Skating

Scooter boards

Gymnastics

Striking

Caving

Hand eye



Multi Skills Game - Hit The Cones



Equipment

Bench

Large Cone

Bean Bags

Description:

Children to be split into 2 equal teams, each team has their own set of cones that is placed on the bench. Children must form a line and one at a time hit the cones off the bench. They use either a bean bag or the animal bean bags. They throw from a flat disc marker on the floor. Once they've thrown they must leave their bean bag where it is and join the end of the line. The winning team is those who have knocked down the most cones once they have used all their bean bags.

Differentiation:

Harder: to make the game harder move the flat disc marker further away from the bench. Start to introduce cones at different heights, some could be on the floor, the bench and then on a gym box high up.

Easier: move the flat disc markers closer to the bench, give the team more bean bags, keep all the cones on the same level.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Multi Skills Game - Sharks and Fishes



Equipment

No equipment needed

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description

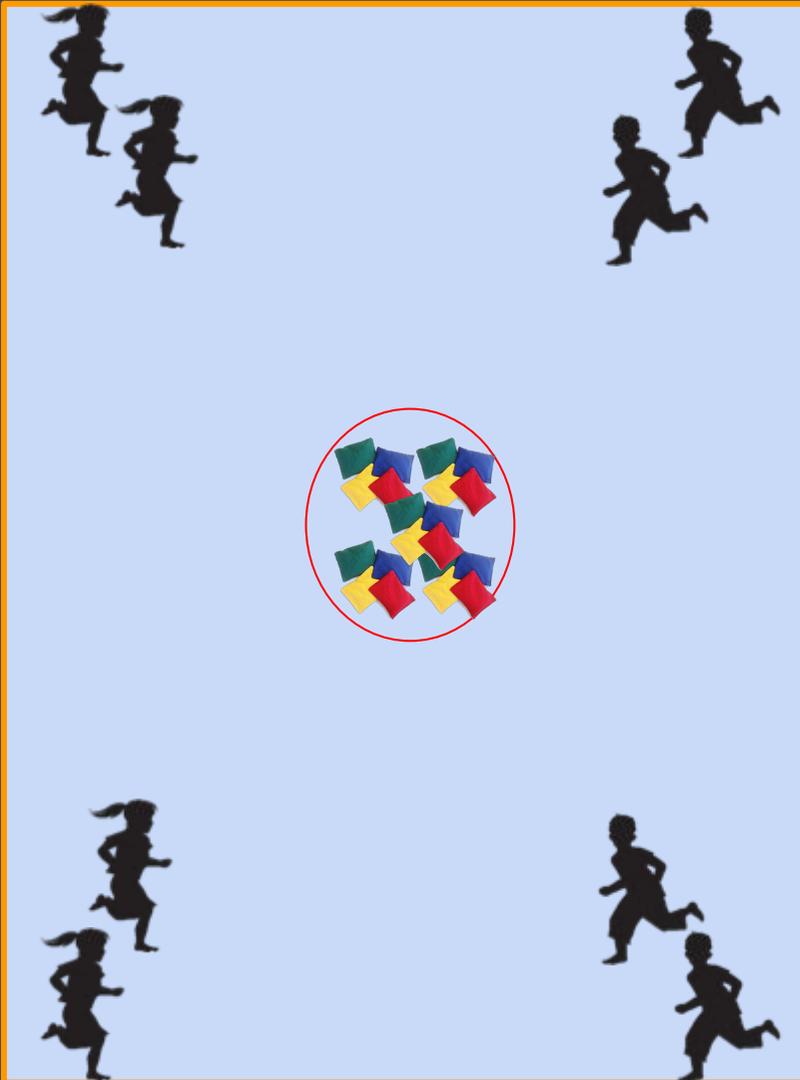
All the players line up at one end of the area apart from one child in the middle. When the teacher says go all players must run to the line opposite without getting tug by the person in the middle. If a child gets tug they must join the shark in the middle for the next go. The game continues until all players have been tug.

Differentiation:

Easier: Make area bigger

Harder: Add an extra tagger at the start or make the area smaller

Multi Skills Game - Treasure Chest



Equipment

Bean Bags

Hoop

Description

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Children are split into 4 even teams. 1 child from each team can run into the middle and collect 1 piece of treasure (bean bag) from the treasure chest (the hoop) and take it back to their team. When this child gets back the next one can go. This continues until all the treasure has gone. The team with the most treasure at the end wins.

Rules of the game:

1 child can run at a time.

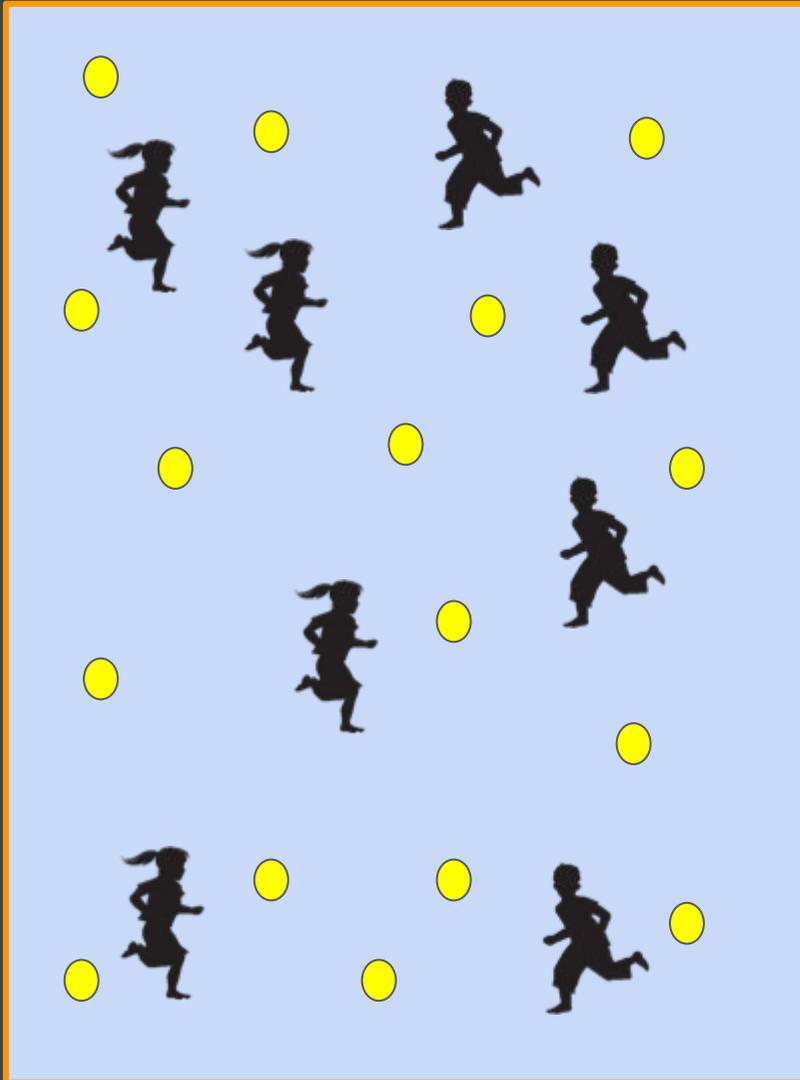
They can only pick one item up at a time.

Differentiation:

Easier: Have the treasure chest closer to the teams.

Harder: Have the treasure chest further away from the teams.

Multi Skills Game - Spots



Equipment

Flat Disk Markers

Description

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

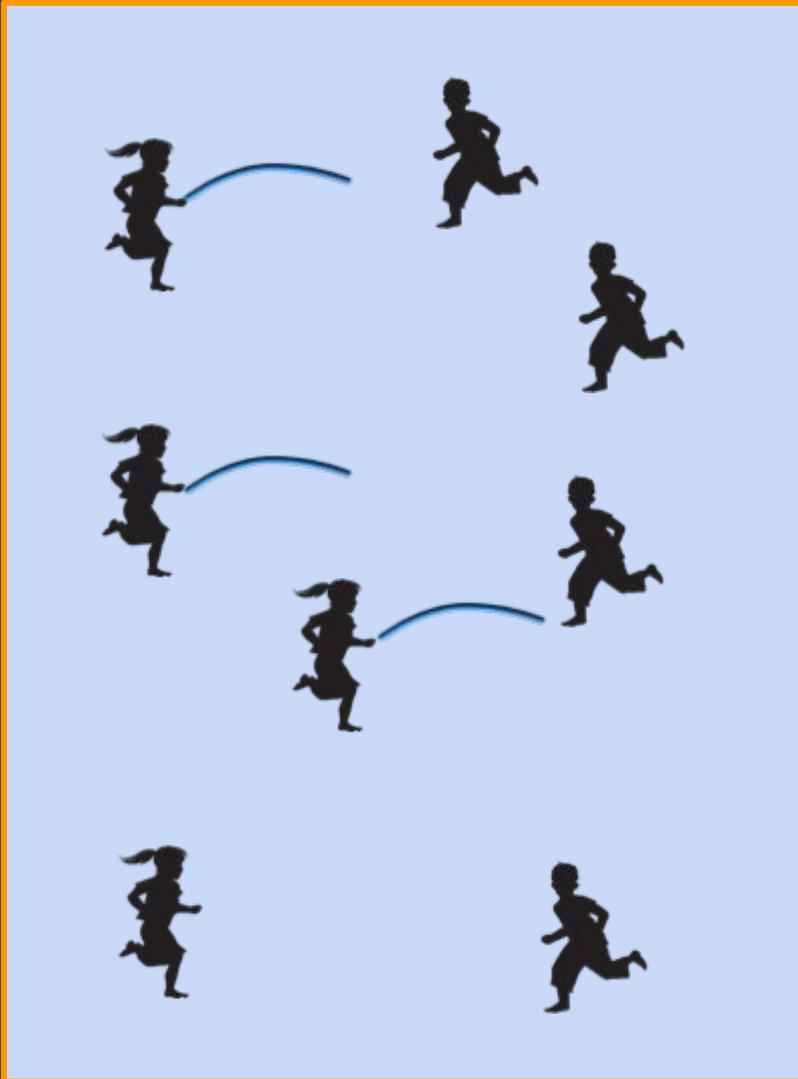
Children to move around the hall. When the teacher shouts stop they must stand on a flat disk marker. After a few practises the teacher must remove 2 flat disk markers. This time when they shout stop the children without a spot are out and must sit at the side. The teacher then takes away another 2 flat disk markers. This continues until there is a winner.

