



# School Program





# School Curriculum

The following tables represent the structure of the KLCF school program which runs in line with the National Curriculum.

National Curriculum	Age / Year	Learning Criteria
Early Years Foundation Stage (EYFS)	Ages 3½ -5 (Years N-R)	<p><b>Skills, Knowledge and Understanding:</b>            Acquiring and developing skills            Selecting and applying skills and tactics            Evaluating and improving performance            Knowledge and understanding of fitness &amp; health</p>
Key Stage 1	Ages 5-7 (Years 1-2)	
Key Stage 2	Ages 7-11 (Years 3-6)	
Key Stage 3	Ages 11-14 (Years 7-9)	
Key Stage 4	Ages 14-16 (Years 10-11)	



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**During EYFS** The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them. They must be supported in developing and understanding of the importance of physical activity and making healthy choices in relation to food.

Early Years Foundation Stage (EYFS)	Ages 3½-5 (Years N-R)
<b>Acquiring and developing skills</b>	<p><b>By the end of EYFS pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Move with confidence, imagination and in safety.</li> <li>b. Move with control and coordination.</li> </ul>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<p><b>By the end of EYFS pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Show awareness of space, of themselves and of others.</li> <li>b. Travel around, under, over and through equipment.</li> <li>c. Use a range of different equipment.</li> </ul>
<b>Evaluating and improving performance</b>	<p><b>By the end of EYFS pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Describe what they have done</li> <li>b. Observe &amp; copy what others have done</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<p><b>By the end of EYFS pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Recognize the importance of keeping healthy, and those things which contribute to this.</li> <li>b. Recognize the changes that happen to their bodies when they are active.</li> </ul>



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During key stage 1 pupil's build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination and enjoy expressing and testing themselves in a variety of situations.

Key Stage 1	Ages 5-7 (Years 1-2)
<b>Acquiring and developing skills</b>	<p><b>By the end of Key Stage 1 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Explore basic skills, actions and ideas with increasing understanding</li> <li>b. Remember and repeat simple skills and actions with increasing control and coordination</li> </ul>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<p><b>By the end of Key Stage 1 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Explore how to choose and apply skills and actions in sequence and in combination</li> <li>b. Vary the way they perform skills by using simple tactics and movement phrases</li> <li>c. Apply rules and conventions for different activities</li> </ul>
<b>Evaluating and improving performance</b>	<p><b>By the end of Key Stage 1 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Describe what they have done</li> <li>b. Observe, describe and copy what others have done</li> <li>c. Use what they have learnt to improve the quality and control of their work</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<p><b>By the end of Key Stage 1 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. How important it is to be active</li> <li>b. To recognize and describe how their bodies feel during different activities</li> <li>c. Recognize the importance of keeping healthy, and those things which contribute to this</li> </ul>



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During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognize their own success.

Key Stage 2	Ages 7-11 (Years 3-6)
<b>Acquiring and developing skills</b>	<b>By the end of Key Stage 2 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Consolidate their existing skills and gain new ones</li> <li>Perform actions and skills with more consistent control and quality</li> </ol>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<b>By the end of Key Stage 2 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities</li> <li>Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness</li> <li>Apply rules and conventions for different activities</li> </ol>
<b>Evaluating and improving performance</b>	<b>By the end of Key Stage 2 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Identify what makes a performance effective</li> <li>Suggest improvements based on this information</li> </ol>
<b>Knowledge and understanding of fitness and health</b>	<b>By the end of Key Stage 2 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Know how exercise affects the body in the short term</li> <li>Warm up and prepare appropriately for different activities</li> <li>Know why physical activity is good for their health and well-being</li> <li>Know why wearing appropriate clothing and being hygienic is good for their health and safety</li> </ol>



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During key stage 3 pupils become more expert in their skills and techniques, and how to apply them in different activities. They start to understand what makes a performance effective and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer to be involved with, and to take a variety of roles such as leader and official.

