



Knowledge and skills: Introduction

At Polehampton, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

1. Knowledge refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. knowing the components of a computer/laptop, knowing what programming is, or knowing how to log in to a device), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

2. Skills refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. being able to actually use a keyboard or programme using Scratch). Skills are often incremental and require regular practice. It is about being able to know how to actually demonstrate that skill or procedure.



Polehampton's Infographic on Knowledge and Skills

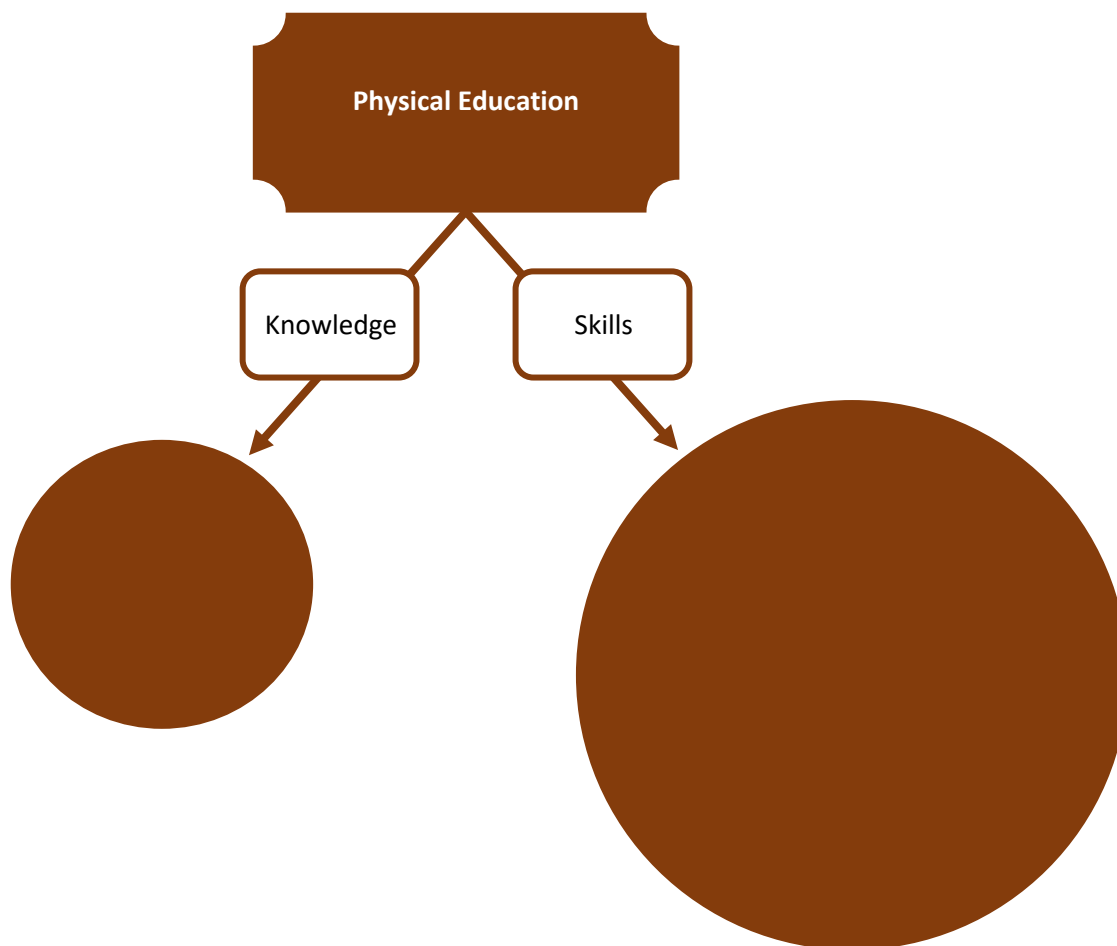
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Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



Our vision

At Polehampton, we cultivate a lifelong passion for physical activity and sport, empowering all pupils to become confident, resilient, and physically literate individuals. Our inclusive PE curriculum prioritises the development of fundamental movement skills, tactical awareness and personal wellbeing, ensuring every child is equipped for success in secondary school and beyond. By focusing on the progressive mastery of core skills through a diverse range of sports, rather than a narrow curriculum, we enable pupils to apply their knowledge in varied contexts. We emphasise understanding the body, fitness, and effective preparation for activity, fostering a holistic approach to physical development. Through high-quality, expertly coached lessons, and well-resourced, inclusive provision, including targeted support for pupils with SEND, we strive to nurture a culture where all children enjoy physical activity, achieve their personal best, and are inspired to pursue active lifestyles throughout their lives.

Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), we recognise that physical development is fundamental to a child's overall growth. Within the Physical Development domain, we prioritise creating rich and varied experiences that nurture gross and fine motor skills, laying the foundation for lifelong physical activity.

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Polehampton CE Infant and Junior Schools

Curriculum Vision: Physical Education V1



We understand that movement is intrinsic to young children's learning. Through purposeful play and structured activities, we foster the development of essential skills such as running, jumping, climbing, balancing, and the precise manipulation of tools and equipment. This approach allows children to cultivate coordination, strength, and spatial awareness, vital for their physical confidence and cognitive development.

Our approach extends beyond physical skills. We seamlessly integrate Personal, Social and Emotional Development, recognising that movement-based activities promote teamwork, resilience, and self-assurance. Similarly, Expressive Arts and Design enriches our provision, encouraging children to explore rhythm, creativity, and self-expression through dance, role-play, and imaginative movement.

Throughout the year, we provide a diverse range of movement-based activities, each designed to build upon the principles of early childhood development. Dance lessons promote coordination and rhythm, allowing children to express themselves through music and narrative. Ball Skills sessions hone throwing, catching, rolling, and kicking, improving coordination and control. Gymnastics activities build strength and confidence through balancing, jumping, rolling, and climbing, and athletics introduces fundamental running, jumping, and relay skills, fostering speed and agility.

Furthermore, we instil an early understanding of the importance of active lifestyles and healthy choices. The Active Movement scheme integrates daily physical activity into our routine, while our well-resourced outdoor area provides ample opportunities for skill development through play.

These carefully planned physical experiences provide a robust foundation for the National Curriculum PE in Key Stage 1, ensuring children are physically confident, competent, and enthusiastic about movement.

Key Stage 1

In KS1, our approach prioritises the development of fundamental movement skills. We focus on cultivating pupils' proficiency in running, jumping, throwing, catching, balance, agility, and coordination, all essential building blocks for lifelong physical activity. Through engaging in individual and team activities, including simple games, gymnastics, and dance, pupils enhance their movement control and spatial awareness. We introduce foundational game tactics, fostering cooperation, attacking, and defending strategies, alongside the crucial values of fair play, teamwork, and adherence to rules. Furthermore, dance activities are employed to explore rhythm, movement patterns, and expressive movement. Ultimately, we aim to instil physical confidence and a genuine enjoyment of being active, thereby establishing a robust foundation for the more structured sports, competitive games, and advanced skill development encountered in Key Stage 2.

Key Stage 2

Building upon the foundational movement skills acquired in EYFS and Key Stage 1, the Key Stage 2 Physical Education curriculum, emphasises the refinement and application of running, jumping, throwing, and catching abilities within structured and competitive contexts. Pupils engage in a diverse array of individual and team sports, including invasion games (e.g., handball, basketball, netball), striking and fielding games (e.g., cricket, rounders), net and wall games (e.g., tennis, badminton), alongside gymnastics, dance, and athletics. A key focus is placed on developing tactical awareness, strategic thinking, and collaborative teamwork, enabling pupils to compete fairly and work effectively as part of a team. In accordance with the National Curriculum's requirements, swimming and water safety are prioritised, ensuring all pupils achieve competency, confidence, and safety in swimming for at least 25 meters using a variety of strokes, and acquire essential self-rescue techniques. This comprehensive approach prepares pupils for a healthy, active lifestyle and fosters a deeper understanding of the importance of physical well-being.

Letting our lights shine through experiences

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Polehampton CE Infant and Junior Schools Curriculum Vision: Physical Education V1



We are committed to fostering a rich and inclusive sporting culture, providing every child with opportunities to develop their skills and build lasting confidence. Through strong partnerships, we ensure all pupils have the chance to represent the school in inter-school competitions, with a goal of each child participating at least once annually. A range of sports clubs, offered throughout the week, caters to varying interests and abilities, while school teams allow our most talented athletes to excel and showcase their skills. Our collaboration with the Bracknell and Wokingham sports partnerships expands these opportunities, providing access to a wide array of competitive team activities across multiple sports. These varied experiences lay a robust foundation for a lifelong appreciation of physical activity and teamwork, nurturing not just athletes, but well-rounded individuals.

The curriculum

At Polehampton, we follow the National Curriculum for all our subjects. However, we have chosen Get Set 4 PE to match our ambitions for the subject. To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Milestones a statement or section is covered within our strategic documents and planning. Our Milestones document also links with Get Set 4 PE's progression ladder document.

