



## Building a PE Framework: Whole School Example

Stage 1: Plot in all the external inputs from outside agencies. Your Active Schools Coordinator should be able to help at this stage. Many of the festivals are at the same time every year also many of the college placements occur at the same points in the term every session.

Term	P1	P2	P3	P4	P5	P6	P7
<b>Term 1</b>							
Hr 1							Rocks Basketball club
Hr 2		Multi games activities with coach		Soccer 4's coach		Athletics Coach & Event super 7's	Athletics Coach & Event super 7's
<b>Term 2</b>							
Hr 1	D2 Dance Coach			City of Dance coach & Competition	Gymfusion festival	SCD Christmas Party	SCD Christmas Party
Hr 2					Badminton Festival	Judy Murray Tennis Roadshow	Table Tennis coach
<b>Term 3</b>							
Hr 1							
Hr 2			Local Lawn Bowls club		X country – GS Run	SCD Festival	
<b>Term 4</b>							
Hr 1				Judo Coach		Cycling Scotland	Swimming
Hr 2 Outdoors							





Stage 2: Add the **genre / category** of activity that the external/festival/inputs fall under and add further headings to allow for a balance across the session. E.g., no class should have only ball games across the whole year. The suggested headings in the above grid can help to ensure that classes are given variety across the PE curriculum. At this stage the choice of activity has been identified only where there is a specific festival etc.

Term	P1	P2	P3	P4	P5	P6	P7
<b>Term 1</b>							
Hr 1	Connections Learning through exploration	Connections Learning through activities	Movement Games Core Skills / (BMT)	Choice of invasion Game (Outdoors)	Choice of invasion Game (Outdoors)	Choice of invasion Game (Indoors)	Choice of invasion Game (Indoors) <b>Rocks Basketball club</b>
Hr 2	Cards 15-22	Core Skills / (BMT) Multi games activities with coach		Invasion Game Soccer 4's coach	Individual Activity	Individual Activity Athletics Coach & Event super 7's	Individual Activity Athletics Coach & Event super 7's
<b>Term 2</b>							
Hr 1	D2 Dance Coach	Aesthetics	Aesthetics	Aesthetics City of Dance coach & Competition	Aesthetics Gymfusion festival	Aesthetics SCD	Aesthetics SCD
Hr 2	Connections Learning through Stories and rhymes/ Dance Cards 30-36	Net Games Intro Bat and Ball (send and receive)	Net Games Intro Bat and Ball (send and receive)	Net Games	Net Games Badminton Festival	Net Games Judy Murray Tennis Roadshow	Net Games Table Tennis coach
<b>Term 3</b>							
Hr 1	Connections Learning through activities	Ball Games	Ball Games	Choice of invasion game (indoor)	Choice of invasion game (indoor)	Choice of invasion game (Outdoor)	Choice of invasion game (Outdoor)
Hr 2	Cards 4-12	Core Skills Local Lawn Bowls club	Core Skills Local Lawn Bowls club	Target Games	Individual X country – GS Run	Aesthetics SCD Festival	Target Games
<b>Term 4</b>							
Hr 1	Net Games Intro	Bat & Ball Activities	Individual Activity	Individual Activity Judo Coach	Individual Activity	Individual Activity Cycling Scotland	Individual Activity Swimming
Hr 2	Modified Striking and fielding games	Modified Striking and fielding games	Modified Striking and fielding games	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding



Stage 3: Each member of staff now needs to decide what the key learning will be i.e., what SALs best fit the needs of the class, and which activity they feel they would best to teach this through. There are many factors to consider here: the previous learning perhaps the most important, facilities and equipment available and also staff knowledge and confidence. The grid below is an **example** of how the overview might look. Education is fluid and many things change across a term / year. However, this type of overview allows for easier planning and monitoring of the main learning happening across Physical Education.