Differentiation:

Easier: Have the spots closer together so children have less distance to run

Harder: Have the spots further apart so the children have further to run

Multi Skills Game - Noodle Tag



Equipment

Noodle

Description

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

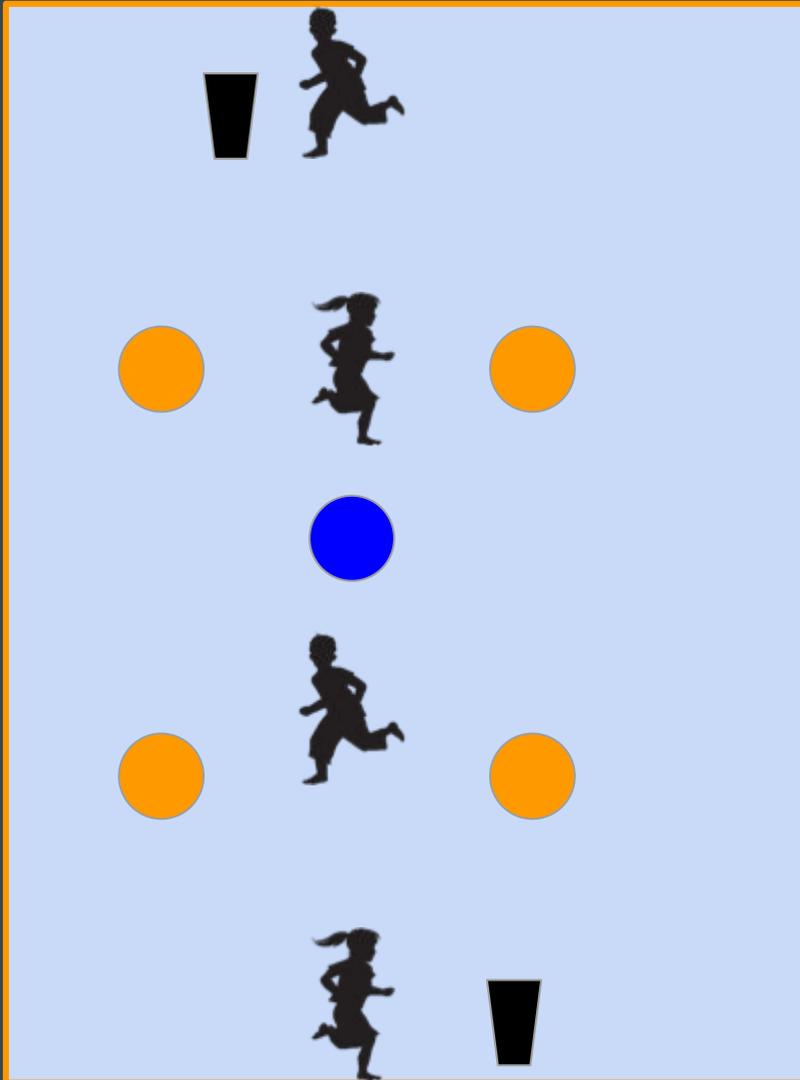
3 children are given noodles and made "IT". The game is organised the same as stuck in the mud. To tag someone a tagger must hit them with the noodle. If a child gets hit they must stand with their arms apart on the spot until someone runs underneath their arms to release them. After a couple of minutes the teacher swaps the children that are "IT".

Differentiation:

Easier: Make the playing area bigger or have less taggers.

Harder: Make the playing area smaller or add more taggers.

Multi Skills Game - Power Ball



Equipment

2 Buckets of Tennis Balls

4 Orange Buckets

1 Blue Bucket

Description

One player from each team may run into the middle at a time to try and score a point for their team. This is done by putting a tennis ball in one of the buckets. The orange buckets are worth 1 point and the blue bucket is worth 3 points. In the middle there are 2 “taggers” if a player gets tug before placing a ball in a bucket they must drop their ball and go back to their team without scoring any points.

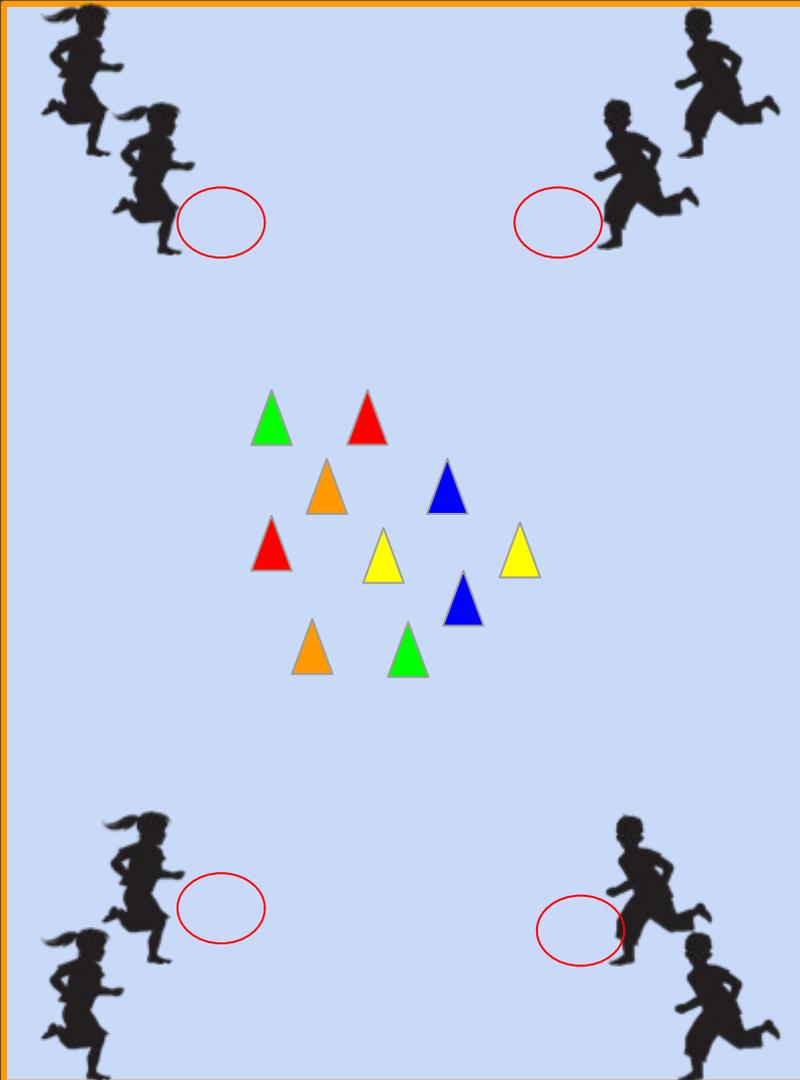
Differentiation:

Easier: 1 tagger away or make the area bigger.

Harder: Add a tagger or make the area smaller.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Multi Skills Game - Animal Control



Equipment

Hoops

Cones

Description

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Each team is given a hoop. One player at a time from each team rolls the hoop towards the cones. There are different coloured cones in the middle. Each colour resembles an animal which are worth different amounts of points. If the hoop lands over a cone that team gets those points. Once the game has finished the team with the most amount of points wins.

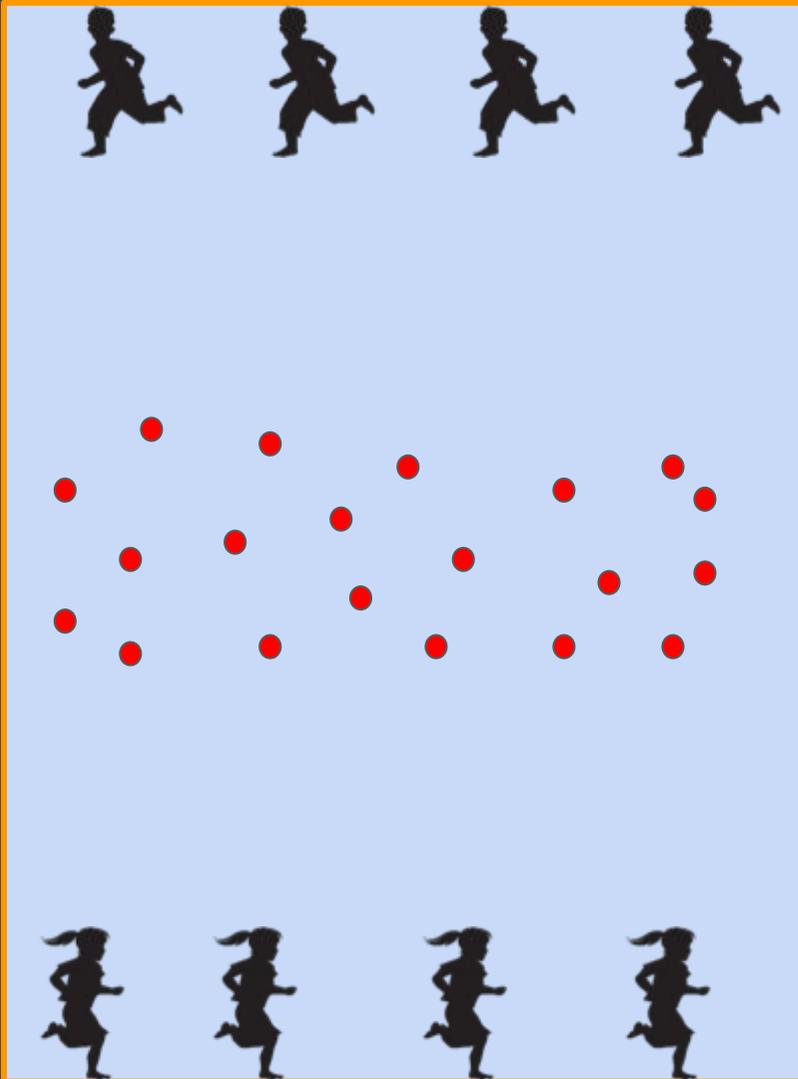
Animals- Tiger-1 point, Lion-2 points, Elephant- 3 points, Giraffe- 4 points and hippo- 5 points.