The infographic is organized into three main columns corresponding to the educational levels: EYF5, KS1, and KS2. Each column contains a central theme and several activity-based sections. For example, in the EYF5 column, 'Ball Skills' focuses on introducing children to ball games, while 'Dance' aims to allow children to move to music. In the KS1 column, 'Games' emphasizes basic movement skills like throwing and catching, and 'Team Building/OAA' focuses on participation in team games. The KS2 column details more advanced 'Games' and 'Swimming' activities. Each activity section includes specific learning objectives and references to the National Curriculum (NC) and research studies. The entire infographic is branded with 'www.getset4education.co.uk' and 'Copyright Get Set 4 Education Ltd.'

Taken from Get Set 4 PE's Developing Breadth documents

Schemes of work

In PE, we use a scheme called Get Set 4 PE to support the subject in Reception to Year 6. We have also reviewed the Get Set 4 PE progression of knowledge and skills ladder documents to ensure that this strategic planning is appropriate for our school community and links with our curriculum vision (and the National Curriculum).

Curriculum structure

PE at Polehampton follows a well-sequenced, progressive curriculum designed to ensure pupils build knowledge and skills over time. Get Set 4 PE's structured scheme provides teachers with high-quality lesson planning, skill progression frameworks, and assessment tools to support effective teaching and learning.

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Curriculum Vision: Physical Education V1




Our school provides weekly, dedicated lessons designed to foster progressive skill development and active participation. Each half-term, students from EYFS to Year 6 engage in focused units, typically spanning six lessons, centred on specific sports or skillsets. These units are structured to build upon core skills, knowledge, and understanding, ensuring continuous progression throughout their school journey. Beyond these core units, we strategically incorporate supplementary sporting events and activities to enrich the curriculum. Lessons prioritise sustained physical activity, beginning with dynamic warm-ups and progressing through modelled skills, individual/paired/group practice, and application in small team games or performance scenarios. Regular performance evaluation and a structured warm-down, emphasising the benefits of exercise and key learning points, conclude each session. This approach cultivates both physical well-being and a deep understanding of movement and sport.

Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Motor Competence	Rules, Strategies and Tactics	Healthy and Resilient Participation	Evaluation
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Get Set 4 PE also has ‘fundamental movement skills’, which underpin all of our Concepts. These fundamental movement skills are referenced below:



Fundamental Movement Skills

Fundamental Movement Skills (FMS) are basic, learned motor patterns that form the foundation for physical competence and confidence. While some aspects may develop naturally, high quality instruction, practice, and feedback are essential to refine these skills. FMS can be categorised into three types: locomotor, stability, and manipulative skills.

Locomotor Skills:

Enable us to move from one place to another.

Key locomotor skills are walking, running, jumping, hopping, crawling, marching, climbing, galloping, sliding, leaping, and skipping.

Manipulation Skills:

Are the skills we need for moving balls and objects around.

Key manipulation skills include throwing, catching, kicking, striking, bouncing and rolling.


Stability Skills:

are movements where the body remains in place but moves around its horizontal and vertical axis.

Key stability skills are balancing, stretching, bending and twisting. These skills are needed to progress to locomotor and manipulative skills. Balancing in particular is important. Static balance is where a child is balanced whilst stationary and dynamic balance is where balance is maintained whilst moving.


Running:

- chest up
- run on the balls of your feet
- move opposite arm to leg
- high knee lift for sprinting
- hands move from pocket to mouth if sprinting




Throwing:

- place your opposite foot to throwing hand forwards for balance
- step into a throw for power
- point your hand towards the target on release of the object



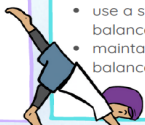
Jumping:

- bend your knees on take off and landing
- land on the balls of your feet
- push your hips forwards if jumping for distance
- swing your arms forwards if jumping for distance
- swing your arms upwards if jumping for height
- keep your chest up on landing





Balance:

- balance weight by using your arms if stationary
- squeeze the appropriate muscles
- focus
- use a strong base of support for stationary balances
- maintain your centre of gravity for dynamic balances



Catching:

- keep your eyes on the ball
- have your hands out ready to catch
- move your feet to track the ball
- pull the ball into the body to cushion it

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Taken from Get Set 4 PE's Fundamental Movement Skills document

Building on and revisiting learning

Our units rely on a ‘spiral curriculum’ model, which ensure we can revisit concepts and cumulatively build knowledge and skills. The below is from Kapow (which we use for a number of other subjects at Polehampton) but supports Get Set 4 PE’s curriculum design model as well.

