



Physical Education

2024-2025

Introduction

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skillfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

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

Objectives

The objectives taught for each sport in KS1 and Foundation Stage can be found in appendix 1.

Organisation & Planning

P.E is taught in Key Stage 1 through discrete sessions twice a week, following the medium term plan. Our medium term plans give details of the breadth of sports the children experience throughout the year. 1 P.E session per week is delivered by a specialist (Live and Learn) and the 2nd P.E session is delivered by the class teacher. All sessions are planned so that the children build upon their prior learning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding for a range of sports, there is planned progression so that they are increasingly challenged as they move up through the school. There are also planned opportunities for children to apply their competence within competitive game situations.

We encourage the physical development of our children at the foundation stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for the children from birth to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Alongside these opportunities P.E is also taught in the foundation stage through a discrete session once a week following the medium term plan.

Roles and Responsibilities for the Teaching of P.E

The Governing Body will:

- Be informed of the P.E curriculum, review and challenge any curriculum updates relating to P.E.

The Head teacher will:

- Make appropriate resources, training and support available to members of the school community to ensure they are able to carry out their roles effectively.

- Provide regular opportunities for staff training and support to ensure confidence in teaching and planning
- Provides the P.E Leader with opportunities for CPD
- Ensure the P.E policy reflects the vision of the school alongside the P.E Leader

P.E Subject Leader will:

- Review and develop the school P.E policy.
- Monitor progress in P.E and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources and equipment for P.E.
- Keep up to date with developments in P.E and share information with colleagues as appropriate.
- Monitor lesson plans to ensure coverage, differentiation and that lessons have appropriate learning objectives and success criteria.
- Liaise with Live and Learn and produce a medium term plan of sports to be covered throughout the year.
- Be responsible for producing coverage sheets for each sport and ensure all members of staff are using these.
- Deliver staff meetings which will develop teachers understanding of how to plan and deliver P.E sessions, to ensure delivery is consistent.
- Monitor delivery across key stages to ensure that coverage is consistent.
- Monitor assessment not just for a year group or class but for specific groups of children e.g. boys/girls, EAL and SEN.
- Collect assessments each term and collate and review this information in order to address any gaps in coverage.
- Collect evidence in the form of lesson plans, photos and videos.
- Collect evidence of coverage being planned for from Mid Term Plans.
- Engage in learning walks during P.E sessions to check for coverage.

Teachers will:

- Share and refer to the learning objectives and the success criteria with the children during each session.
- Use a variety of teaching styles to address all of the children's preferred learning style.
- Plan opportunities for children to meet the aims and objectives of P.E from the National Curriculum.
- Plan using the medium term plan in place.
- Plan for cross-curricular links where possible.
- Assess progress using the assessment tool.
- Provide opportunities for children to apply their knowledge, skills and understanding of a breadth of sports in competitive game situations.
- Monitor coverage using the agreed tool.
- Planning to be progressive

Monitoring & Evaluation

- Summative assessments in Key Stage 1 and Foundation 2 are to be undertaken by Live and Learn to assess progress after each sport delivered and will be shared with staff via the P.E subject leader each half term.
- Summative assessments in Key Stage 1 are to be made by the class teacher for the sport they have delivered using the agreed assessment tool at the end of each half term.
- In Foundation stage summative assessments are to be made using the Early Learning goals for Physical Development- gross motor skills, Personal, Social, Emotional development- self regulation/managing self, building relationships, Expressive Arts and Design- Being Imaginative and Expressive.
- P.E subject leader will monitor assessments not just for a year group or class but for specific groups of children e.g. boys/girls, EAL and SEN.

- P.E subject leader will monitor lesson plans to ensure the lessons delivered by the class teacher follow on from those delivered by Live and Learn and are progressive.
- P.E subject leader to monitor delivery across key stages to ensure that coverage is consistent.

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Appendix 1

Ball Skills F2:

- I can hold the ball in 2 hands whilst moving without dropping it
- I can place the ball into somebody else's hand/ I can place the ball on or near a target area
- I can roll the ball a short distance towards another person/target using the correct technique
- I can get my body into the correct position to receive the ball when it has been rolled to me.
- *I can show good control when demonstrating all of the skills above*

Matball Year 1:

- I can pass the ball with some accuracy, then begin to move at a quicker speed into space e.g jogging / running off the ball
- I can catch the ball with two hands with or without a bounce
- I can consistently pass and receive an under arm throw
- I can perform a chest and bounce pass towards my partner with some accuracy
- *I can continuously shows repeated success when performing the above skills*

Matball Year 2:

- I can use the different passing techniques to send the ball in all directions
- I can look up in the direction I am going to pass the ball making a decision who to pass too
- I can use the correct defending techniques and be successful blocking a pass, most of the time
- I understand the role of an attacker and can shoot to the mat player when in a good space
- *I can show repeated success when performing all the skills above.*

Dance F2:

- I can move with control
- I am aware that everyone needs space to dance and hold my positioning when performing.
- I can make body shapes into different movements on the floor, at medium and high levels
- I can balance, shuffle, walk, bob and tap to the music when its playing
- *I can choose appropriate movement for different dance ideas.*

Dance Year 1:

