

SCHOOL OF PLAY

Physical Education Curriculum Overview

Delivered in Partnership with Kingsway Primary School

Our Curriculum Philosophy

Every child deserves to find a physical activity they love. Our role is to give them the breadth of experience, the skill foundations and the confidence to do that.

School of Play delivers a carefully sequenced, knowledge-rich PE curriculum that develops physical literacy from EYFS through to Year 6. Our programme is built on three principles: breadth of experience across all statutory areas of PE; progressive skill development that builds year on year; and inclusive delivery that ensures every child is an active, valued participant.

Lessons are structured to develop the physical foundations that underpin all movement — coordination, balance, agility, spatial awareness and body control — before applying these in sport-specific and competitive contexts. This sequencing is deliberate and evidenced: children who move well carry that confidence into every domain of school life.

This document sets out our curriculum intent, implementation and the impact we aim to achieve — the three pillars Ofsted uses to evaluate curriculum quality.

INTENT

A sequenced, ambitious curriculum for all

IMPLEMENTATION

Expert delivery, inclusive practice

IMPACT

Capable, confident, active children

2026 / 2027 Academic Year | Nursery to Year 6 | National Curriculum & EYFS Aligned

Curriculum Intent & Rationale

School of Play designs and delivers a PE curriculum that is ambitious, sequenced and inclusive. This section sets out what we intend children to know, understand and be able to do by the end of each key stage, and why the curriculum is designed the way it is.

What our curriculum is designed to achieve

- Develop physical literacy: the motivation, confidence, physical competence and knowledge to value and take responsibility for engagement in physical activity for life.
- Cover all statutory areas of the National Curriculum: dance, games, gymnastics, athletics and outdoor/adventurous activities — with swimming delivered separately through the Swim:ED programme.
- Ensure progression: skills, knowledge and vocabulary build year on year so that each unit of work builds on what came before and prepares for what comes next.
- Embed health and wellbeing: children understand the effect of physical activity on the body, the importance of warm-up and cool-down, and the relationship between exercise and health.
- Develop character: every lesson requires children to demonstrate resilience, sportsmanship, collaboration and self-evaluation — qualities that transfer beyond PE.

Why the curriculum is sequenced this way

EYFS and KS1 — Foundations First

In Nursery and Reception, children develop gross motor skills, body control, spatial awareness and coordination through play-based physical activities. These are the physical foundations without which sport-specific learning cannot succeed. KS1 builds on this with structured games, gymnastics and athletics, introducing tactics, rules and simple self-evaluation.

KS2 — Application and Mastery

In KS2, children apply their physical foundations in a broadening range of sports and activities. Units are sequenced to return to core movement patterns (e.g. throwing, jumping, spatial awareness) across different sporting contexts, deepening understanding each time. By Year 6, children are expected to lead warm-ups, make tactical decisions, evaluate their own and others' performances, and demonstrate improvement over time.

Breadth and Balance

Every year group accesses games (invasion, net/wall, striking/fielding), gymnastics, dance and athletics across the year. This breadth is statutory, and our programme ensures no area is neglected at any year group.

Our approach to vocabulary and knowledge

Children are taught subject-specific vocabulary explicitly in every lesson. Coaches use the vocabulary and expect children to use it. Progression in vocabulary mirrors progression in skill — a Year 6 child who can articulate what makes a good defensive stance has internalised knowledge that will serve them in any team sport.

Key vocabulary threads across the curriculum include: physical literacy terms (balance, coordination, agility, power, flexibility); tactical language (attack, defend, space, zone, intercept); gymnastics vocabulary (shapes, sequences, levels, fluency, tension); and health and fitness terms (heart rate, warm-up, cool-down, aerobic, endurance).

National Curriculum & Statutory Framework Alignment

This curriculum is fully aligned to the National Curriculum for Physical Education (England, 2014) and the Early Years Foundation Stage (EYFS) Statutory Framework (2024). The statutory requirements for each phase are set out below, alongside how our programme addresses them.