Key Stage 3	Ages 11-14 (Years 7-9)
<b>Acquiring and developing skills</b>	<b>By the end of Key Stage 3 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Refine and adapt existing skills</li> <li>Develop them into specific techniques that suit different activities and perform these with consistent control</li> </ol>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<b>By the end of Key Stage 3 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Use principles to plan and implement strategies, compositional and organizational ideas in individual, pair, group and team activities</li> <li>Modify and develop their plans</li> <li>Apply rules and conventions for different activities</li> </ol>
<b>Evaluating and improving performance</b>	<b>By the end of Key Stage 3 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Be clear about what they want to achieve in their own work, and what they have actually achieved</li> <li>Take the initiative to analyze their own and others' work, using this information to improve its quality</li> </ol>
<b>Knowledge and understanding of fitness and health</b>	<b>By the end of Key Stage 3 pupils should be able to:</b> <ol style="list-style-type: none"> <li>Prepare for and recover from specific activities</li> <li>Know how different types of activity affect specific aspects of their fitness</li> <li>Know the benefits of regular exercise and good hygiene</li> <li>Know how to go about getting involved in activities that are good for their personal and social health and well-being</li> </ol>



# School Curriculum

During key stage 4 pupils tackle complex and demanding activities applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and wellbeing, or developing personal fitness. They also decide on roles that suit them best including performer, coach, choreographer, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Key Stage 4	Ages 14-16 (Years 10-11)
<b>Acquiring and developing skills</b>	<p><b>By the end of Key Stage 4 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Develop and apply advanced skills and techniques</li> <li>b. Apply them in increasingly demanding situations</li> </ul>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<p><b>By the end of Key Stage 4 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Use advanced strategic and/or choreographic and organizational concepts and principles</li> <li>b. Apply these concepts and principles in increasingly demanding situations</li> <li>c. Apply rules and conventions for different activities</li> </ul>
<b>Evaluating and improving performance</b>	<p><b>By the end of Key Stage 4 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Make informed choices about what role they want to take in each activity</li> <li>b. Judge how good a performance is and decide how to improve it</li> <li>c. Prioritize and carry out these decisions to improve their own and others' performances</li> <li>d. Develop leadership skills</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<p><b>By the end of Key Stage 4 pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>a. Know how preparation, training and fitness relate to and affect performance</li> <li>b. Know how to design and carry out activity and training programmes that have specific purposes</li> <li>c. Know the importance of exercise and activity to personal, social and mental health and well-being</li> <li>d. Know how to monitor and develop their own training, exercise and activity programmes in and out of school</li> </ul>



# School Curriculum

## Inclusion

Kings Lynn Community Football **provides effective learning opportunities for all pupils.**

**To overcome any potential barriers to learning in physical education some pupil's sessions may be:**

- Adapted, modified or have alternative activities that have integrity and equivalence to the activities in the programmes of study and that enable the pupils to make progress.

**To overcome any potential barriers to learning in physical education some pupil's may be given:**

- Specific support to enable them to participate in certain activities or types of movement.
- Careful management of their physical regime to allow for specific medical conditions.



# School Curriculum

## Health & Safety

Kings Lynn Community Football **provides a safe learning environment for all pupils.**

### **To overcome any potential barriers to learning in physical education:**

- KLCF will provide qualified staff that will hold a minimum Level 1 Coaching Qualification, Enhanced CRB, First Aid and Child Protection Certificate.
- KLCF will provide a complete risk assessment for activities that are being delivered.
- KLCF will supply correct equipment and where possible enough for every pupil for maximum participation. This will include correct size and weight for age group to ensure safe learning.
- Conduct Child Protection procedures where needed.
- Manage safety of the environment when needed.
- Ensure children participating understand safety procedures & policies.
- KLCF requests that the recommend ratio of 30:1 is not exceeded. (During EYFS sessions 15:1)



# School Curriculum

## Attainment target

An attainment target sets out the **'knowledge, skills and understanding'** that pupils of different abilities and maturities are expected to have by the end of each key stage.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4
Key Stage 3	3-7	At age 14	5/6



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## Attainment target for physical education

### Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely and how their bodies feel during an activity.

### Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely and describe how their bodies feel during different activities.

### Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important and why physical activity is good for their health.

### Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency, and that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies and how it is valuable to their fitness and health.



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## Level 5

Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency. When performing, they draw on what they know about strategy, tactics and composition. They analyze and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance. They explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

## Level 6

Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances and what they know about their own and others' strengths and weaknesses. They analyze and comment on how skills, techniques and ideas have been used in their own and others' work, on compositional and other aspects of performance, and suggest ways to improve. They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.

## Level 7

Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to the demands of the activities. They consistently show precision, control, fluency and originality. Drawing on what they know of the principles of advanced tactics and compositional ideas, they apply these in their own and others' work. They modify them in response to changing circumstances and other performers. They analyze and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics or composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance. They explain the principles of practice and training and apply them effectively. They explain the benefits of regular, planned activity on health and fitness and plan their own appropriate exercise and activity programme.