



# Glenthorne Community Primary School

## Physical Education Policy



### **Aims and Intentions**

Physical Education develops pupils' physical competence and confidence in wide areas of sporting activities. It promotes skills, physical development and knowledge of the body in action, as well as an understanding of why physical education is important.

Our aims for PE at Glenthorne Community Primary School are to:

- Build self-esteem and confidence for all pupils.
- Develop team work skills.
- Comply with school and game rules.
- Work safely when using equipment.
- Work independently and be effective leaders.
- Encourage children to live a healthy life style.
- Enrich pupils with a wide range of sporting knowledge and skills.
- Continue to build physical development.

We intend to promote positive attitudes towards healthy and active lifestyles. Pupils will learn how to plan, perform and evaluate skills, ideas and performances. Throughout all years, we cover a variety of different areas of PE such as: invasion games, gymnastics, dance, striking and fielding etc. We aim to provide opportunities to increase children's self-confidence through an ability to manage themselves successfully in a variety of situations. All children are provided with opportunities to take part in a wide range of sports activities, which are carried out in a safe and supportive environment, where effort and hard work, as well as success, is celebrated. Enjoyment and working together as a team is promoted. Our overview ensures that skill progression is evident throughout Year 1-6.

### **Objectives and Impact**

In school, rules, vocabulary and game skills such as attack, defence and fielding will be taught. All staff should encourage pupils to:

- Recall and apply their knowledge and skills in familiar and unfamiliar situations.
- Have a clear understanding for their age, how to live a healthy lifestyle
- Take part in daily physical activity.

Each year group has a PE scheme (see individual year group folders) where key objectives for each area of PE can be found. These objectives should be covered to build, develop and progress by class teacher within a half term. These objectives build on skills taught in previous year groups. At the start of each unit, a core task must be set in order to assess pupils against the objectives. Once the

unit is complete, staff must complete an end of unit assessment or assess using coloured stars from the half terms work.

- P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life.
- A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities.
- At Glenthorne, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Assessment

For assessment in PE, we expect teachers and external providers delivering PE lessons to:

- Set core task to assess prior knowledge and ability.
- Complete end of unit assessment. *(See Appendix 1 for unit assessment grid)*
- Use coloured star assessment in line with other areas of the curriculum.
- Complete half termly overviews to identify children working below and above expected levels. *(See Appendix 2 for half termly overview)*
- Ensure all objectives are covered.
- Keep swimming assessments and identify any children below expected and inform parents.

### Teaching and Learning

Teaching in PE lessons should still follow our school ethos. Pupils should show **resilience** and strive to achieve their goals, whilst pupils and staff should have **high expectations** of each other.

**Collaboration** should be evident in team games and **independence** should be seen in decision making and creativity. Pupils should be seen to show **tolerance and respect** towards each other and be encouraged to show a 'Sportsmanship' attitude.

Lessons should contain the following elements:

- **Purpose:** lessons should follow the clear objectives and defined learning outcomes. This should be explained to the pupils at the beginning of the lesson and continued to be repeated so all pupils can understand and achieve.
- **Progression:** pupils' capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills; It is also important to make links of learning in and beyond the sequence.
- **Pace:** lessons should be appropriately paced depending on activity, with suitably challenging activities.

- **Pupils' responsibility:** in lessons pupils are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as they practise and repeat movements in order to improve efficiency and the quality of their performances.

### Monitoring and Evaluation

- It is the role of the subject leader to monitor the coverage of PE across the school.
- The subject leader will monitor PE folders termly to ensure objectives have been covered, assessments are being completed and staff are using the PE kit register.
- The subject leader will gather information about red and green stars for each area of PE per year group, giving feedback and advice/guidance where necessary.
- Staff teaching PE should be constantly monitoring pupil's achievements and evaluate coloured stars at the end of each unit.

