

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.
- Swimming lessons for children in Years 5 and 6 with additional booster sessions for children who are unable to swim 25m
- 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 Knowledge

By the end of KS2 pupils should:

- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Core Skills

By the end of KS2 pupils should:

Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

	Initiating	Building
	Year 3	Year 4
Dance	<ul style="list-style-type: none"> • Create dance patterns using different stimuli and be able to repeat, remember and perform them • Begin to compare and adapt movements and dance patterns to create a bigger sequence. • Perform with some awareness of rhythm and expression • Begin to improvise with a partner to create a simple dance. • Use simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style and compose a dance that reflects this • Compose longer dance sequences in a small group demonstrating greater precision and control • Demonstrate rhythm and spatial awareness. • Confidently improvise with a partner or on their own and begin to vary dynamics (level of energy) in response to stimuli • Use simple dance vocabulary to compare and improve work and refine parts of a dance as a result of self-evaluation.

Striking and hitting a ball

- Demonstrate successful hitting and striking skills.
- Develop a range of skills in striking (and fielding where appropriate).
- Practise the correct batting technique and use it in a game.
- Strike the ball for distance.

Throwing and catching a ball

- Throw and catch with greater control and accuracy.
- Practise the correct technique for catching a ball and use it in a game.
- Perform a range of catching and gathering skills with control.
- Catch with increasing control and accuracy.
- Throw a ball in different ways (e.g. high, low, fast or slow).
- Develop a safe and effective overarm bowl.

Travelling and passing a ball

- Move with the ball in a variety of ways with some control.
- Use two different ways of moving with a ball in a game.
- Pass the ball in two different ways in a game situation with some success.

Space and possession of a ball

- Know how to keep and win back possession of the ball in a team game.
- Find a useful space and get into it to support teammates.

Attacking and defending

- Use simple attacking and defending skills in a game.
- Use fielding skills to stop a ball from travelling past them.

Tactics and rules

- Apply and follow rules fairly.
- Understand and begin to apply the basic principles of invasion games.
- Know how to play a striking and fielding game fairly.

Striking and hitting a ball

- Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- Accurately serve underarm.
- Build a rally with a partner.
- Use at least two different shots in a game situation.
- Use hand-eye coordination to strike a moving and a stationary ball.

Throwing and catching a ball

- Develop different ways of throwing and catching.

Travelling and passing a ball

- Move with the ball using a range of techniques showing control and fluency.
- Pass the ball with increasing speed, accuracy and success in a game situation.

Space and possession of a ball

- Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
- Make the best use of space to pass and receive the ball.

Attacking and defending

- Use a range of attacking and defending skills and techniques in a game.
- Use fielding skills as an individual to prevent a player from scoring.

Tactics and rules

- Vary the tactics they use in a game.
- Adapt rules to alter games.

Athletics	<p>Running</p> <ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles with a focus on trail leg and lead leg action Understand the importance of adjusting running pace to suit the distance being run. <p>Jumping</p> <ul style="list-style-type: none"> Use one and two feet to take off and to land with. Develop an effective take-off and flight phase for the standing long jump and be able to land safely with control. <p>Throwing</p> <ul style="list-style-type: none"> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. 	<p>Running</p> <ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. <p>Jumping</p> <ul style="list-style-type: none"> Learn how to combine a hop, step and jump to perform the standing triple jump and be able to land safely with control. Begin to measure the distance jumped. <p>Throwing</p> <ul style="list-style-type: none"> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.
Gymnastics	<ul style="list-style-type: none"> Use turns whilst travelling in a variety of ways. Create interesting body shapes while holding balances with control and confidence. Develop the quality of their actions, shapes and balances. Use a range of jumps in their sequences. Move with coordination, control and care and begin to show flexibility in movements Begin to use equipment to vault. Compose a movement sequence independently and with others. Increase their confidence in linking actions, including changes of direction, speed or level. <p><u>(see appendix for suggested progression)</u></p>	<ul style="list-style-type: none"> Travel in different ways, including using flight. Carry out balances, thinking about their centre of gravity and improving the placement and alignment of their body parts. Begin to develop good technique when travelling, balancing and using equipment. Use equipment to vault in a variety of ways. Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences and move with clarity, fluency and expression. Show changes of direction, speed and level, and develop strength, technique and flexibility throughout performances. <p><u>(see appendix for suggested progression)</u></p>
Swimming	<ul style="list-style-type: none"> Has developed water confidence, beginning to tread water and complete distances of up to 10 metres I can jump in on my own. I can submerge completely. I can swim 5m without aids. I can perform a star float without aids. I can push and glide on my front. 	<ul style="list-style-type: none"> Has swum competently, confidently and proficiently over a distance of at least 25 metres I can push and glide on my front and back. I can swim 10m or more on my front and back. I can perform a star float on my front and back.