Early Years Foundation Stage — Nursery & Reception

EYFS Statutory Framework 2024 — Physical Development (ELG)

Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills (physical dexterity applied to equipment):

- Use a range of small tools, including scissors, paint brushes and cutlery — also applicable to PE equipment such as bats, rackets and balls

How our curriculum delivers this:

- Locomotion units build running, jumping, hopping and skipping skills through structured games and exploration
- Ball skills units develop hand-eye coordination, tracking and manipulation with a range of equipment sizes
- Gymnastics units build balance, body tension, coordination and spatial awareness
- Dance units develop rhythm, coordination, expression and body control
- Athletics units develop gross motor power and coordination through running, jumping and throwing

Key Stage 1 — Years 1 & 2

National Curriculum 2014 — KS1 Statutory Requirements

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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

How our curriculum delivers this:

- Games units (locomotion, ball skills, invasion games, striking and fielding) develop the full range of basic movements and introduce team game principles
- Gymnastics units develop balance, agility and coordination in progressively complex sequences
- Dance units develop movement pattern performance across multiple styles
- Athletics units develop running, jumping and throwing in combination, including simple competition
- Large equipment units develop spatial awareness, strength and controlled movement

Key Stage 2 — Years 3 to 6

National Curriculum 2014 — KS2 Statutory Requirements

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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

How our curriculum delivers this:

- Games units across all 4 terms cover invasion games (handball, tag rugby, netball, hockey, football), net/wall games (tennis) and striking/fielding games (cricket, rounders, dodgeball)
- Gymnastics units progress from individual sequences to partner and group routines with full performance quality criteria
- Dance units develop from movement vocabulary to full choreography and peer evaluation
- Athletics units cover all core events (sprint, long jump, high jump, hurdles, javelin, shot putt, discus) with personal best tracking
- Self-evaluation and improvement is explicitly built into every unit from Year 3 onwards
- Note: Swimming is delivered separately through the School of Play Swim:ED programme — this addresses the statutory swimming requirement for KS2

Statutory Breadth and Balance

The National Curriculum requires that all pupils receive a broad and balanced PE programme. The table below confirms statutory area coverage across each year group:

Area	Nursery	Reception	Y1	Y2	Y3-4	Y5-6	Statutory
Games (invasion)	Y	Y	Y	Y	Y	Y	KS1 + KS2
Games (net/wall)	intro	intro	Y	Y	Y	Y	KS1 + KS2
Games (strike/field)	intro	Y	Y	Y	Y	Y	KS1 + KS2
Gymnastics	Y	Y	Y	Y	Y	Y	EYFS + KS1 + KS2
Dance	Y	Y	Y	Y	Y	Y	KS1 + KS2
Athletics	intro	Y	Y	Y	Y	Y	KS2 (intro KS1)
OAA	elem	elem	elem	elem	Y	Y	KS2
Swimming (Swim:ED)	-	-	-	-	Y	Y	KS2 statutory

Y = full unit delivered. intro = introduced within another unit. elem = elements embedded. OAA = outdoor and adventurous activities (elements embedded in games and gymnastics units; dedicated OAA challenges from Y3). Swim:ED sessions are scheduled separately to the PE timetable.

Inclusion, Adaptive Provision & Safe Practice

Our Approach to Inclusion

Inclusion is not an add-on to our PE curriculum — it is built into the design of every lesson. Every child at Kingsway is expected to participate fully in every session. Our coaches are trained to adapt activities in the moment, maintain the same learning objective for all children, and ensure that no child is ever a passive observer.

Our inclusion principles:

- Same learning objective for all — the activity may look different, the intended outcome does not
- Adaptation without lowering expectation — modified equipment or space, not reduced ambition
- Active roles for every child in every lesson — no child observes from the side
- Peer support structured rather than assumed — cooperative task design includes everyone
- Progress tracked individually — we celebrate improvement against personal starting points
- Coaches brief on individual pupil needs before each session using information shared by the school

Enhanced Provision at Kingsway

Kingsway has two classes with enhanced SEND provision. These sessions are staffed with the School of Play coach plus three additional school support staff. Lessons are planned with movement, coordination and sensory development as explicit priorities alongside the sport-specific objectives.