Differentiation:

Easier: Move the team's closer to the cones

Harder: Move the teams further away from the cones

Multi Skills Game - Dishes and Domes



Equipment

Cones

Description

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Split class into 2 teams. Each team is given either Dishes or Domes. When the teacher says go, the teams enter the middle and turn the cones over to either look like a dish or a dome. When the teacher's shouts stop both teams return to their side of the hall. The teacher then counts to see which team has the most dishes or domes and then announces which team has won.

Differentiation:

Easier: Have more cones in a smaller space.

Harder: Less cones in a larger space



11

Skills

In year 3 and 4 we have a skills approach to their path on our development journey. In this we cover a wide range of sports. Each of these sports we teach through a skill based approach. How we do this: we take the skills from a specific game and teach these skills through fun games. This continues in our philosophy that we want physical exercise and sport to be enjoyable but with a deep focus on developing skills in specific sports.

Sports we cover:

Basketball

Skating

Football

Tennis

Rounders

Gymnastics

Netball

Athletics

Cricket

Dodgeball

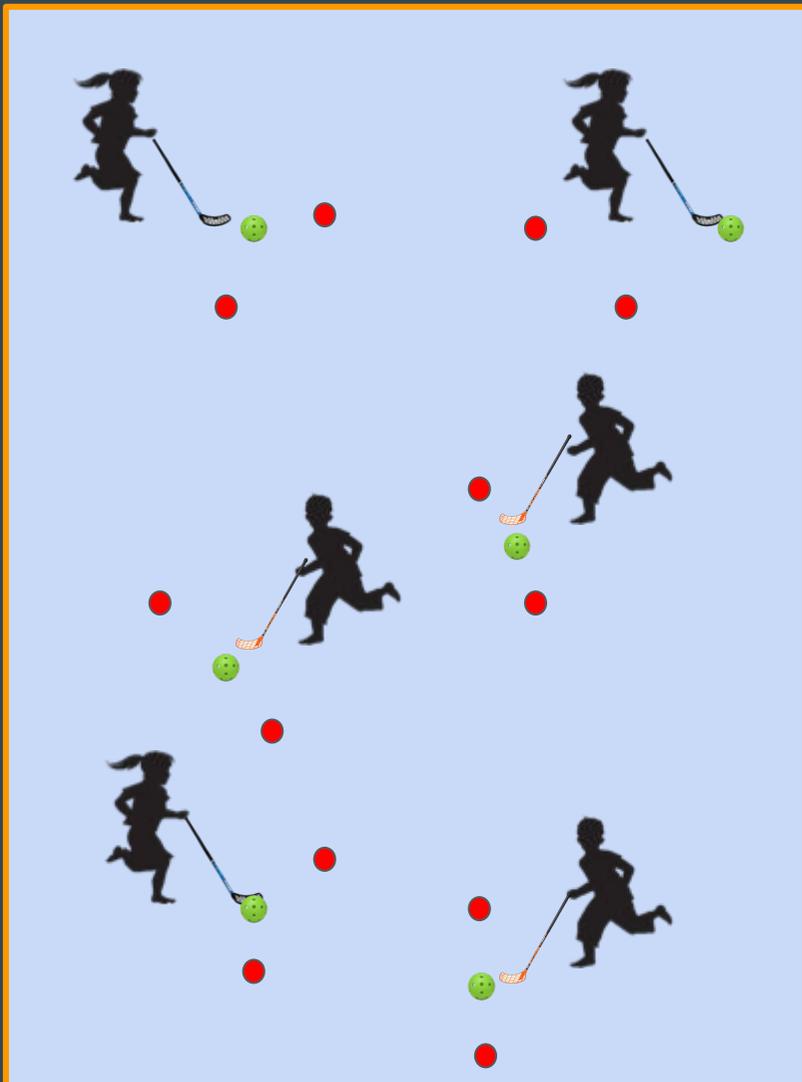
Volleyball

Hockey

Curling

Handball

Uni Hockey Lesson Example Part 1 - Gateways



Equipment

Cone

Uni Hockey Stick

Uni Hockey Ball

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description:

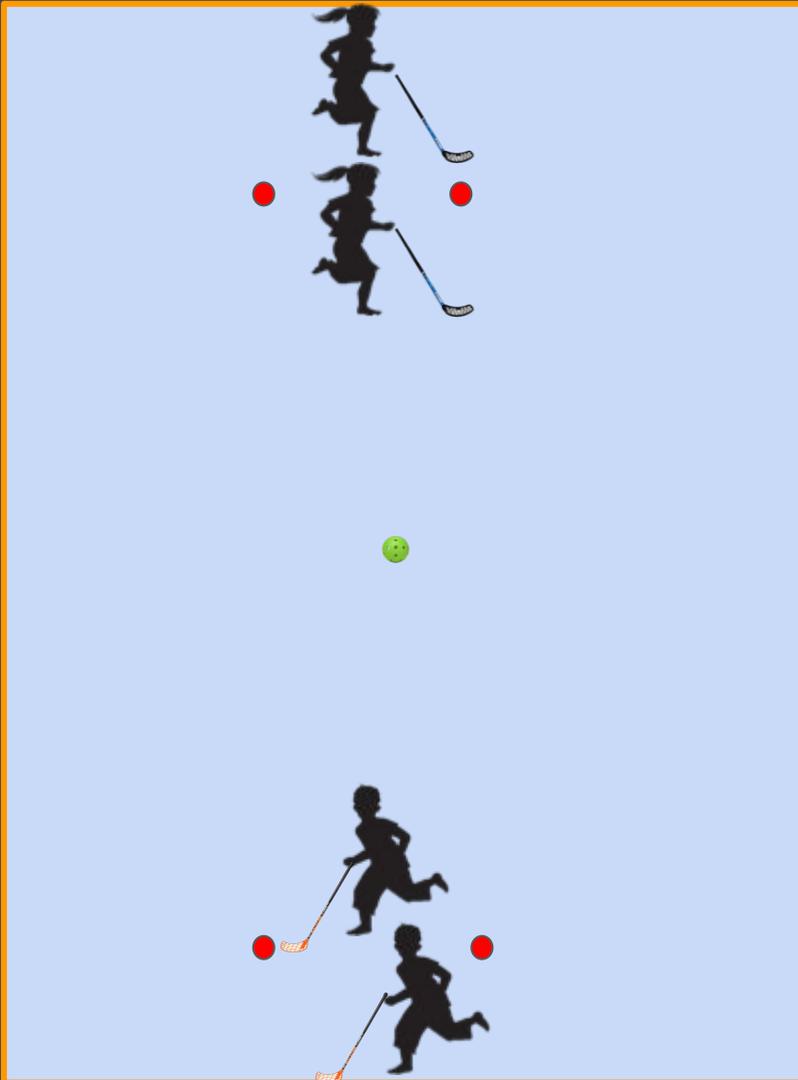
Each child has a uni hockey stick and ball. On the teacher's command they must dribble only using the flat side of their stick through as many gates as they can in 90 seconds. After 90 seconds the teacher asks how many gates each child dribbled through. The child who dribbled through the most is the winner.

Differentiation:

Easier: Widen the gates and use a foam ball.

Harder: Narrow gates and increase the playing area or add a defender.

Uni Hockey Lesson Example Part 2 - 1v1's



Equipment

Cone

Uni Hockey Stick

Uni Hockey Ball

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description:

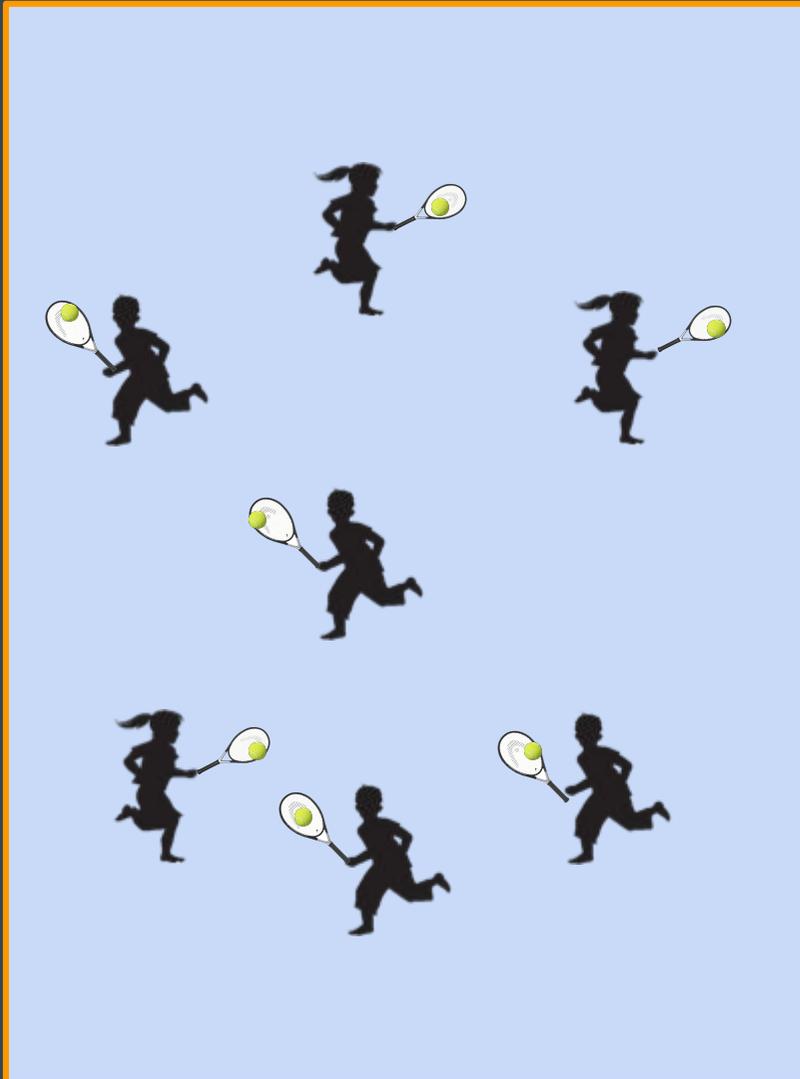
Split children into groups of 4-5 and place half behind each goal. When the teacher says go the first 2 children must run into the middle and attack each other's goals. Once the game has finished a new pair come on and play. **Progression:** Make it into a wave practice where once one player scores they must defend from the end they have scored in. A player who is waiting behind the goal that was just scored in must take the ball and attack as quickly as they can.