Outdoor Education	<p>Trails</p> <ul style="list-style-type: none"> • Orientate themselves with increasing confidence and accuracy around a short trail using a map <p>Problem solving</p> <ul style="list-style-type: none"> • Identify and use effective communication to begin to work as a team. Identify symbols used on a key. <p>Preparation and organisation</p> <ul style="list-style-type: none"> • Begin to choose equipment that is appropriate for an activity. 	<p>Trails</p> <ul style="list-style-type: none"> • Orientate themselves with accuracy around a short trail. • Create a short trail for others with a physical challenge. • Start to recognise features of an orienteering course. <p>Problem solving</p> <ul style="list-style-type: none"> • Communicate clearly with other people in a team, and with other teams. • Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. • Associate the meaning of a key in the context of the environment. <p>Preparation and organisation</p> <ul style="list-style-type: none"> • Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.
Health and	<ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body. • Know the importance of strength and flexibility for physical activity. • Explain why it is important to warm up and cool down. 	<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Compete/Perform	<ul style="list-style-type: none"> • Develop the quality of the actions in their performance • Perform learnt skills and techniques with control, accuracy confidence and fluency • Compete against self and others in a controlled manner 	<ul style="list-style-type: none"> • Perform and apply skills and techniques with control and accuracy. • Take part in a range of competitive games and activities.
Evaluate	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 	<ul style="list-style-type: none"> • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result.

	Initiating	Building
	Year 5	Year 6
Dance	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style and compose a dance that reflects this with a partner or small group Demonstrate imagination and creativity in the movements used in response to a stimuli Use transitions to link dance patterns smoothly together and show a change of pace and timing in their movements Improvise with confidence, demonstrating fluency across the sequence and ensuring actions fit the rhythm of the music Develop an awareness of their use of space Use more complex dance vocabulary to compare and improve work and modify parts of a sequence as a result of self and peer evaluation. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style and compose individual, partner and group dances that reflect this using props Use dramatic expression and perform with confidence, using a range of movement patterns, helping to explore and create character and narrative Demonstrate strong and controlled movements throughout a dance sequence and create a fluent sequence within the required style of the stimulus Show a change of pace and timing in their movements and move rhythmically and accurately in dance sequences Improvise with confidence, demonstrating fluency, control and precision, linking all movements and ensuring that transitions flow between sequences. Use complex dance vocabulary to describe, interpret and evaluate work and modify some elements of a sequence as a result of self and peer evaluation.
Games	<p>Striking and hitting a ball</p> <ul style="list-style-type: none"> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> Consolidate different ways of throwing and catching, and know when each is appropriate in a game. <p>Travelling and passing a ball</p> <ul style="list-style-type: none"> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. <p>Space and possession of a ball</p> <ul style="list-style-type: none"> Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. <p>Attacking and defending</p> <ul style="list-style-type: none"> Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Tactics and rules Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. 	<p>Striking and hitting a ball</p> <ul style="list-style-type: none"> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. <p>Throwing and catching a ball</p> <ul style="list-style-type: none"> Throw and catch accurately and successfully under pressure in a game. <p>Travelling and passing a ball</p> <ul style="list-style-type: none"> Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. <p>Space and possession of a ball</p> <ul style="list-style-type: none"> Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. <p>Attacking and defending</p> <ul style="list-style-type: none"> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. <p>Tactics and rules</p> <ul style="list-style-type: none"> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.