Term	P1	P2	P3	P4	P5	P6	P7
<b>Term 1</b>							
Hr 1	Connections Learning through exploration Cards 15-22	Core Skills / (BMT) Connections Learning through activities Coordination & Fluency Problem Solving	Core Skills / (BMT) Movement Games	Invasion Game Outdoors Tag Rugby Coordination & Fluency Problem Solving	Invasion Game Outdoors Ultimate Frisbee Coordination & Fluency Problem Solving	Invasion Game Indoors Volleyball Kinaesthetic Awareness Communication	Invasion Game Indoors Basketball Responsibility & Leadership Problem Solving
Hr 2	Kinaesthetic Awareness Focus & Concentration	Multi games activities with coach	Kinaesthetic Awareness Communication	invasion Game Soccer 4's coach Coordination & Fluency Motivation	Individual Activity Yoga Flexibility Focus & Concentration	Individual Activity Athletics Super 7's Speed Responsibility & Leadership	Individual Activity Athletics Super 7's Speed Responsibility & Leadership
<b>Term 2</b>							
Hr 1	Connections Learning through Stories and rhymes/ Dance Cards 30-36	Aesthetics Learning through Stories and rhymes/ Dance cards Gross & Fine Motor Skills Confidence & Self Esteem	Aesthetics Gymnastics Balance & Control Creativity	Aesthetics City of Dance coach & Competition Rhythm & Timing Confidence & Self Esteem	Aesthetics Gymnastics Gymfusion festival Confidence & Self Esteem Creativity	Aesthetics SCD Rhythm & Timing Communication	Aesthetics Partner Gymnastics Balance & Control Respect & tolerance
Hr 2	Kinaesthetic Awareness Creativity	Bat and Ball (send and receive) Coordination & Fluency Problem Solving	Bat and Ball (send and receive) Coordination & Fluency Problem Solving	Net Games Short Tennis Balance & Control Problem Solving	Net Games Badminton Festival Coordination & Fluency Decision Making	Net Games Tennis Coordination & Fluency Decision Making	Net Games Table Tennis coach Rhythm & Timing Motivation
<b>Term 3</b>							
Hr 1	Connections Learning through activities Cards 4-12	Ball Games Generic Coordination & Fluency Problem Solving	Ball Games Generic Coordination & Fluency Problem Solving	invasion game Indoor Handball Coordination & Fluency Problem Solving	invasion game Indoor Netball Kinaesthetic Awareness Communication	invasion game Outdoor Rugby Rhythm & Timing Decision Making	invasion game Outdoor Hockey Responsibility & Leadership Problem Solving
Hr 2	Gross & Fine Motor Skills Focus & Concentration	Target Games Aiming Coordination & Fluency Determination & resilience	Target Games Lawn Bowls club Coordination & Fluency Determination & resilience	Target Games Golf Coordination & Fluency Motivation	Individual X country – GS Run Stamina Determination & resilience	Aesthetics SCD Festival Rhythm & Timing Communication	Target Games Bocca Balance & Control Focus & Concentration
<b>Term 4</b>							
Hr 1	Bat & Ball Activities Gross & Fine Motor Skills Confidence & Self Esteem	Aesthetics Gymnastics Balance & Control Confidence & Self Esteem	Individual Activity Fitness Stamina Determination & resilience	Individual Activity Judo Coach Balance & Control Respect & tolerance	Individual Activity Orienteering Speed Decision Making	Individual Activity Cycling Scotland Balance & Control Focus & Concentration	Individual Activity Swimming Rhythm & Timing Focus & Concentration
Hr 2	Modified Striking and fielding Games Gross & Fine Motor Skills Decision Making	Modified Striking and fielding Games Gross & Fine Motor Skills Decision Making	Modified Striking and fielding Danish Rounders Gross & Fine Motor Skills Decision Making	Striking and fielding Kwik Cricket Coordination & Fluency Problem Solving	Striking and fielding Rounders Coordination & Fluency Problem Solving	Striking and fielding Softball Coordination & Fluency Problem Solving	Striking and fielding Choice of game Respect & tolerance Communication

The grid above is an **example** of what a completed PE framework **may** look like across a session. It is likely to take until term 4 as outcomes change and the needs of the class progress. One of the most important functions of this framework is to monitor and inform teaching and learning in physical Education by considering prior experience. **All concepts, key learning and activities are suggestions and should be changed to suit each establishment.**

Physical Education SAL's link directly to the PE Benchmarks and so provide a guide to key learning within the curricular area. The diagram below should help with the overall planning of a balanced PE programme, bearing in mind that there is no requirement to cover all SALs/benchmarks across a session or even a level. Personalisation and choice is key.