Differentiation:

Easier: make the playing area bigger for attacking or smaller for the defending.

Harder: make the pitch smaller for attacking and bigger for defending.

Tennis Lesson Example Part 1 - Champion Of The Ring



Equipment

Tennis Ball

Tennis Racket

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description:

Champion Of The Ring:

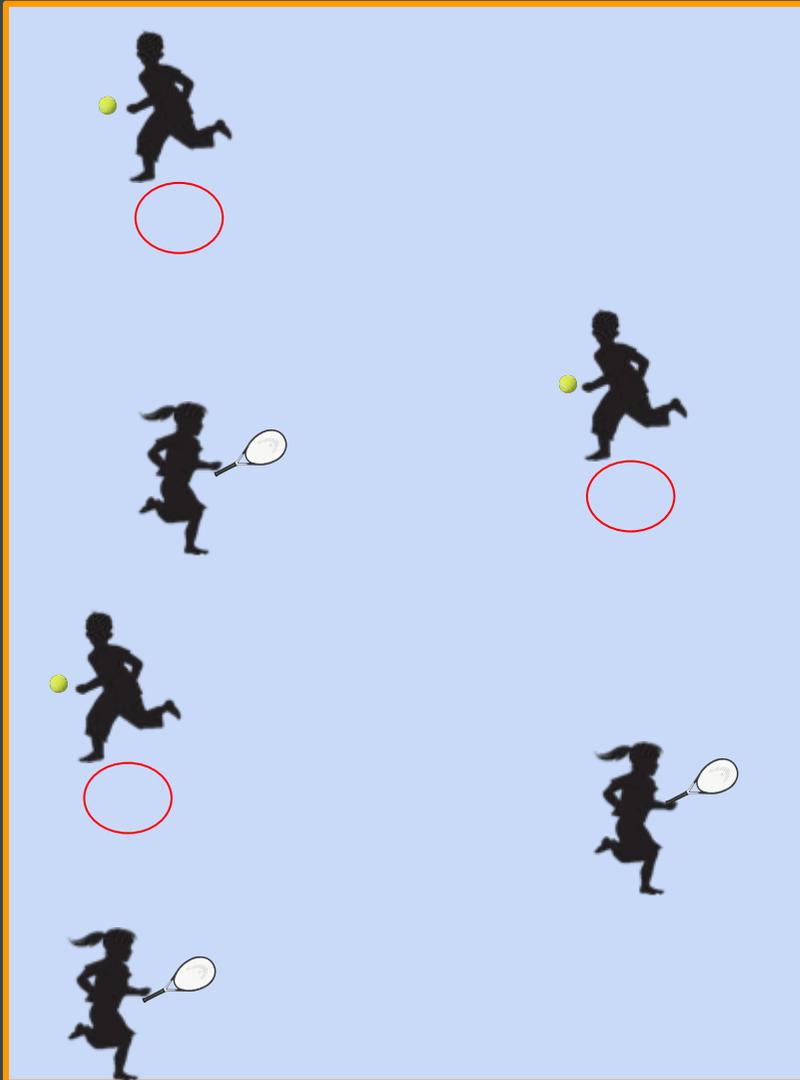
Each child has a ball and a racket. They must balance the ball on the face of the racket and move around inside the area. When the teacher says 'GO' the children must try to knock other children's balls off their rackets whilst keeping their tennis ball balanced on their rackets. If their ball gets knocked off their racket they are out. They are not allowed to touch their ball with their hands.

Differentiation:

Easier- make the space bigger

Harder- make the space smaller

Tennis Lesson Example Part 2 - Hit The Hoop



Equipment

Tennis Ball

Tennis Racket

Hoop

Description:

Pair the children up. 1 child holds the racket and 1 child holds the ball and becomes the server. The server bounces the ball into their partner who returns the ball to them by trying to get the tennis ball to land in the hoop. Each child gets 5 attempts with the racket then they swap over. When they have the racket children practise returning forehand, backhand and volley.

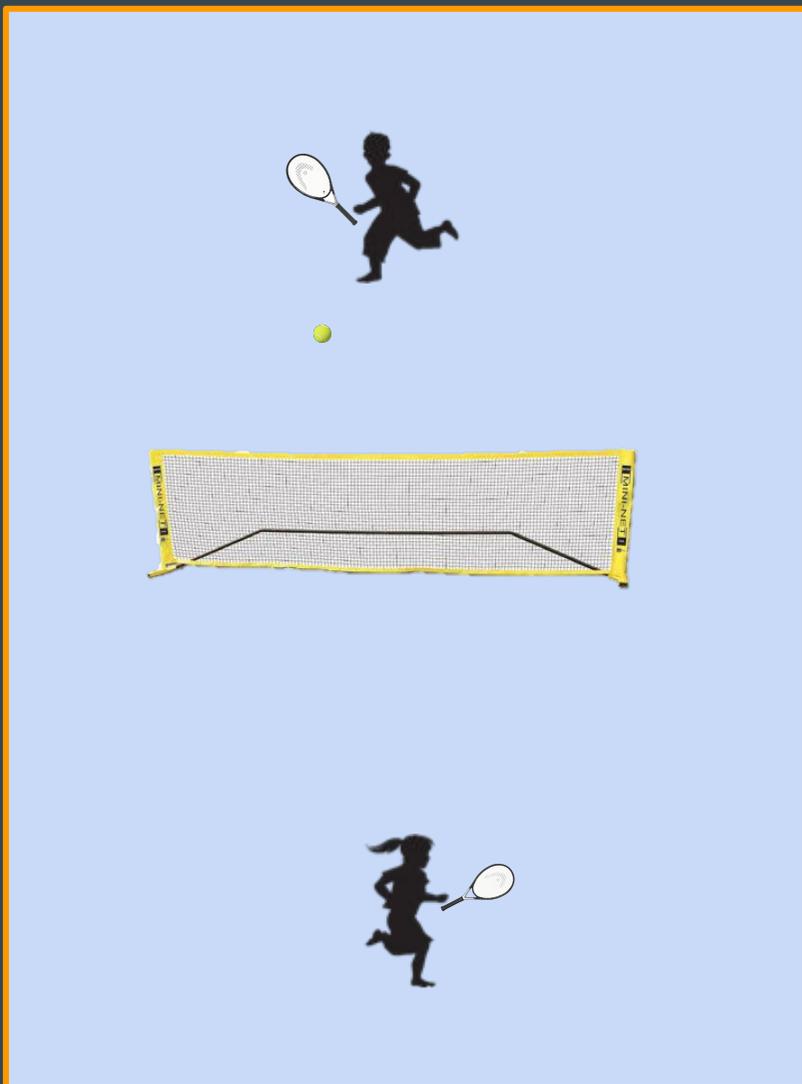
Differentiation:

Easier: make the hoop bigger

Harder: make the hoop smaller.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Tennis Lesson Example Part 3 - Net Rally



Equipment

Tennis Racket

Tennis Ball

Tennis Net

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description:

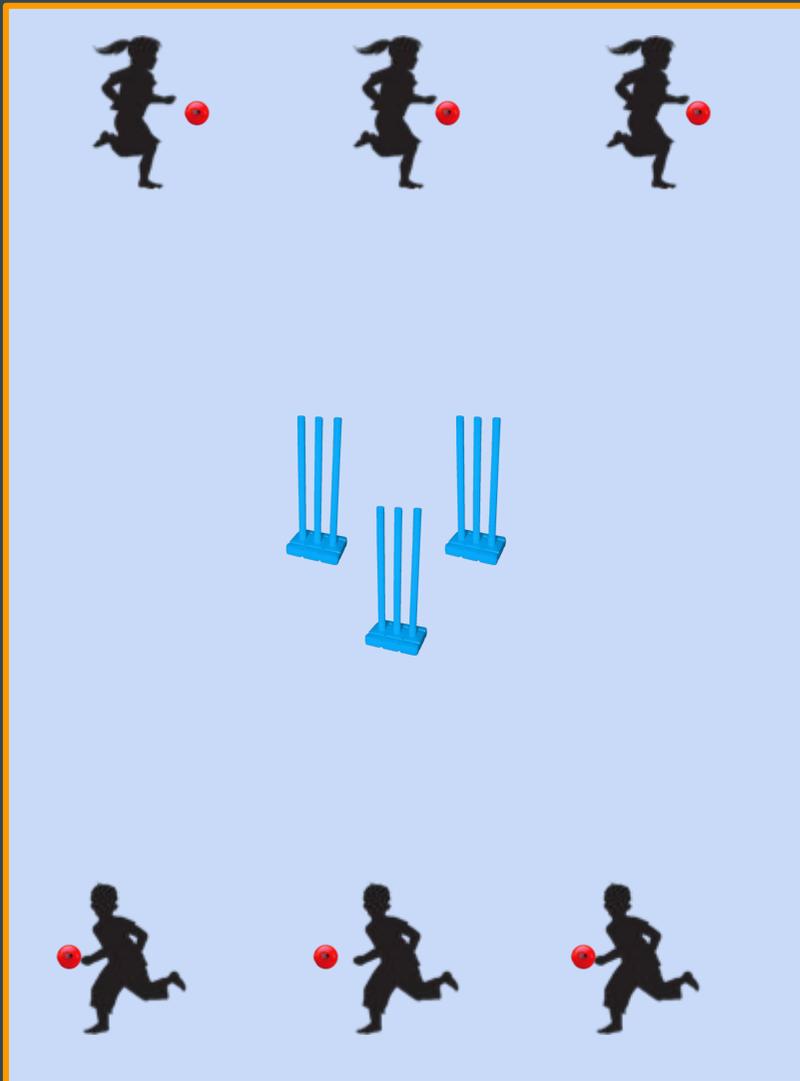
Split the class into pairs to keep a rally over the net. The aim is to hold a rally for as long as they can. Whilst keeping control of their shots. The ball is only allowed to bounce once before they can return the ball back over the net. Rallies can have a focus on either forehand, backhand or volleys - depending on the lesson focus.