### EYFS (See Appendix 4 for EYFS overview for Physical Development)

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Gross motor skills and fine motor skills. Children have 1 lesson of PE a week and the rest of their development happens in other areas of their provision and outdoor play.

Nursery will learn to:

- Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Climb apparatus and go up and down steps.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Reception will:

- Revise and refine the fundamental movement skills they have already acquired e.g. crawl, roll, jump, skip etc.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

In Nursery and Reception, children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

## **KS1 and KS2** (*See Appendix 3 for Yearly overview for KS1 and KS2*)

### **KS1 Attainment Target**

Children 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.

Children are 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.

### **KS2 Attainment Target**

Children 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. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children are 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

## Participation, Equality and Inclusion

Education reform act of 1988 gives children entitlement to all areas of the National Curriculum. Education act of 2010 reinforces PE as a foundation subject for all pupils. At Glenthorne, all children receive the statutory requirement of 2 hours of PE a week.

- P.E. is not optional but statutory and therefore, PE should not be withheld as a sanction.
- If a child is not fit to take part physically and then they should be asked to observe giving feedback and have role within the PE sessions. This will enable them to learn and understand the work alongside their active peers.
- There should be maximum participation in all P.E. lessons by all children, even if adaptations need to be made for individual pupils.

Within our school, we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential.

## Spiritual, Moral and Cultural

The structure of our Physical Education curriculum, and after school clubs expects children to work with all children irrespective of race, sex or ability. This enables the children to gain respect for everyone therefore gaining a better understanding of themselves and others.

## PE Kit

- Should be in school at all times
- T Shirt (Green, with Glenthorne badge) and shorts for indoor P.E.
- No footwear in the hall for gymnastics and dance.
- An additional sweatshirt and tracksuit bottoms (dark colours or preferably Glenthorne hoodie) for outside P.E. These are essential when the weather is chilly.
- Plimsolls or trainers for games outside (preferably trainers)
- When participating in out of hour's clubs must change out of their whole school uniform and wear their Physical Education kits. All regular P.E. rules apply through the clubs.
- When taking part in Wolves football after school club, pupils to bring own kit to change into.
- For Rugby and Football clubs, it would be preferred if children had shin pads and boots but these are essential.

It is the role of the class teacher to keep track of PE kit on the register provided in PE folders.

**After three occasions of not having correct kit, a text will be sent to parents.** Staff teaching PE must be in suitable sportswear, including trainers.

## **Jewellery and hair**

The policy of the governing body and Staffordshire LEA is that no jewellery is to be worn for any physical activity, including watches, with the exception of fitness watches (e.g. Fitbits).

- Parents should be informed of the class P.E. timetable at the beginning of the year (and informed if any changes) so that they can remove earrings for that day.
- Any items of jewellery removed by the children themselves should be put in an arranged safe space. Long hair must be tied back.
- Members of staff are also encouraged to follow safe guidelines in regard to their jewellery and hair.
- If children are to get ears pierced, we recommend this being done during the six weeks holidays due to the length of time children need to keep earrings in during the healing process.

## **Extra-curricular activities**

Glenthorne provides a full range of P.E. and other activities for children at the end of the school day e.g. football, tag rugby and cross country. These clubs are open to children of all abilities, genders and we try to ensure all phase groups have clubs available.

- School sends details of the current club activities to parents at the beginning of each term and parents sign up to these via Parent Pay.
- Due to health safety restrictions, clubs are limited to a set amount of places and these are allocated on a first come, first serve basis.
- A waiting list for clubs will be started if needed.

All teaching staff, who are leading after school clubs, are given a register of the children attending and it is their job to ensure a register is completed at the start of each session. Furthermore, information about special educational needs is added to the register to inform staff members. External providers delivering after school clubs are given a register of children and given any additional information regarding dismissal of children in a folder from the office.

## **Competitions**

The school also plays fixtures and events against other local schools in the local area.

