

Intent

At Whitley Park Primary, we aim to develop pupils who will be physically active and who have the opportunity to flourish in a range of physical activities promoting a healthy and active lifestyle. We want to inspire children to have a love of physical activity and to support pupils to have confidence to participate in, and be successful at sporting activities.

Through our PE lessons and our whole school values, we will provide children with the opportunity to use creativity demonstrate resilience and have the confidence to be able to discuss how they can improve their own and others' performance. We aim to instil key life skills and values such as being able to work independently and as part of a team; to recognise the importance of fairness and respect and to celebrate the success of others and themselves.

We believe that healthy minds as well as healthy bodies will support our children's well-being and we therefore strive to educate both children and families to develop an understanding of healthy lifestyles and healthy choices. (This is also supported through our PSHE, RSE and Science curriculum).

Implementation

- Physical education at Whitley Park Primary School provides challenging and enjoyable learning through a range of sporting activities including; dance, games, gymnastics, swimming and athletics. We also ensure that our PE lessons consider health and fitness, competition and performance and evaluation.
- Long term curriculum planning ensures that the requirements of the National Curriculum are fully met and we ensure that we offer a range of activities that allow each child to feel challenged and offer opportunities to progress further.
- Teachers are offered opportunities to work with experts in the field and learn from their demonstrations of good practice.
- Promoting physical activity at lunch and break time.
- Supporting active travel to and from school (in conjunction with the Eco Council).
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- We aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within other subject lessons whereby the children can be active.

Core Skills

By the end of KS1 pupils should:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

	Initiating Year 1	Building Year 2
Dance	<ul style="list-style-type: none"> • Copy and repeat basic actions • Put a sequence of actions together to create a basic motif (repeated pattern) • Begin to understand how to move safely in their own space • Use simple choreographic devices such as unison (dancing together in a performance), canon (same routine in intervals) and mirroring (same dance at same time like a mirror). • Begin to improvise independently to create a simple dance by responding to different types of music 	<ul style="list-style-type: none"> • Copy, remember and repeat actions • Create a short motif inspired by a stimulus and begin to improve the timing of their actions • Move confidently and safely in their own and general space using change of speed and direction. • Use simple choreographic devices and use different transitions (changing from one style or movement to another) within a dance motif. • Improvise independently and move in time to the music using different parts of the body
Games	<p>Striking and hitting a ball</p> <ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching. <p>Travelling and passing a ball</p> <ul style="list-style-type: none"> • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Pass the ball to another player in a game. • Use kicking skills in a game. • Use different ways of travelling in different directions or pathways. • Run at different speeds. <p>Space and possession of a ball</p> <ul style="list-style-type: none"> • Begin to use space in a game. <p>Attacking and defending</p> <ul style="list-style-type: none"> • Begin to use the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. <p>Tactics and rules</p> <ul style="list-style-type: none"> • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. 	<p>Striking and hitting a ball</p> <ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for playing striking and fielding games. • Position the body to strike a ball. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. <p>Travelling and passing a ball</p> <ul style="list-style-type: none"> • Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game. • Know how to pass the ball in different ways. <p>Space and possession of a ball</p> <ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. <p>Attacking and defending</p> <ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. <p>Tactics and rules</p> <ul style="list-style-type: none"> • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game successfully.

Athletics	<p>Running</p> <ul style="list-style-type: none"> • Vary their pace and speed when running. • Run with a basic technique over different distances showing good posture and balance. • Maintain control as they change direction when jogging or sprinting. <p>Jumping</p> <ul style="list-style-type: none"> • Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Perform a short jumping sequence. • Jump as high and far as possible while landing safely with control • Work with a partner to develop the control of their jumps. <p>Throwing</p> <ul style="list-style-type: none"> • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. 	<p>Running</p> <ul style="list-style-type: none"> • Run at different paces, describing the different paces and begin to select the most suitable pace and speed for distance. • Use a variety of different stride lengths. • Run with basic techniques, and be able to vary speed and direction • Be able to maintain and control a run over different distances. <p>Jumping</p> <ul style="list-style-type: none"> • Perform and compare different types of jumps • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Investigate and choose the best jumps to cover different distances. • Know that the leg muscles are used when performing a jumping action. <p>Throwing</p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw with accuracy at targets of different heights. • Investigate ways to alter their throwing technique to achieve greater distance.
Gymnastics	<ul style="list-style-type: none"> • Carry out simple stretches. • Hold still shapes and simple balances • Carry out a range of simple rolls and jumps landing safely • Travel in different ways, changing direction and speed. • Begin to move with control and care. • Move around safely going under, over, and through different objects and equipment. • Show contrast with their bodies (small/tall, narrow/wide, straight/curved). • Copy simple actions and simple movement sequences <p><u>(see appendix for suggested progression)</u></p>	<ul style="list-style-type: none"> • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence with a beginning, middle and end. <p><u>(see appendix for suggested progression)</u></p>
Health and	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. 	<ul style="list-style-type: none"> • Recognise and describe how the body feels before, during and after different physical activities. • Explain what they need to stay healthy. • Show how to exercise safely.
Compete / Perfor	<ul style="list-style-type: none"> • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. 	<ul style="list-style-type: none"> • Perform learnt skills with increasing control. • Compete against self and others.
Evaluate	<ul style="list-style-type: none"> • Talk about what they have done • Describe what other people did 	<ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others.

Deepening Statement KS1

A child who is working at greater depth within PE is likely to show many or all of the following characteristics in their performance and approach to PE:

Approach to PE:

- Be confident in themselves and in familiar contexts.
- Take risks with their ideas and approaches and be able to 'think outside of the box'.
- Show a high degree of motivation and commitment to practice and performance.

Body Skill and Awareness:

- Have a high degree of control and coordination of their bodies.
- Show strong awareness of their body in a space
- Combine movements fluently, precisely and accurately in a range of contexts and activities.
- Advanced in their understanding of evaluating and improving performance through leadership, peer and self-reflection
- Display talented abilities in acquiring, developing and performing advanced skills and techniques
- Display a conceptual understanding shown through sophisticated selection and application of advanced skills, tactics and compositional ideas for their age.
- Display particularly high levels of fitness for their age in both specific and general areas.
- Display specific strengths in general areas, such as in games or in dance activities.

Key Vocabulary are the words that the teacher is likely to use and reinforce consistently throughout the unit of work and the vocabulary that pupils can demonstrate physically

	Perform	Create, develop, compose, refine	Analyse/Evaluate
2	Remember, repeat, work with confidence, explore	Link, choose, vary, create, compose and perform, choose and vary...simple compositional ideas, simple tactics and simple skills.	Lift and move...recognise and describe what their body feels like, link, watch, copy, describe, use information to improve.
1	Explore, remember, repeat, be confident and recognise space.	Link, create, choose and use equipment effectively	Describe, copy, observe, know how to carry and place, know activity is good for them.