Differentiation:

Easier- allow the ball to bounce twice and use a sponge or lower bounce ball.

Harder- Mix pairs to make sure the best children at tennis keep rallies together or progress them into scored matches.

Cricket Lesson Example Part 1 - Hit The Stumps



Equipment

Cricket Stumps

Cricket Balls

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description:

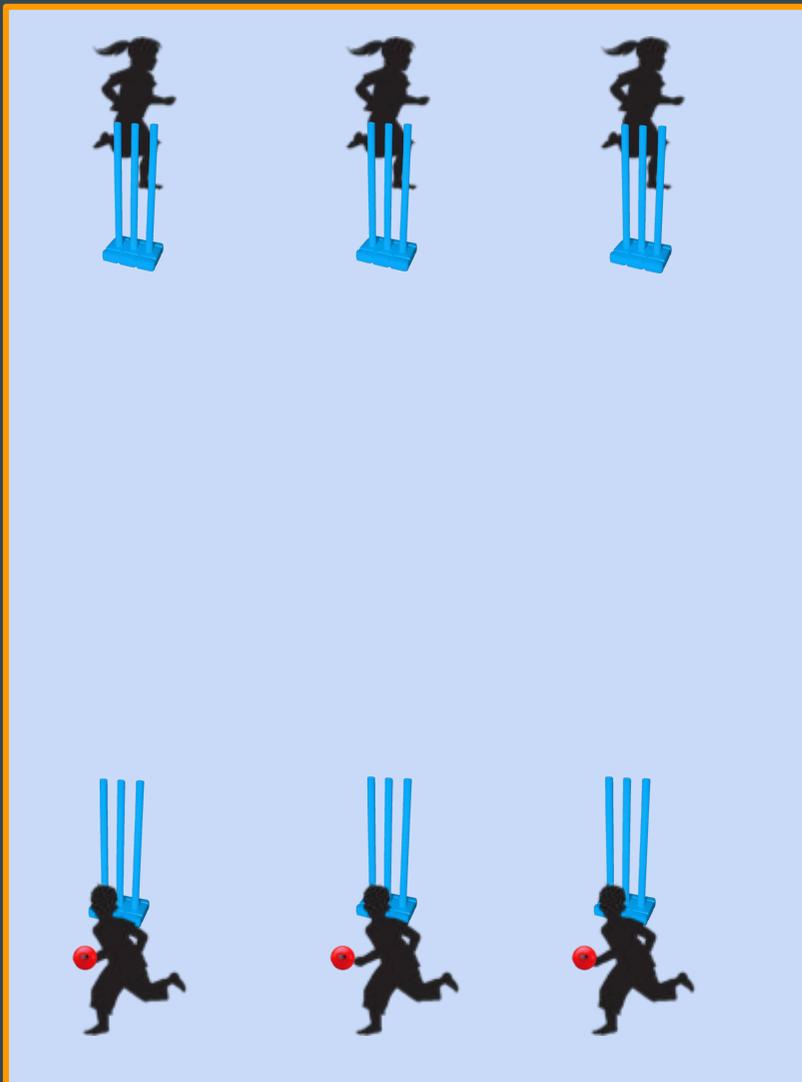
Divide the group into two equal teams and set up the area as in the diagram. It makes it more fun if a successful hit makes the stumps come crashing down. Teams will be throwing from opposite sides so it's whoever knocks the stumps over into the other teams area wins. Throws can be as quick and often as the supply of balls allow. Children find a new ball to throw once they've thrown theirs.

Differentiation:

Easier: Decrease the distance, remove some stumps.

Harder: Increase the distance, add more stumps.

Cricket Lesson Example Part 2 - Target Bowling



Equipment

Cricket Stumps

Cricket Balls

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description

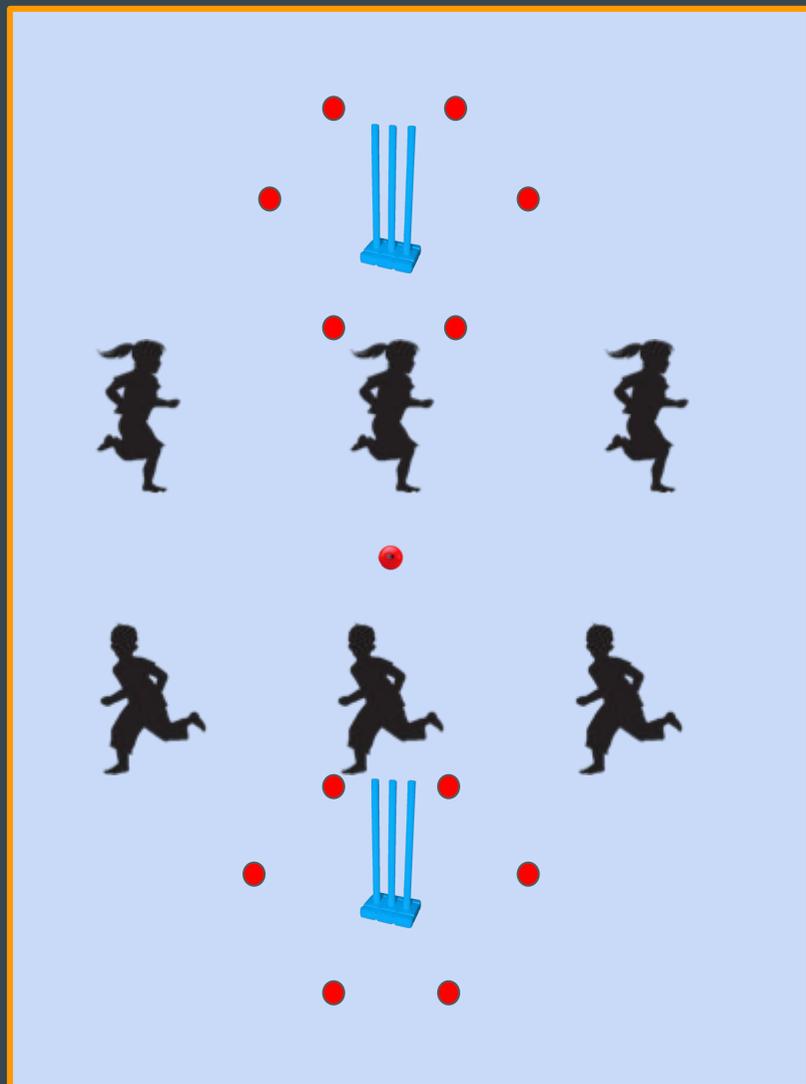
The aim of the game is to score the most points. Bowler bowls at stumps and scores 10 points for hitting stumps, or one point for getting the ball between the coned area. You can add more targets with cones or markers if you like. Wicket-keeper retrieves ball and runs to back of bowlers' queue to wait his/ her turn to bowl. Once bowler has bowled, s/he runs and becomes wicket keeper - in position and ready. Continue for a selected number of deliveries for each bowler and then count up individual and team scores.

Differentiation:

Easier: add targets to aim at (e.g. a hoop/ cones placed on the ground in front of the wicket)

Harder: remove stumps from the wicket.

Cricket Lesson Example Part 3 - Hand Hockey



Equipment

Cricket Stumps

Cricket Ball

Cones

Description:

Divide the group into 2 equal teams and set up the pitch as the diagram shows.

Similar to netball and football, the teams must make passes between players and score points by hitting the stumps with the ball. Players must not move with the ball, it is a non contact game, and a coned area around the stumps is marked as an exclusion zone - shooting must be from outside this. Passes can be made in whatever way the teacher chooses: overarm, underarm, rolled, bounced, in the air.

Differentiation:

Easier: Use a larger ball

Harder: One handed catching or catch with one hand and throw with the other.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation



12

Teaching Games For Understanding

The final stage of our children's development is in years 5 and 6 where their lessons are based on teaching games for understanding. We place our groups into modified versions of each sport. We introduce the children to how the skills they have previously learnt apply to a game situation. This also starts to introduce the children to the tactics involved in playing games.