Kingsway also has two wheelchair users. Adaptations for wheelchair and mobility access are embedded in the lesson plan booklet for every unit. Every activity has an accessible alternative that preserves the same learning objective.

SEND Adaptation Principles

- Adapt challenge level, not participation level
- Use equipment modification (size, weight, texture) before rule modification
- Give processing time — instructions in 1-2 steps before progressing
- Consistent structure reduces anxiety — same lesson format every week
- Celebrate individual effort and progress, not comparison to peers
- Peer cooperation built in by design, not added as an afterthought

Wheelchair & Mobility Principles

- Same objective, different physical approach — not a reduced task
- Equipment and targets always positioned for full access
- Locomotion activities: propulsion replaces walking/running wherever applicable
- Tagging and contact activities: bib or tag-belt mechanics preserve equal participation
- Spatial requirements checked and adjusted before each session
- Wheelchair users are integral to team and group activities — never separated

Safe Practice in PE

School of Play follows the guidance set out in 'Safe Practice in Physical Education, School Sport and Physical Activity' (afPE, 2020). All coaches hold current DBS clearance, relevant coaching qualifications and first aid certification. The following safe practice principles apply to all sessions:

- Risk assessment is completed at the start of every session — space, equipment and weather conditions are checked before children are active
- Warm-up and cool-down are included in every session and are not optional
- Equipment is checked for damage before use and stored safely after
- No child participates with untied shoelaces, jewellery or any clothing that presents a hazard
- Indoor and outdoor space boundaries are clearly established and communicated to children at the start of every session
- Coaches maintain a visible position at all times and never leave a group unsupervised
- Any accident or incident is reported using the school's established procedure
- Medical needs, including asthma, epilepsy and anaphylaxis plans, are reviewed by the coach before each session in which an affected child participates

Assessment, Progression & Pupil Impact

Ofsted's Education Inspection Framework requires that schools demonstrate how curriculum design leads to strong pupil learning over time. This section sets out how School of Play assesses progress, identifies gaps and ensures that children build on what they know.

How we assess in PE

Assessment in PE at Kingsway is embedded in delivery rather than separate from it. Coaches assess continuously through structured observation during lessons, using the learning objective of each session as the assessment criterion.

Formative Assessment — every lesson:

- Learning objective shared at the start of every session and reviewed at the end
- Coach circulates and provides live feedback to individuals and pairs during activity time
- Targeted questioning — coaches use open questions to check understanding, not just performance
- Peer feedback structured into sessions from Year 3 onwards — children evaluate each other's technique against stated criteria
- Children self-evaluate in every session: what did they do well, what would they change, what is their target for next session

Summative Assessment — each unit:

- At the end of each unit, the coach assesses each child against the unit's key objectives using a 3-point scale: developing / meeting / exceeding expectations for their year group
- Progress is recorded and shared with the class teacher at the end of each term
- Children who are not meeting expectations trigger a targeted support discussion with the SENCO or class teacher

How progression is built into the curriculum

Progression in our curriculum operates at three levels:

1. Within a lesson: activities are structured from simple to complex within each session, so all children access the learning and the most able are extended.
2. Across a unit: each weekly session builds directly on the previous one. Skills introduced in Week 1 are applied in game contexts by Week 6.
3. Across the curriculum: skills, knowledge and vocabulary introduced in EYFS are revisited and extended in KS1, then applied in sport-specific contexts in KS2. A child who learns to balance in Nursery Gymnastics is drawing on that same physical foundation when they perform a one-legged balance in Year 6.

