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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
Term 1							
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
Term 2				City of Donos coach		SCD	SCD
Hr 1	D2 Dance Coach			City of Dance coach & Competition	Gymfusion festival	Christmas Party	Christmas Party
Hr 2					Badminton Festival	Judy Murray Tennis Roadshow	Table Tennis coach
Term 3 Hr 1							
Hr 2			Local Lawn Bowls club		X country – GS Run	SCD Festival	
Term 4							
Hr 1				Judo Coach		Cycling Scotland	Swimming
Hr 2 Outdoors							



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Suggested Sport Categories

Invasion							
		Invasion	Net / Wall	Striking &	Individual	Target	Combat
A a a th a ties	Games		-	_		_	
Aesthetics	(Indoor)	Games (Field)	Games	Fielding	Activities	Games	Sport
Gymnastics	Basketball	Hockey	Short tennis	Rounders	Swimming	Golf	Boxing
Cymnastics	Busketbull	Trockey	Shore terms	Danish	344111111111111111111111111111111111111	3011	DOMINE
Partner gym	Netball	Football	Badminton	rounders	Athletics	Archery	Fencing
01	Team			Swedish		/	0
SCD	Dodgeball	Rugby Union	Table Tennis	longball	Fitness	Lawn Bowls	Judo
				_		Ten Pin	
Dance	Handball	Rugby League	Tennis	Kwik cricket	Orienteering	Bowling	Karate
Creative games	Indoor hockey	Flag Football	Squash	Cricket	X country	Boccia	Taekwondo
	,	J	'		Outdoor		
Ice Skating	Kabaddi	Ultimate Frizbee	Volleyball	Softball	learning	Kurling	Wrestling
Roller Skating	Water Polo	Hurling	Racquetball	Baseball	Cycling	Curling	
Nonci Skating	vater rolo	Training	Racquetban	Non - Stop	Cycling	Curing	
Trampoline	Goalball	Gaelic Football		Cricket	Skateboarding		
					J		
Parkour		Lacrosse			Triathlon		
Yoga		Tag Rugby			Weightlifting		



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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
Term 1 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) Rocks Basketball club
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
Term 2		Aesthetics	Aesthetics	Aesthetics	Aesthetics	Aesthetics	Aesthetics
Hr 1	D2 Dance Coach			City of Dance coach & Competition	Gymfusion festival	SCD	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
Term 3 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	Core Skills Local Lawn Bowls	Target Games	Individual	Aesthetics	Target Games
			club		X country – GS Run	SCD Festival	
Term 4	Net Games Intro	Bat & Ball Activities	Individual Activity	Individual Activity	Individual Activity	Individual Activity	Individual Activity
Hr 1	Net dames may	but de buil Activities	maividual Activity	Judo Coach	maividual Activity	Cycling Scotland	Swimming
Hr 2	Modified Striking and fielding games	Modified Striking and fielding games	Modified Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding



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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	Р3	P4	P5	P6	P7
Term 1	Connections	Core Skills / (BMT)	Core Skills / (BMT)	Invasion Game	Invasion Game	Invasion Game	Invasion Game
	Learning through	Connections		Outdoors Tag Rugby	Outdoors Ultimate	Indoors Volleyball	Indoors Basketball
Hr 1	exploration	Learning through	Movement Games		Frisbee	Kinaesthetic Awareness	Responsibility & Leadership
	Cards 15-22	activities		Coordination & Fluency Problem Solving	Coordination & Fluency Problem Solving	Communication	Problem Solving
	- Warren Hard's American	Coordination & Fluency Problem Solving	Kinaesthetic Awareness	invasion Game	Individual Activity	Individual Activity	Individual Activity
	Kinaesthetic Awareness Focus & Concentration	Troblem Solving	Communication	Soccer 4's coach	Yoga	Athletics Super 7's	Athletics Super 7's
Hr 2		Multi games activities			1382	Speed	Speed
		with coach		Coordination & Fluency	Flexibility	Responsibility &	Responsibility &
T 2	Commentions	Aesthetics	Aesthetics	Motivation	Focus & Concentration	Leadership	Leadership
Term 2	Connections Learning through	Learning through	Aesthetics	Aesthetics	Aesthetics	Aesthetics SCD	Aesthetics Partner
Hr 1	Stories and rhymes/	Stories and rhymes/	Gymnastics	City of Dance coach & Competition	Gymnastics Gymfusion festival	300	Gymnastics
111 1	Dance	Dance cards	Gyiiiiastics	& Competition	Gyilliusioli lestivai	Rhythm & Timing	Gymnastics
	Cards 30-36	Gross & Fine Motor Skills	Balance & Control	Rhythm & Timing	Confidence & Self Esteem	Communication	Balance & Control
		Confidence & Self Esteem	Creativity	Confidence & Self Esteem	Creativity		Respect & tolerance
		Bat and Ball	Bat and Ball	Net Games	Net Games	Net Games	Net Games
	Kinaesthetic Awareness Creativity	(send and receive)	(send and receive)	Short Tennis	Badminton Festival	Tennis	Table Tennis coach
Hr 2	Creativity	Coordination & Fluency	Coordination & Fluency		Coordination & Fluency	Coordination & Fluency	Rhythm & Timing
		Problem Solving	Problem Solving	Balance & Control Problem Solving	Decision Making	Decision Making	Motivation
Term 3		Ball Games	Ball Games	invasion game	invasion game	invasion game	invasion game
	Connections	Generic	Generic	Indoor Handball	Indoor Netball	Outdoor Rugby	Outdoor Hockey
Hr 1	Learning through						Responsibility &
	activities	Coordination & Fluency	Coordination & Fluency	Coordination & Fluency	Kinaesthetic Awareness	Rhythm & Timing	Leadership
	Cards 4-12	Problem Solving	Problem Solving	Problem Solving	Communication Individual	Decision Making Aesthetics	Problem Solving
Hr 2		Target Games	Target Games Lawn Bowls club	Target Games Golf	X country – GS Run	SCD Festival	Target Games Bocca
пг	Gross & Fine Motor Skills	Aiming	Lawii Bowis Club	Goil	A country – G5 Kun	SCD restival	Balance & Control
	Focus & Concentration	Coordination & Fluency	Coordination & Fluency	Coordination & Fluency	Stamina	Rhythm & Timing	Focus & Concentration
		Determination & resilience	Determination & resilience	Motivation	Determination & resilience	Communication	
Term 4	Bat & Ball Activities	Aesthetics	Individual Activity	Individual Activity	Individual Activity	Individual Activity	Individual Activity
	Gross & Fine Motor Skills	Gymnastics	Fitness	Judo Coach	Orienteering	Cycling Scotland	Swimming
Hr 1	Confidence & Self Esteem	Balance & Control Confidence & Self Esteem	Stamina Determination & resilience	Balance & Control Respect & tolerance	Speed Decision Making	Balance & Control Focus & Concentration	Rhythm & Timing Focus & Concentration
	Modified	Modified	Modified	Striking and fielding	Striking and fielding	Striking and fielding	Striking and fielding
Hr 2	Striking and fielding	Striking and fielding	Striking and fielding	Kwik Cricket	Rounders	Softball	Choice of game
	Games	Games	Danish Rounders				
	Gross & Fine Motor Skills	Gross & Fine Motor Skills	Gross & Fine Motor Skills	Coordination & Fluency	Coordination & Fluency	Coordination & Fluency	Respect & tolerance
	Decision Making	Decision Making	Decision Making	Problem Solving	Problem Solving	Problem Solving	Communication

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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.