The sports involved in this stage are:

Basketball

Gymnastics

Volleyball

Handball

Rounders

Dodgeball

Tennis

Table Tennis

Cricket

Football

Athletics

Badminton

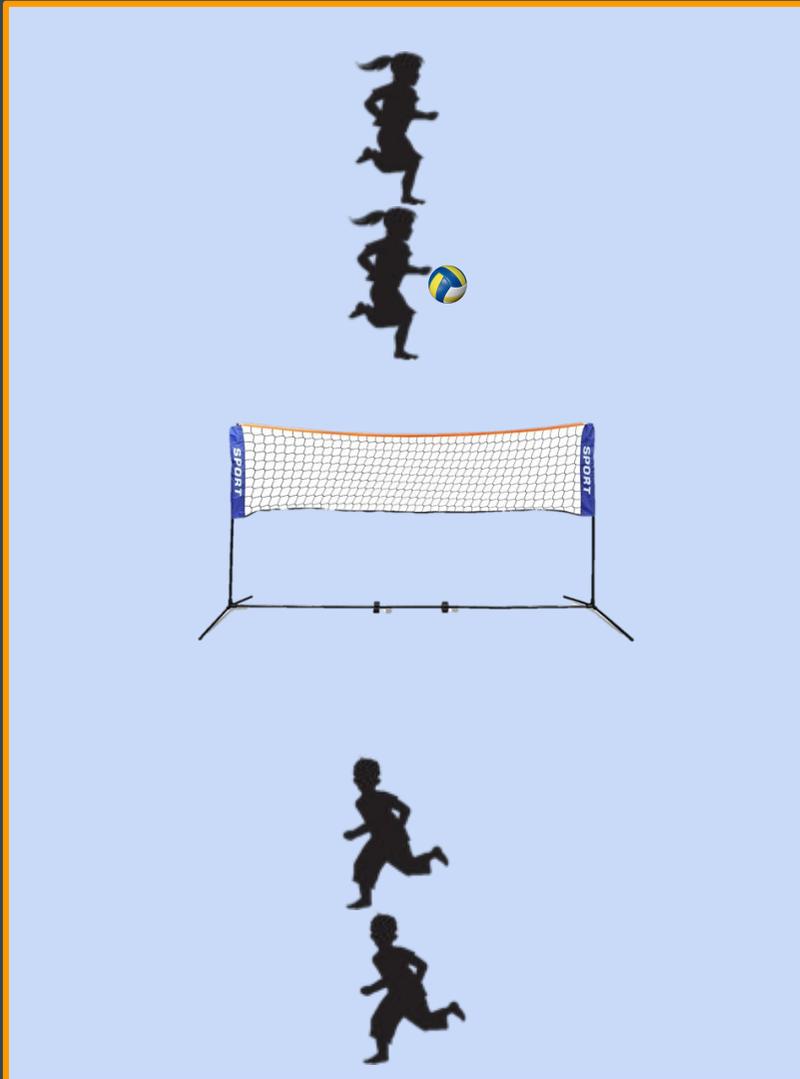
Archery

Netball

Hockey

Fencing

Volleyball Lesson Example Part 1 - Keep The Kettle Boiling



Equipment

Volleyball

Volleyball Net

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

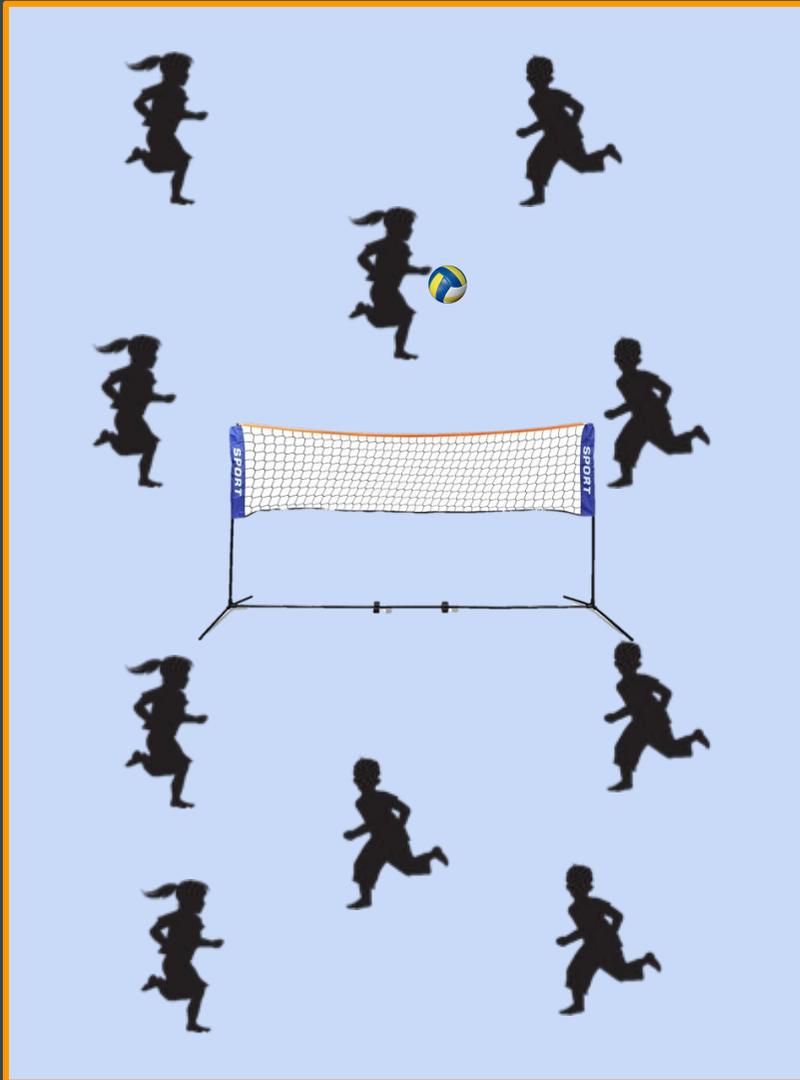
Description:

Split the children into 2 groups. Each group work over a net as shown on the diagram. Half of each group go either side of the net. One child starts with the ball and has to hit the ball over the net to the child opposite them. Once they have hit the ball they must run around the net and join the other sides line. This continues until the ball hits the floor. The children must try to see how many times they can get the ball over the net without it touching the floor. The group with the highest score wins.

Easier: Allow the children to have 2 hits to get the ball over.

Harder: Make the group smaller so they have to run around more.

Volleyball Lesson Example Part 2 - Game



Equipment

Volleyball

Volleyball net

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description

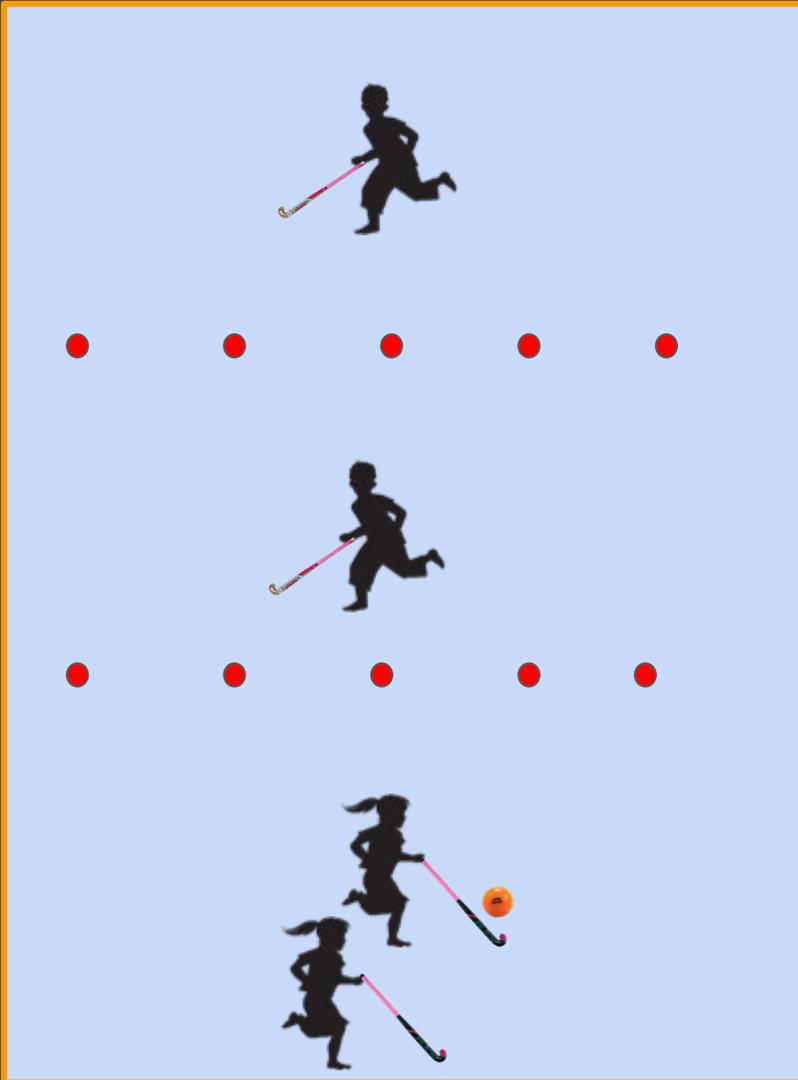
Split the class into groups of 5 to play against each other. Each game will play first to 7 points. Game starts by one team serving from the back of the court. Teams can only score points on their serve. If the opposition wins a point they win service to start earning points for their team. Points can be scored if the opponents hit the ball out of the court or if the opponents hit the net and the ball doesn't come over. They can also score points if they hit it over the net and the ball hits the floor of the opponent's court.

Differentiation:

Easier: Use bigger ball or add more players to a team.

Harder: Have less players on the court.

Hockey Lesson Example Part 1 - Gauntlet



Equipment

Hockey sticks

Hockey balls

Cones

Description:

2-3 children become the gladiators (defenders) in the gauntlet. They are given a zone to defend and they are not allowed out of this zone. The rest of the children are attackers and they take it in turns to try and complete the gauntlet by dribbling all the way through without getting tackled. Once all attackers have had a go the teacher can change the gladiators.