What impact looks like — end of key stage expectations

By the end of EYFS, children should:

- Negotiate space safely and confidently
- Demonstrate balance and body control in a range of movements
- Use equipment (balls, bats, beanbags) with increasing control
- Show awareness of the effect of exercise on their bodies

By the end of KS1, children should:

- Master running, jumping, throwing and catching as individual skills
- Apply those skills in simple team games with basic tactical understanding
- Perform a simple gymnastics sequence and a dance using a movement pattern
- Name and describe the effect of exercise on the body

By the end of KS2, children should:

- Use a broad range of physical skills across multiple sports and activities
- Play competitive games, applying tactical principles for attacking and defending
- Perform gymnastics and dance routines with technical quality and expressive performance

- Demonstrate improvement against personal best in athletics events
- Evaluate their own and others' performances with reference to technical criteria
- Lead elements of a session — warm-ups, refereeing, peer coaching

Whole School PE Overview — 2026/2027

Every year group follows a sequenced PE programme mapped to statutory requirements. Units are progressive — each builds on the year before and prepares for what comes next.

Year Group	Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	EYFS	Locomotion	Ball Skills — Hand-Eye	Gymnastics	Ball Skills — Strike & Field	Run, Jump & Throw	Dance
Reception	EYFS	Locomotion — Chase & Evade	Ball Skills — Hand-Eye	Gymnastics	Ball Skills — Strike & Field	Run, Jump & Throw	Dance
Year 1	KS1	Locomotion — Movement & Space	Throwing & Catching	Gymnastics	Large Equipment	Tennis Skills	Athletics
Year 2	KS1	Locomotion — Chase & Evade	Throwing & Catching	Target Games	Gymnastics	Invasion Games	Dance
Year 3	KS2	Tennis	Netball	Gymnastics	Tag Rugby	Dodgeball	Dance
Year 4	KS2	Hockey	Rounders	Gymnastics	Athletics	Disc Golf	Football
Year 5	KS2	Cricket	Handball	Gymnastics	Tennis	Athletics	Dance
Year 6	KS2	Hockey / Golf	Rounders	Gymnastics	Dance	Dodgeball	Athletics & Volleyball

EYFS | Nursery & Reception

KS1 | Years 1 & 2

KS2 | Years 3 to 6

Skills Progression — Nursery to Year 6

Each strand builds year on year. Coaches use this matrix to understand what children have learned before and what they are working toward. It also supports assessment conversations with class teachers.

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locomotion	Move freely, explore ways to travel	Chase, evade, change direction	Movement & using space	Tactics in chasing games	Applied in warm-ups	Embedded in invasion games	Applied across all sports	Self-directed warm-up design
Ball Skills	Hand-eye coordination intro	Track and stop moving balls	Throw & catch fundamentals	Target games & fielding	Racquet control — Tennis	Stick/disc control	Cricket / Handball	Multi-sport application
Gymnastics	Body awareness & shapes	Balance & basic shapes	Body control with equipment	Sequences with control	Linked movement sequences	Complex sequences	Partner & group work	Performance & evaluation
Dance	Creative movement	Rhythm & pattern	Simple movement patterns	Creative & expressive	Range of movement styles	Composition skills	Performance focus	Choreography & peer evaluation
Athletics	Running for fun, jump play	Run, jump, throw intro	Fundamental athletics	Improving personal best	Speed & distance focus	Event techniques	Event-specific skills	Compete & self-improve
Team Games	Turn-taking, simple rules	Small-sided intro games	Simple team games	Invasion basics	Tag Rugby / Dodgeball	Football / Disc Golf	Handball / Cricket	Volleyball / Hockey

Nursery | Early Years Foundation Stage

Autumn 1 Locomotion — How We Move	Autumn 2 Ball Skills — Hand- Eye Coordination	Spring 1 Gymnastics — Body Shapes & Balance	Spring 2 Ball Skills — Strike & Field	Summer 1 Run, Jump & Throw	Summer 2 Dance — Creative Movement
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National Curriculum Links

- Physical Development: Gross Motor Skills — ELG (EYFS 2024)
- Move energetically: running, jumping, dancing, hopping, skipping
- Negotiate space and obstacles safely
- Demonstrate strength, balance and coordination when playing

Key Skills This Year

- Exploring different ways to move — walk, hop, skip, crawl
- Body awareness — shape, speed, direction, levels
- Hand-eye coordination with varied equipment
- Listening and responding to signals and instructions
- Beginning to notice the effects of exercise on the body

Inclusion & Adaptive Provision Notes

SEND & Communication

Activities broken into small, predictable steps. Visual cues and consistent lesson structure reduce anxiety. All children participate at their own level — effort and involvement are what counts, not outcome.