- I can remember and repeat simple skills/movements/actions with the music
- I can react to the music, if asked to tap, bob or show emotion (facial expression) to the beat
- I can replicate a basic movement in time with my sports teacher.
- I show that I have awareness of other students/dancers around me in my class
- *I can perform body actions with control and coordination.*

Dance Year 2:

- I can perform movements and actions at different speeds and levels
- I can perform a travel, turn, jump, balance, hop and use these within different motifs and routines
- Describe the mood, feelings and expressive qualities of dance and be able to provide examples of movements.
- I can add into my routine, six different shapes (star, tuck, high v arms, t arms, l shapes and folded arms
- *I can choose movements with different dynamic qualities to make a dance*

Gymnastics F2:

- I can jump and land safely off a low bench or piece of apparatus
- I can perform a 10 stretch warm up sequence. Mushroom, plank, whole body (1/3)
- I can travel freely with control. Hop, skip, side step, heel to toe walk, bounce, lunge step
- I can sit in – pike, straddle, cross leg toe reach, seated L
- *I can show a good range of movements with control*

Gymnastics Year 1:

- I can show a range of movements with good control
- I can copy basic balances, jumps, rolls and travelling movements following demonstration
- I can attempt a shape balance, point balance and partner balance and hold it still
- I can attempt to use the apparatus with confidence and teachers support
- *I can show good take off, flight and landing techniques when jumping on the floor or off a piece of apparatus*

Gymnastics Year 2:

- I can be safe enough to take part using all pieces of apparatus at floor, low and mid levels
- I can demonstrate basic travelling skills across the floor and at the start of my gymnastic sequences
- I can begin to construct a basic sequence with the support of my peers and teachers to help understand
- I can show good take off, flight and landing techniques when jumping on the floor and off a piece of apparatus
- *I can perform confidently using different pieces of gymnastic apparatus*

SAQ F2:

- I can run in a straight line with good control
- I can change direction when I am jogging with show some control
- I can jump over a single hurdle by lifting my knees up most of the time
- I can put one foot in each gap when going through a ladder with limited mistakes
- *I can complete tasks/challenges successfully using good control and pace. Works with minimal or no mistakes*

SAQ Year 1:

- I can show good acceleration when running and can work through a range of speeds
- I can control my body by keeping it balanced when changing direction quickly
- I can use a good stride pattern to jump over a number of hurdles with some success
- I can begin to work through the ladders using a variety of footwork patterns, with some control
- *I can complete a variety of hurdle and ladder games with good success. I can demonstrate high levels of accuracy and control, making little to no mistakes throughout*

SAQ Year 2:

- I can confidently run at different speeds throughout a variety of games e.g. Half speed, three quarter speed and full speed
- I can jump, using the correct technique, over hurdles of different heights, whilst showing good control
- I can confidently work through the ladders performing different foot patterns, with little mistakes
- I can understand and demonstrate which techniques are suitable for each game, which will then help with my Speed, Agility and Quickness
- *I can constantly work at a fast pace whilst maintaining excellent control when completing tasks linked to speed, agility and quickness*

Uni Hockey F2:

- I can hold the stick using the correct method
- I can move with the ball close to my stick whilst moving in a straight line
- I can move with the ball close to my stick whilst changing direction
- I can stop the ball from moving using my stick and not using my feet
- *I can push a ball away from my body with two hands on the stick*

Uni Hockey Year1:

- I can use both sides of the stick to dribble the ball
- I can push the ball towards a target
- I can stop the ball using my stick
- I can dribble with the ball stopping at various intervals showing accuracy and control
- *I am able to pass and dribble the ball effectively using the correct technique*

Uni Hockey Year 2:

- I can change direction whilst moving/dribbling with the ball
- I can look up in the direction I am going whilst dribbling with the ball
- I understand the correct technique to push pass the ball
- I understand the power of my pass/shot has to vary depending on the distance
- *I can shoot, dribble and pass the ball with some accuracy*

Rounders F2:

- I can hold a ball in 2 hands and pass in a partners hands.
- I can bounce and attempt to catch a sponge ball / tennis ball.
- I can throw the ball in the air and move my hands towards the ball.
- I can hold a small racquet or bat and swing it to move a bean bag, or ball with little accuracy.

- *I can use a small racket or bat to hit a ball with very good accuracy and control and can catch the ball repeatedly when it comes to me.*

Rounders Year 1:

- I can bounce a tennis ball or sponge ball and catch it in two hands.
- I can hold a bat and use it to hit a ball off of a cone
- I can throw a ball up and catch it some of the time whilst moving.
- I can throw the ball underarm towards my partner.
- *I can use a bat to hit the ball well when it's rolled or thrown towards me by another player, I can catch the ball repeatedly when I throw it in the air or when a partner throws it towards me*

Rounders Year 2:

- I can hold a paddle bat or tennis racket and hit a ball when I feed it to myself
- I can throw the ball overarm towards a partner.
- I can catch a ball using the correct technique when my partner throws it towards me.
- I know that I have to run around the bases to be able to score a point and do this everytime it's my batting turn.
- *I can hit the ball well when the ball is 'bowled' towards me by the bowler which allows me to score a rounder*