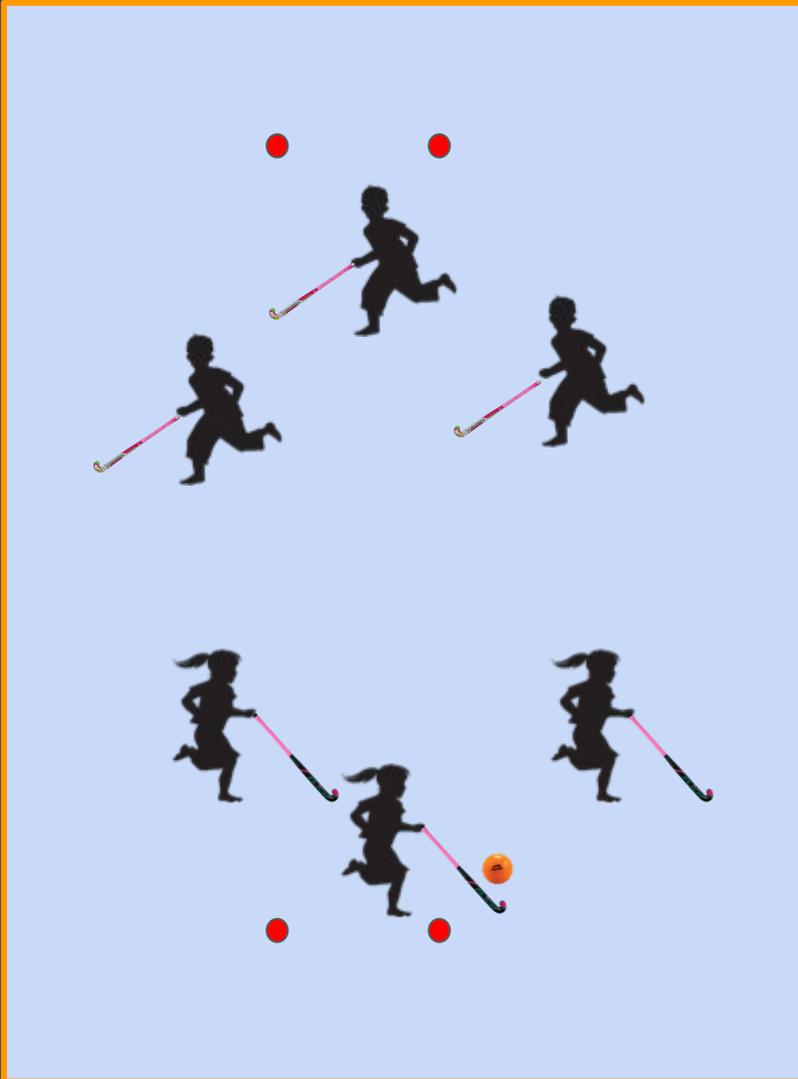
Differentiation:

Easier: Widen the area or have less gladiators

Harder: Make the area smaller or add more gladiators

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Hockey Lesson Example Part 2 - Game



Equipment

Hockey sticks

Hockey balls

Cones

Description:

Split the group into 2 even teams. One team starts the game by taking centre. If a team hits the ball out of play the other team must hit it in from where it went out. If a team hits the ball out behind their own goal the other team gets a corner. If a team hits the ball out behind their opponents goal the opponent's goalkeeper gets a goal hit. Every time there is a goal the team who conceded re-starts the game by taking centre. At the end of the game the team with the most goals wins. Basic rules: children can only use the flat side of the stick. Children are not allowed to use their feet.

Easier: Make pitch bigger with less players.

Harder: Make the pitch smaller with more players.

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Football Lesson Example Part 1 - End Zone Game



Equipment

Football

Cones

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description

Split the children into 2 teams. The teams will attack an end zone each. To score a point someone on a team must dribble the ball into the end zone whilst having good control of the football. If the ball goes out of play the opposition re-start play with a pass from the point where the ball was kicked out of play. The team at the end of the game with the most points wins.

Differentiation:

Easier: Make the playing area bigger.

Harder: Make the playing area smaller.

Football Lesson Example Part 1 - End Zone Game



Equipment

Football

Cones

Description

Split the group into 2 even teams. One team starts the game by taking centre. If a team kicks the ball out of play the other team must throw it in from where it went out. If a team kicks the ball out behind their own goal the other team wins a corner. If a team kicks the ball out behind their opponents goals the opponent's goalkeeper gets a goal kick. Every time there is a goal the team who conceded re starts the game by taking centre. At the end of the game the team with the most goals wins.

Differentiation:

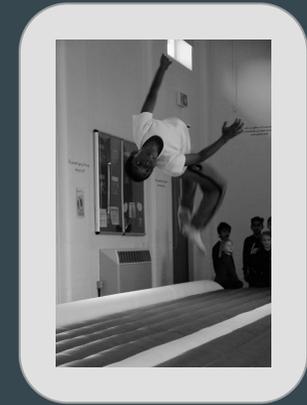
Easier: Make the playing area bigger with less players

Harder: Make the playing area smaller with more players

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation



13 Gymnastics



In gymnastics we deliver it in stages similar to the rest of the curriculum.

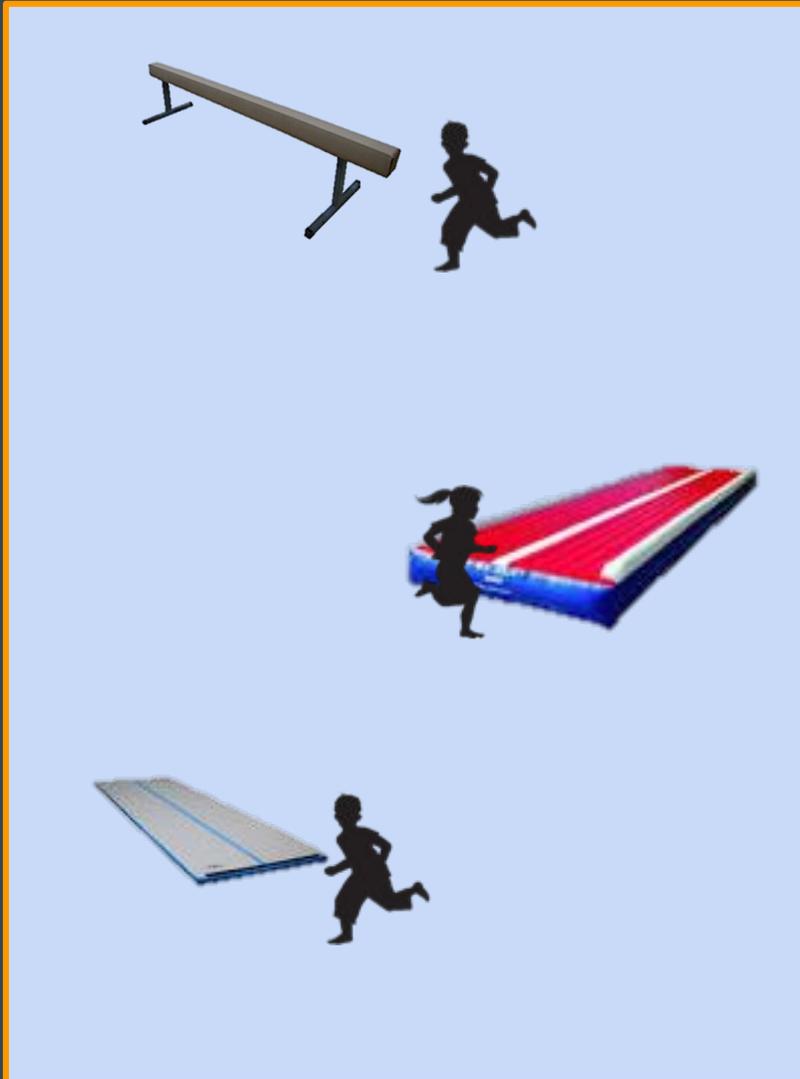
Foundation Stage - This is completely covered through their FUNdamentals programme. The skills we want them to acquire are across all parts of the curriculum at this stage of their development.

Year 1&2 - Explore different types of movement using varied equipment. We challenge the children to go over, under and through equipment. We also look at different ways they can get onto and off equipment. We want them to be brave.

Year 3&4 - We start to look at developing core strength and start to introduce simple gymnastic moves. We look at rolling, jumping, balances and different ways we can travel across floor and apparatus. We also introduce simple sequences where they have to link moves together.

Year 5&6 - We now challenge the children to create longer sequences and link more moves together across floor and equipment. We look at more complex gymnastic moves and continue to work on core strength. We introduce children to parkour in year 5&6 to look again at more complicated sequences. This also helps them combine all previous skills learnt in earlier years.

Gymnastics Lesson Example - 3 station Lesson



Equipment

Balance Beam

Large Air Track

Small Air Track

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Description

Split the children into 3 even groups. Each group is given a piece of apparatus to work on.

Balance Beam- children work on walking across forwards and backwards, jumping on the beam, half turns and full turns.

Large Air Track- Children to work on a range of gymnastic moves including forward rolls, backward rolls, cartwheels, round offs, different jumps and any harder moves if they are capable.

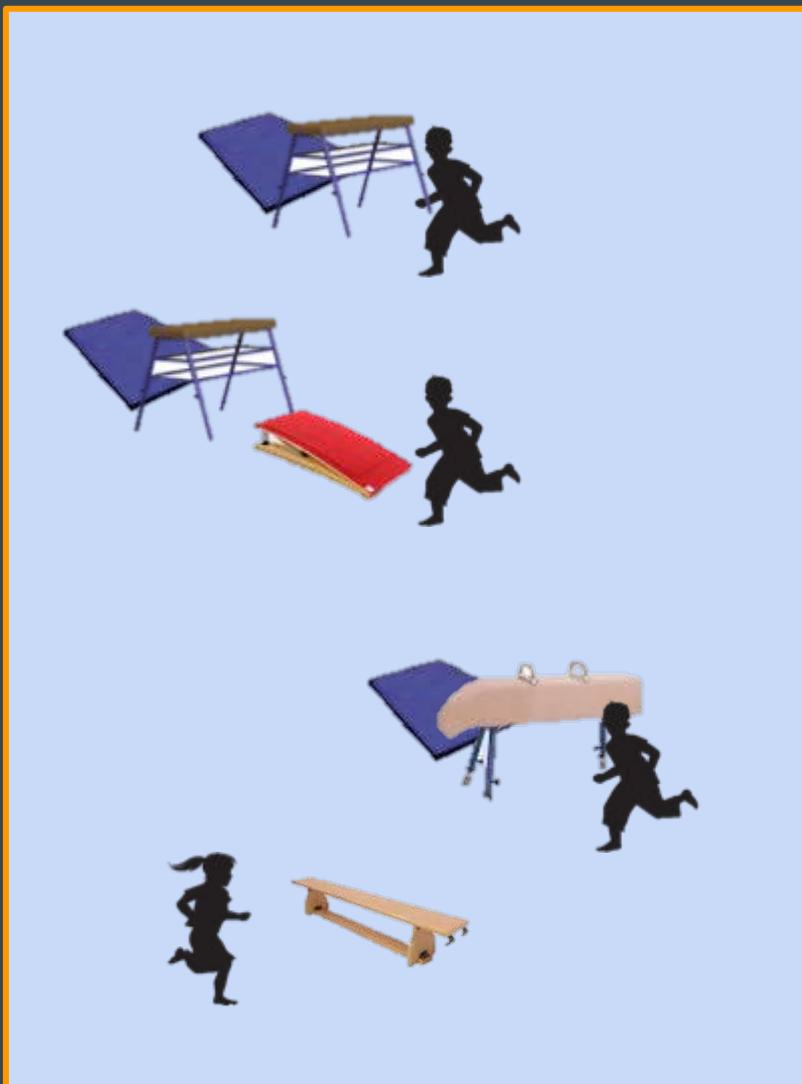
Small Airtrack- Children to work on smaller gymnastic moves including headstands, bridges, walk overs, handstands and rolls.