Wheelchair & Mobility

All locomotion activities have upper-body or propulsion equivalents that preserve the same learning objective. Equipment is selected for accessibility. Every child has an active role in every activity.

Reception | Early Years Foundation Stage

Autumn 1 Locomotion — Chasing & Evading	Autumn 2 Ball Skills — Hand- Eye Coordination	Spring 1 Gymnastics — Balance & Shape	Spring 2 Ball Skills — Strike & Field	Summer 1 Run, Jump & Throw	Summer 2 Dance — Rhythm & Pattern
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National Curriculum Links

- Physical Development: Gross Motor Skills — ELG (EYFS 2024)
- Negotiate space successfully in racing and chasing games
- Observe the effects of activity on their bodies
- Demonstrate strength, balance and coordination when playing

Key Skills This Year

- Chasing, evading and changing direction with control
- Tracking and stopping a moving ball
- Balancing on different body parts and surfaces
- Exploring rhythm and basic movement patterns
- Recognising changes in heart rate and breathing after exercise

Inclusion & Adaptive Provision Notes

SEND & Communication

Predictable lesson structure reduces anxiety — the same introduction routine every week. Instructions given in 1-2 steps with demonstration before each activity. Peer support built into game structures.

Wheelchair & Mobility

Chasing and evading games use mechanics that allow wheelchair users to participate as both chaser and evader. Pathways are wide enough for navigation. Ball skills activities are positioned for full access.

Year 1 | Key Stage 1

Autumn 1 Locomotion — Movement & Using Space	Autumn 2 Ball Skills — Throwing & Catching	Spring 1 Gymnastics — Body Control & Sequences	Spring 2 Large Equipment	Summer 1 Tennis Skills	Summer 2 Athletics
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National Curriculum Links

- Master basic movements — running, jumping, throwing and catching (NC KS1)
- Develop balance, agility and coordination in a range of activities (NC KS1)
- Participate in team games with simple attacking and defending tactics (NC KS1)
- Perform dances using simple movement patterns (NC KS1)

Key Skills This Year

- Spatial awareness — moving safely around others
- Two-handed and overarm throw; two-handed catch
- Sequences using roll, balance and jump on floor and apparatus
- Racquet and ball contact skills — introduction
- Running for speed and distance; standing jump technique

Inclusion & Adaptive Provision Notes

SEND & Communication

Activities progress in small increments with a choice of challenge level at each stage. Equipment alternatives available (larger balls, shorter distances, wider targets). Instructions given no more than two steps at a time with visual demonstration first.

Wheelchair & Mobility

All locomotion, large equipment and athletics activities have accessible alternatives that maintain the same learning objective. Throwing and catching activities are fully accessible from a seated position. Large equipment sessions use floor-level and seated variants of balance and control tasks.

Year 2 | Key Stage 1

Autumn 1 Locomotion — Chasing & Evading	Autumn 2 Throwing, Catching & Target Games	Spring 1 Gymnastics	Spring 2 Gymnastics & Strike/Field	Summer 1 Invasion Games	Summer 2 Dance
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National Curriculum Links

- Develop balance, agility and coordination and apply in activities (NC KS1)
- Participate in team games — simple tactics for attacking and defending (NC KS1)
- Perform dances using simple movement patterns (NC KS1)
- Begin to evaluate and recognise success in their own performance (NC KS1)

Key Skills This Year

- Dodging, feinting and changing pace with tactical purpose
- Throwing for accuracy — underarm and overarm, for distance and target
- Simple invasion game roles — attacker and defender
- Gymnastics sequences linking shapes, rolls and jumps
- Beginning to identify and explain what went well and what to improve

Inclusion & Adaptive Provision Notes

SEND & Communication

Visual instruction cards used for all activity changes. Games paused briefly for narration and check-in before new rounds. Peer cooperation is structured into the activity design so inclusion is natural rather than managed separately.