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A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Taken from Kapow's LTP document

How we plan our units

We have chosen to use the Get Set 4 PE scheme because it offers engaging, curriculum-aligned resources that foster a development of curiosity, skill development and critical thinking in pupils.

Prior to beginning a unit, class teachers will review all the documentation mentioned in the vision document as well as the lesson plans and online resources, in order to understand the direction of the units and lessons. It also ensures that teachers have time to address any subject knowledge gaps they have themselves, or seek support. As part of this professional development support, teachers use the teacher knowledge videos that are provided within the Get Set 4 PE units to enrich and refine subject knowledge ahead of lessons.

Because of the comprehensive nature of the planning on Get Set 4 PE and the fact that PE is a largely active and movement-based subject, teachers are not expected to produce individual written plans for each lesson. However, teachers are expected to ensure that the teaching resources produced for the lesson are comprehensive and well-planned, as well as being adapted where necessary to suit the needs of the cohort, including ensuring that videos and other resources from Get Set 4 PE are utilised to support the development of knowledge and skills.

This could take the form of the following:

- Using the pre-prepared videos on Get Set 4 PE.
- If teachers prefer, they can create their own PowerPoint with key vocabulary or other essential information, ensuring the key information from the Get Set 4 PE lesson is covered.

The most important aspect for us, as a school, is ensuring that teachers feel prepared to (and, therefore, deliver) high-quality lessons to pupils which support our vision of developing knowledge and skills over time. It also enables teachers to consider how these lessons will fit in to the wider picture of a child's learning journey.

Vocabulary development and knowledge organisers

As part of our focus on oracy, we utilise Get Set 4 PE's plans, which outline the key vocabulary for that lesson or unit, which allows progression in vocabulary development over each unit and year.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

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Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in a specific document to support the wider curriculum development of each subject. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

Links with our values, spirituality and organisations

Our Physical Education curriculum is designed to cultivate well-rounded individuals who embody our core values of curiosity, courage, respect, love, and aspiration. Through active exploration and skill development, we encourage curiosity about movement and physical capabilities. We foster courage by challenging students to push their boundaries and embrace new experiences. Respect is woven into every lesson, promoting teamwork and fair play, aligning with British Values of mutual respect and tolerance. We encourage love of physical activity and lifelong well-being. Our focus on personal growth and achievement nurtures aspiration, empowering students to reach their full potential. Furthermore, our curriculum integrates spiritual development through mindful movement and appreciation for the body, while also connecting to OECD and UN objectives by promoting health, equity, and sustainable development through active participation and understanding of global sporting events and ideals.

Milestones and assessment opportunities

Our milestone objectives, aligned with the National Curriculum and Get Set 4 PE's progression framework, provide clear pathways for student development. These objectives and associated assessment opportunities ensure that teachers can effectively track and measure knowledge and skill acquisition within each unit, guaranteeing consistent progression and student success. When assessing progress, we use a range of methods, including the use of Get Set 4 PE's summative assessment opportunities.

Formative assessment

Our PE curriculum prioritises continuous assessment to ensure student progression. Teachers employ a variety of formative assessment strategies throughout each lesson, including: **observations** to track skill development, **questioning techniques** to gauge understanding and identify misconceptions, **peer and self-assessment opportunities** to promote metacognition and provide targeted feedback, **video and photo analysis** to evaluate performance and identify areas for improvement, and **verbal feedback** to offer immediate guidance. In addition, retrieval practice, such as quick skill demonstrations or knowledge recall questions, are used at the start of lessons to reinforce prior learning. These strategies inform real-time adjustments, adaptive teaching, and future lesson planning, ensuring that instruction is tailored to individual needs and that pupils are continuously challenged and supported in their physical development. By using these tools, we create a dynamic learning environment where progress is monitored closely, and students are empowered to take ownership of their learning journey.

Summative assessment

Get Set 4 PE provides clear, assessed objectives aligned with our school's developmental milestones. These objectives serve as the foundation for summative assessments at the end of each unit, allowing us to accurately measure student progress and attainment. This data is then used to inform our internal tracking systems, ensuring we effectively monitor and support each student's physical development over time.

Measuring impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

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When evaluating our curriculum, we also ask ourselves the following questions:

Do we provide a high-quality curriculum and inspires pupils?

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?

Do we ensure pupils know more, do more and remember more?

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

Does our curriculum allow oracy development and the opportunity for pupils to collaborate?

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

Is our curriculum inclusive?

- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

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