

PE

THE FOXTON CURRICULUM



Foxton
Primary School

2025/26



Gallow Field Road. Foxton
Leicestershire, LE16 7QZ

01858 545 328
www.foxton.leics.sch.uk

Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing.

– James MacAllister

At Foxton Primary School, we are athletes.



Our Physical Education (PE) Curriculum

PE at Foxton aims to develop physically confident, competent, and motivated children through an inclusive, carefully sequenced curriculum. We empower pupils to lead healthy, active lives and develop the social, emotional and cognitive skills needed for lifelong participation in physical activity.

We are committed to ensuring all pupils:

- Develop competence in a wide range of physical skills and activities.
- Are physically active for sustained periods of time.
- Take part in competitive sports and cooperative activities.
- Understand and value physical activity as a key contributor to personal wellbeing.

PE aligns closely with our Global Curriculum, our British values, and the UN Sustainable Development Goals – particularly Goal 3: Good Health and Wellbeing. It plays a central role in promoting respect, fairness, teamwork, and resilience.

From August 2025, we implemented the Twinkl PE Mastery Scheme, a high-quality, research-informed curriculum designed around three pillars of progression:

- **Motor Competence:** Fundamental movement skills including balance, coordination, agility, and control.
- **Rules, Strategy and Tactics:** Applying movement skills in games, dance, and performance.
- **Healthy Participation:** Positive engagement in PE through teamwork, emotional regulation, and active lifestyles.

The mastery approach means children revisit and build on learning, ensuring deep understanding and sustained progress. Units are taught flexibly in line with children's needs rather than rigid term blocks, ensuring time for mastery.

Phase Blocks and Mixed-Age Structure

To meet the needs of our mixed-age structure, PE is taught in two-year rolling cycles:

- **KS1 (Y1/2)** – Cycle A and Cycle B
- **LKS2 (Y3/4)** – Cycle A and Cycle B
- **UKS2 (Y5/6)** – Cycle A and Cycle B

This ensures progression is secure and no content is missed. Curriculum maps clearly identify when each skill is taught and revisited across the phases. Performance, competition and consolidation weeks are pre-planned, enabling our staff to prepare pupils for upcoming events and performances, such as our traditional Summer Dancing and Maypole celebration.

Our EYFS curriculum follows six half-termly units from the Twinkl PE Mastery scheme, designed to build foundational movement, confidence, and independence. These units support the Early Learning Goals for Physical Development, as well as Personal, Social, and Emotional Development. In Key Stage 1 and 2, PE is taught twice weekly and enriched through:

- Team-teaching with a specialist Sports Coach
- Extra-curricular sports clubs
- Intra- and inter-school competitions

EYFS Overview

Autumn 1	Me and PE
Autumn 2	Move It
Spring 1	Dance, Dance, Dance
Spring 2	Roll It, Catch It, Kick It
Summer 1	Fantastic Gymnastics
Summer 2	Fun and Games

KS1 Overview

Cycle A			Cycle B	
Ball Skills: Hands (Year 2)	Balance, Shape and Rotation (Year 1) Travelling and Jumping (Year 1)	Autumn	Ball Skills: Hands (Year 1)	Balance, Shape and Rotation (Year 2) Travelling and Jumping (Year 2)
Ball Skills: Kicking (Year 2) Attacking and Defending (Year 2)	Travelling and Jumping (Year 1) Health and Fitness (Year 1) Teamwork (Year 1)	Spring	Ball Skills: Kicking (Year 1) Attacking and Defending (Year 1)	Health and Fitness (Year 2) Teamwork (Year 2)
Striking and Hitting (Year 2) Running and Jumping (Year 2)	Dance Fundamentals (Year 1) Dance Style (Year 1)	Summer	Striking and Hitting (Year 1) Running and Jumping (Year 1)	Dance Fundamentals (Year 2) Dance Style (Year 2)

LKS2 Overview

Cycle A			Cycle B	
Fundamental Movement Skills (Year 4)	Travelling and Jumping (Year 3) Balance, Shape and Rotation (Year 3)	Autumn	Fundamental Movement Skills (Year 3)	Travelling and Jumping (Year 4) Balance, Shape and Rotation (Year 4)

Strategy and Tactics (Year 4) Invasion Game (Year 4)	Health and Fitness (Year 3) Navigation and Orienteering (Year 3)	Spring	Strategy and Tactics (Year 3) Invasion Game (Year 3)	Health and Fitness (Year 4) Intro to Net and Wall (Year 4) Net and Wall Sport (Year 4)
Run, Jump, Throw (Year 4) Celebration of Sport (Year 4)	Dance Fundamentals (Year 3) Dance Style (Year 3)	Summer	Run, Jump, Throw (Year 3) Intro to Striking and Fielding (Year 3) Cricket (Year 3)	Dance Fundamentals (Year 4) Dance Style (Year 4)

USK2 Overview

Cycle A			Cycle B	
Fundamental Movement Skills (Year 6)	Travelling and Jumping (Year 5) Balance, Shape and Rotation (Year 5)	Autumn	Fundamental Movement Skills (Year 5)	Travelling and Jumping (Year 6) Balance, Shape and Rotation (Year 6)
Strategy and Tactics (Year 6) Invasion Game (Year 6)	Health and Fitness (Year 5) Navigation and Orienteering (Year 5)	Spring	Strategy and Tactics (Year 5) Invasion Game (Year 5)	Health and Fitness (Year 6) Intro to Net and Wall (Year 6) Net and Wall Sport (Year 6)
Athletics (Year 6) Celebration of Sport (Year 6)	Dance Fundamentals (Year 5) Dance Style (Year 5)	Summer	Athletics (Year 5) Intro to Striking and Fielding (Year 5) Cricket (Year 5)	Dance Fundamentals (Year 6) Dance Style (Year 6)

Knowing more and remembering more

Each PE lesson begins with retrieval practice, revisiting key knowledge, vocabulary and skills. This builds long-term memory and embeds core concepts. Teachers use responsive teaching and in-lesson feedback to address misconceptions and stretch high achievers. Assessment is tracked through a clear summative system, enabling our Sports Coach and teachers to plan next steps and provide targeted support. Children needing extra help are identified early and supported through modelling, scaffolding, and coaching. Assessment outcomes are also used to adapt future units and ensure that all pupils progress, regardless of ability.

A Global Curriculum

Our PE curriculum contributes directly to the following UN Sustainable Development Goals:

- **Goal 3: Good Health and Wellbeing** – Supporting lifelong physical and mental wellness.
- **Goal 4: Quality Education** – Enriching learning through structured, inclusive physical experiences.
- **Goal 10: Reduced Inequalities** – Ensuring equal access for all learners regardless of need or background.

Swimming and Water Safety

Swimming is a core part of our KS2 curriculum. All children have access to weekly lessons, with the goal that they can:

- Swim at least 25 metres
- Use a range of effective strokes
- Perform safe self-rescue in different water-based situations

This provision supports national curriculum aims for water confidence and safety.

Appendix 1

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.

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.

Subject content

Key stage 1

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.

Key stage 2

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.