Wheelchair & Mobility

Tagging and invasion games use bib-drop or tag-belt mechanics to ensure equal participation as both attacker and defender. Throwing and catching activities fully accessible from a seated position. Invasion games assign active roles that work with the child's movement.

Year 3 | Key Stage 2

Autumn 1 Tennis	Autumn 2 Netball	Spring 1 Gymnastics	Spring 2 Tag Rugby	Summer 1 Dodgeball	Summer 2 Dance
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National Curriculum Links

- Use running, jumping, throwing and catching in isolation and combination (NC KS2)
- Play competitive games, modified where appropriate (NC KS2)
- Apply basic principles suitable for attacking and defending (NC KS2)
- Describe how the body reacts at different times and how this affects performance (NC KS2)

Key Skills This Year

- Underarm serve and racquet-ball contact in tennis
- Passing, catching and positional awareness in netball
- Linking gymnastic movements into sequences with clear beginning, middle and end
- Tag evasion and support play in tag rugby
- Throwing accuracy and dodging strategy in dodgeball

Year 4 | Key Stage 2

Autumn 1 Hockey	Autumn 2 Rounders	Spring 1 Gymnastics	Spring 2 Athletics	Summer 1 Disc Golf	Summer 2 Football
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National Curriculum Links

- Play competitive games, modified where appropriate (NC KS2)
- Apply basic principles suitable for attacking and defending (NC KS2)
- Develop flexibility, strength, technique, control and balance (NC KS2)
- Compare performances with previous ones and demonstrate improvement (NC KS2)

Key Skills This Year

- Grip, dribbling and passing with a hockey stick
- Batting from a tee, fielding positions and base running in rounders
- Partner and group gymnastic sequences with performance quality
- Sprint, long jump and throwing technique development
- Power, accuracy and strategy in disc golf and football

Year 5 | Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Cricket	Handball	Gymnastics	Tennis	Athletics	Dance
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National Curriculum Links

- Use running, jumping, throwing and catching in isolation and combination (NC KS2)
- Play competitive games, modified where appropriate (NC KS2)
- Recognise how aspects of fitness apply to sport performance (NC KS2)
- Compare performances with previous ones — demonstrate personal best (NC KS2)

Key Skills This Year

- Overarm bowling accuracy and batting technique in cricket
- Court awareness, passing and shooting in handball
- Performance gymnastics — individual and partner sequences with evaluation
- Rally, serve and directional play in tennis
- Event-specific athletics skills across all core events

Year 6 | Key Stage 2

Autumn 1 Hockey / Golf	Autumn 2 Rounders	Spring 1 Gymnastics	Spring 2 Dance	Summer 1 Dodgeball	Summer 2 Athletics & Volleyball
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National Curriculum Links

- Play competitive games, modified where appropriate (NC KS2)
- Develop flexibility, strength, technique, control and balance (NC KS2)
- Perform dances using a range of movement patterns (NC KS2)
- Evaluate and recognise improvement — achieve personal best (NC KS2)
- Take part in challenges both individually and within a team (NC KS2)

Key Skills This Year

- Putting, chipping and shot selection strategy in golf
- Leadership in warm-ups and tactical decision-making in games
- Choreography and peer evaluation in gymnastics and dance
- Setting, passing, positioning and scoring in volleyball
- Personal best attempts across all core athletics events

Inclusion & Adaptive Provision Notes**SEND — KS2 Across Years 3 to 6**

Game rules introduced progressively — one rule at a time, built up across sessions. Visual prompt cards available for all rule sets. Processing time explicitly built in before competitive rounds. Students are given leadership opportunities (warm-up lead, referee, peer coach) that suit their strengths. All achievements recorded against personal progress.

Wheelchair & Mobility — KS2 Across Years 3 to 6

Every sport unit in KS2 has activity-level adaptations in the Lesson Plans document that preserve the same learning objective with a different physical approach. Equipment modifications, spatial adjustments and role design are specified per activity. The principle is consistent: same objective, same involvement, adapted method — with coach ownership over the specific approach.

Sport has the power to shape confidence, build character and open doors.

We take that responsibility seriously at Kingsway, and we are proud to share it with you.