Athletics	<p>Running</p> <ul style="list-style-type: none"> • Accelerate from a variety of starting positions and select their preferred position. • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. • Identify and demonstrate stamina, explaining its importance for runners. <p>Jumping</p> <ul style="list-style-type: none"> • Improve techniques for jumping for distance. • Perform an effective standing long jump. • Perform the standing triple jump with increased confidence. • Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight and be able to land safely with control. • Measure the distance and height jumped with accuracy. • Investigate different jumping techniques. <p>Throwing</p> <ul style="list-style-type: none"> • Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance. 	<p>Running</p> <ul style="list-style-type: none"> • Recap, practise and refine an effective sprinting technique • Understand how to accelerate quickly for a sprint finish and overtaking • Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. • Work as a team to competitively perform a relay. • Confidently and independently select the most appropriate pace for different distances and different parts of the run. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. <p>Jumping</p> <ul style="list-style-type: none"> • Develop the technique for the standing vertical jump. • Maintain control at each of the different stages of the triple jump and be able to land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. <p>Throwing</p> <ul style="list-style-type: none"> • Perform a heave throw. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy.
Gymnastics	<ul style="list-style-type: none"> • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, • Confidently use equipment to vault in a variety of ways. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. <p><u>(see appendix for suggested progression)</u></p>	<ul style="list-style-type: none"> • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances. • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. <p><u>(see appendix for suggested progression)</u></p>

Swimming	<ul style="list-style-type: none"> Has developed water confidence, beginning to tread water and complete distances of up to 10 metres I can swim between 15 and 25metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. 	<ul style="list-style-type: none"> Has swum competently, confidently and proficiently over a distance of at least 25 metres I can swim between 25 and 50 metres and keep swimming for 30-45 seconds unaided I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. <p>By end of year 6 should be able to:</p> <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
Outdoor Education	<p>Trails</p> <ul style="list-style-type: none"> Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment (compass) to orientate around a trail <p>Problem solving</p> <ul style="list-style-type: none"> Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. <p>Preparation and organisation</p> <ul style="list-style-type: none"> Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course 	<p>Trails</p> <ul style="list-style-type: none"> Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. <p>Problem solving</p> <ul style="list-style-type: none"> Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective. <p>Preparation and organisation</p> <ul style="list-style-type: none"> Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in.
Health and fitness	<ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

Compete/Perform	<ul style="list-style-type: none"> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. 	<ul style="list-style-type: none"> Consistently perform and apply a variety of skills and techniques with confidence, accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate	<ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Deepening Statement KS2	
<p>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:</p> <p><u>Approach to PE:</u></p> <ul style="list-style-type: none"> 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. <p><u>Body Skill and Awareness:</u></p> <ul style="list-style-type: none"> 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

	<i>Perform</i>	<i>Create, develop, compose, refine</i>	<i>Analyse/Evaluate</i>
6	Continue to perform with fluency accuracy and control	Choose combine, and develop range of sequences/ motifs/ tactics. Decide and develop, refine and consolidate.	Carry out warm-ups and cool downs, understand how activity affects health. Understand strengths and weaknesses; know basic warm-us/cool downs.

5		Perform consistently, improvise, decide	Choose and apply...compositional ideas, skills, principles of attack and defence, rules, tactics.	Analyse, interpret, evaluate, suggest improvements, understand strengths and weaknesses, know basic warm-ups, cool downs.
4		Develop, perform, consolidate and improve ranges of ideas, skills	Explore and create, use skills effectively, use rules, devise rules, tactics and compositional ideas.	Make simple judgements, describe, interpret, evaluate, recognise activities that improve fitness and know effects on the body.
3		Improve, consolidate, be safe, explore and use	Create and link, recognise own space, compose and perform, choose and vary... simple compositional ideas, simple tactics and simple skills.	Watch, copy, describe, use what is learned to improve, describe short- term effects of exercise, evaluate.