Differentiation:

Easier: Keep children on more simple moves

Harder: Move children onto more complicated moves

Gymnastics Lesson Example - Jumping



Equipment

Gym Box

Gym Mat

Springboard

Bench

Description

Children to move around the hall using all the different types of apparatus in the hall to either climb up and jump off or jump onto and off the apparatus.

Children to try a range of jumps:

Pencil Jump

Star Jump

Tuck Jump

Half Turn

Full Turn

Straddle Jump (harder jump)

Pike Jump (harder jump)

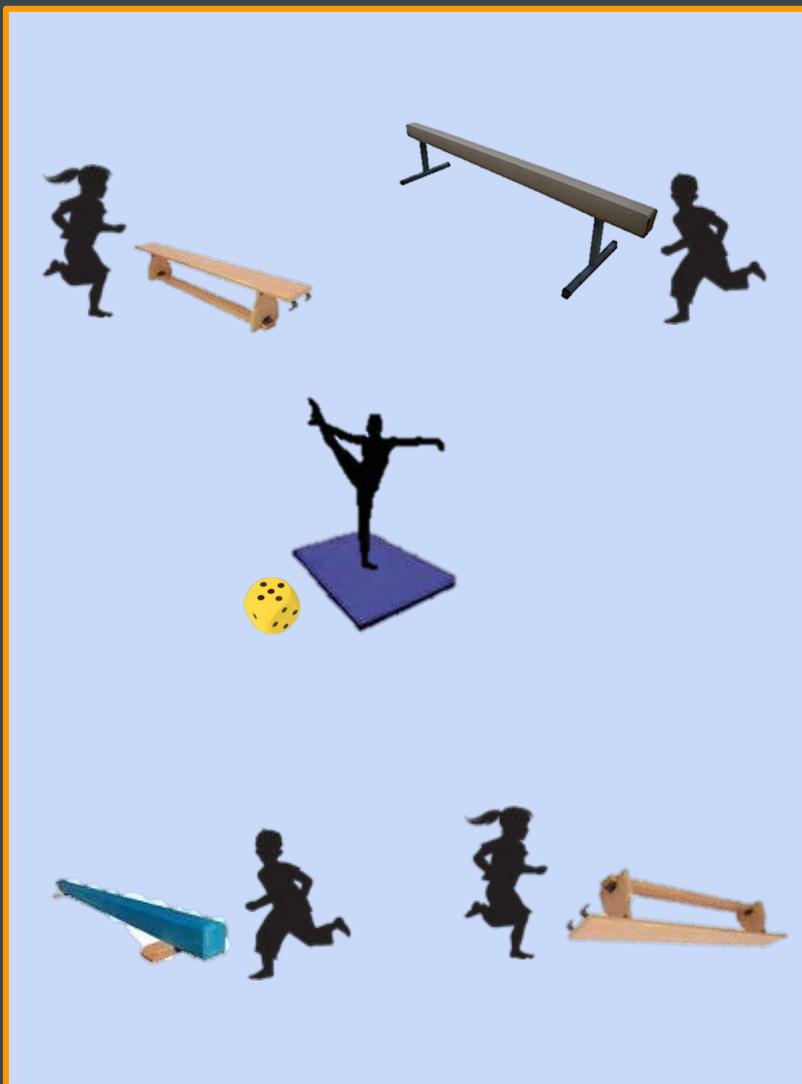
Differentiation:

Easier: Keep children on simple moves

Harder: Move children onto more complicated moves

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Gymnastics Lesson Example - Balancing



Equipment

Balance Beam

Gym Mat

Small Balance Beam

Bench

Foam Dice

Description

Children to move around the hall using all the different types of apparatus in the hall to work on their balance. They can try a range of skills which are listed below.

- Walking along apparatus forwards and backwards
- Trying to perform a jump on the apparatus
- Performing a half turn or full turn.

On the mat children can roll the dice either on their own or in a group and whatever number it lands on the have to make a balance with that many body points touching the floor.

Differentiation:

Easier: Keep children on simple moves

Harder: Move children onto more complicated moves

Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation

Gymnastics Lesson Example - Rolling

Equipment

Gym Mat

Large Air Track

Small Air Track

Wedge

Springboard

Description

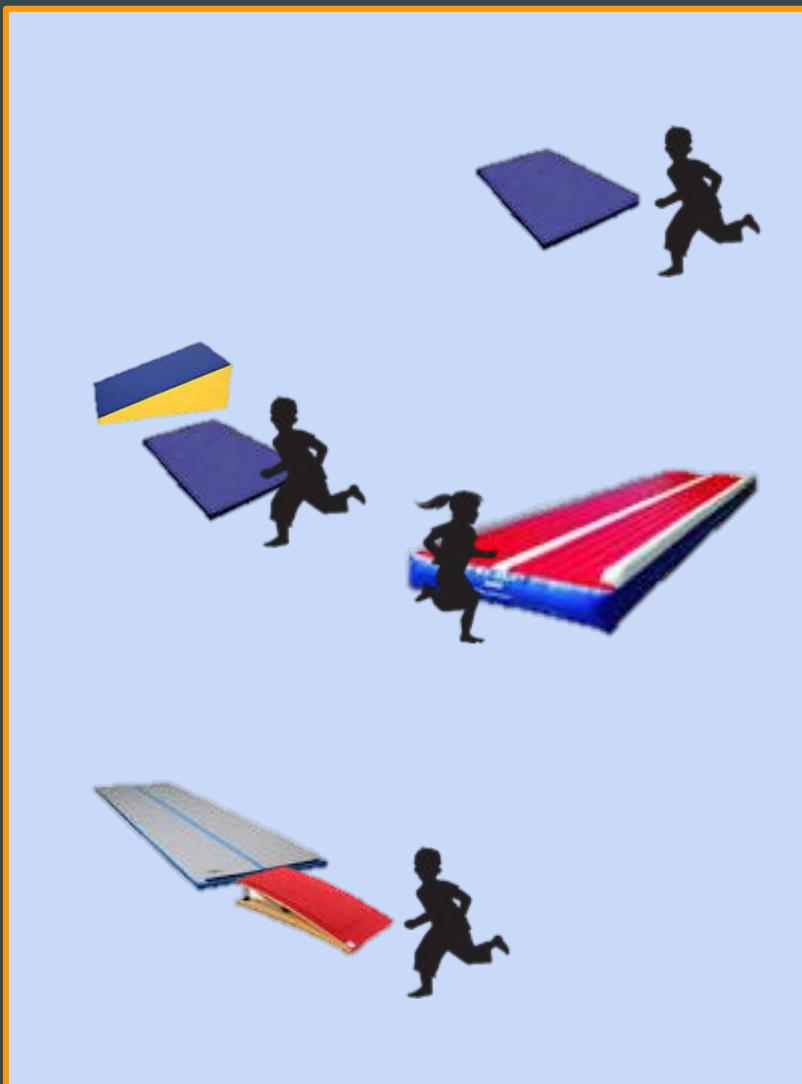
Children to move around to each mat practicing different rolls. On the **small blue mats** children to practice forwards rolls, encourage them to stand up at the end without using hands - they need to reach forwards. They must go over on their shoulders not the top of their head.

On the **foam wedge** children are to crouch on the higher end and backwards roll down the foam wedge, encourage the correct technique of rolling over their heads not their shoulders and to stand up at the end by getting their feet over and planted back on the floor not to finish sitting on their feet. On the **small air track** to continue to practise both backwards and forwards rolls, progress onto dive forwards rolls. Whilst on the **large air track** children are encouraged dive higher and further into their rolls, ensure again that the correct technique is practiced. If the adult knows the correct teaching skills they may ask children to move on to a front somersault.

Differentiation:

Easier: Keep children on more simple moves

Harder: Move children onto more complicated moves



Academic Challenge, Evaluation, Accuracy, Fluency,	Social Collaboration, Joy, Play, Courage, Grit, Empathy
Emotional Responsibility, Compassion, Forgiveness,	Creative Imagination, Intuition, Resourcefulness, Self Expression, Improvisation



14

Intra and Inter Schools Tournament

Throughout the academic year we host and take part in a wide range of inter and intra sports competitions. We aim to get every child across all year groups to take part in at least one tournament throughout the year. We also have opportunities for some of our children to compete in some tournaments whether that be intra or inter that are selected because of their sporting ability. These tournaments are used to develop our children's competitiveness and we encourage them to play to win. We want our children to become good losers, as well as, good winners so we put them in this environment to develop these qualities.



15

The Fulbridge Games

Each year we also host The Fulbridge Games which is a large tournament where we invite other primary schools, from across the city, to come and compete across different sports. We invite a professional athlete to attend each year to speak to all the children about what it takes to become a professional in sport and to inspire all the children involved. The tournament lasts all day and the winning school is presented a trophy at the end of the day.



16

Lesson Checklist

Clear learning focus including Holistic Intelligences

Repetition of the focus

Realistic to the sport/ activity

Relevant for the children

Challenging & motivating

Benefit to all

Child ownership & responsibility

Simple & well planned and organised

Enjoyable