- This introduces a competitive element to team games and allows the children to put into practice the skills they have developed in their lessons.
- These opportunities foster a sense of team spirit and co-operation amongst our children.
- We try to ensure we take part in inclusion events throughout the year to ensure a range of children; ages and ability attend competitions outside of school.
- Risk assessments will be completed by lead teacher in preparation for the competition (a week in advance).
- Parental consent must be obtained before children can participate.

We also encourage children who attend clubs outside of school to bring in medals, certificates to 'Celebration' assembly so we can celebrate all sporting achievements.

### **Swimming**

At Glenthorne, swimming is taught in line with the National Curriculum. Pupils in Year Three will take part in swimming lessons. Swimming lessons will be carried out in line with the Safe Practice in School Swimming and Water Safety document.

Our objective for swimming is:

- To swim competently and confidently over a distance of at least 25 metres.
- To use a range of strokes effectively (for example: front crawl, back stroke etc).
- To perform safe self-rescue in different water-based situations.

Parents/carers will be informed about pupils attending swimming lessons at the beginning of the year. Our swimming instructors will assess the pupils at the beginning of the unit and place them into ability groups for teaching.

Before the visit, you should be aware:

- Risk assessment for the pool and session is used.
- Emergency action plan
- Pool rules
- Any additional needs and medical conditions of pupils.
- Ratios are adhered to.
- First aid and personal medical equipment is taken.

During the visit:

- Teaching staff have duty of care whilst on the visit.
- Teaching staff must supervise pupils whilst getting changed and have pupils under control at all times.
- There must be a qualified pool lifeguard present during the session. Teachers must work with the lifeguard to ensure safe conduct at all times.
- The school always provide at least one first aider.

### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. At Glenthorne, we encourage the children to consider their own safety and the safety of others at all times. Safety aspects are discussed with pupils prior to and during each P.E. session when they are asked to

identified risks to themselves and others e.g. appropriate noise/voice levels, use of space, distance and environment. Pupils are taught how to improve their own abilities to assess risks.

It should be noted that, in the event of an emergency:

- All staff should get the attention of another member of staff by using the emergency triangles.
- All staff should be aware of what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are readily accessible and should be taken to space where PE lessons are being delivered.
- If a child is injured during a PE lesson, this should be logged in the accident book and if necessary contact parents.

Children must be dressed appropriately for P.E. lessons. Children must change for P.E. partly for hygiene reasons but also to ensure that the clothing is suitable. The Governing Body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. e.g. trainers, tracksuits, which in-part is also for their own safety.

### **Funding**

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. *(See school website for Sport Premium)*

We use the premium to:

- Develop or add to the PE and sport activities that we already offer.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

- The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

**Policy completed by: A Scott**

**Date: April/May 2020**



## Appendix 1



1. Perform combinations of actions and agilities that show clear differences between levels, speeds and directions
2. Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension
3. Take more responsibility for their own warm up
4. Know how muscles work, how to stretch, and how to carry out strengthening exercises safely
5. Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used

9

## Appendix 2



### Glenthorne Primary School Half-termly overview



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Half term:

Activity:

Children not meeting expectations:

**Actions:**

**Impact:**

Children exceeding expectations:

**Actions:**

# Appendix 3



## Glenthorne Primary School PE medium term plan 2016/2017



	underarm throwing, striking a ball and kicking 3. Explain why running and playing games is good for them		and taking the ball to a good position for aiming 3. Describe what it feels like when they breathe faster during exercise 4. Describe what they have done or seen others doing	4. Describe what they have done or seen others doing		
Year 2	<b>Gymnastics</b> 1. Perform a range of actions with control and coordination 2. Repeat accurately sequences of gymnastic actions 3. Move smoothly from a position of stillness to a travelling movement 4. Move smoothly and in a controlled way from one position of stillness to another 5. Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool 6. Recognise and avoid	<b>Gymnastics</b> 1. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end 2. Adapt the sequence to include apparatus or a partner 3. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency 4. Choose one aspect of their sequence to improve, and say how to improve it <b>Games</b> 1. Perform a range of	<b>Dance</b> 1. Talk about different stimuli as the starting point for creating dance phrases and short dances 2. Explore actions in response to stimuli 3. Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements 4. Know that they need to warm up and cool down for dance	<b>Dance</b> 1. Choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities 2. Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness 3. Perform dance phrases and short dances using rhythmic and dynamic qualities to express moods,	<b>Games</b> 1. Know how to score and keep the rules of the games 2. Copy actions and ideas, and use the information they collect to improve their skills 3. Watch and describe performances accurately	<b>Games</b> 1. Know how to score and keep the rules of the games 2. Copy actions and ideas, and use the information they collect to improve their skills 3. Watch and describe performances accurately



## Glenthorne Primary School PE medium term plan 2016/2017



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Gymnastics</b> 1. Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required 2. Manage the space safely, showing good awareness of each other, mats and apparatus 3. Make up and perform simple movement phrases in response to simple tasks 4. Know when their body is active and talk about the difference between tension and relaxation 5. Carry and place appropriate apparatus safely, with guidance <b>Games</b> 1. Move fluently, changing direction and speed easily and avoiding collisions 2. Show control and accuracy with the basic actions for rolling,	<b>Gymnastics</b> 1. Link and repeat basic gymnastic actions 2. Perform movement phrases with control and accuracy 3. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language 4. Copy a partner's sequence of movement <b>Games</b> 1. Move fluently, changing direction and speed easily and avoiding collisions 2. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking 3. Explain why running and playing games is good for them	<b>Dance</b> 1. Respond to different stimuli with a range of Actions 2. Copy and explore basic body actions demonstrated by the teacher 3. Copy simple movement patterns from each other and explore the movement 4. Know where their heart is and understand why it beats faster when exercising 5. Use simple dance vocabulary to describe movement <b>Games</b> 1. Understand the concept of tracking, and get in line with the ball to receive it 2. Understand the concepts of aiming, hitting into space,	<b>Dance</b> 1. Choose movements to make into their own phrases with beginnings, middles and ends 2. Practise and repeat their movement phrases and perform them in a controlled way 3. Talk about dance, linking movement to moods, ideas and feelings <b>Games</b> 1. Understand the concept of tracking, and get in line with the ball to receive it 2. Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming 3. Describe what it feels like when they breathe faster during exercise	<b>Games</b> 1. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions 2. Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents	<b>Games</b> 1. Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions 2. Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents

<p>different ways of using a shape, balance or travel</p> <p>2. Practise an action or short sequence of movements, and improve the quality of the actions and transitions</p> <p>3. Begin to show control, accuracy and fluency of movement, whilst developing their flexibility, strength, technique, control and balance</p> <p>4. Understand the importance of warming up</p> <p>5. Explain the differences between two performances</p> <p><b>Swimming</b></p> <p>1. Begin to swim short distances of between 5 and 20 metres, using aids and later without them</p> <p>2. Use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support</p> <p>3. Stretch out and keep</p>	<p>2. Use a range of language to describe what they see and give concise explanations of what they do well</p> <p>3. Swim on their front and back, using arm and leg actions together with smooth coordination</p> <p>4. Use a variety of strokes and personal survival skills to suit the needs of a task</p> <p><b>Dance</b></p> <p>1. Show an imaginative response to different stimuli through their use of language and choice of movement</p> <p>2. incorporate different qualities and dynamics into their movement</p> <p>3. Explore and develop new actions while working with a partner or a small group</p> <p>4. Describe what makes a good dance phrase</p> <p>5. In simple language, explain why they need to warm up and cool</p>	<p>surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke</p> <p>2. Plan how to meet set challenges on their own and in groups</p> <p>3. Explain why their body reacts differently to swimming different distances and times</p> <p>4. Identify aspects of their work that need improvement and suggest ways to practise</p> <p><b>Invasion Games</b></p> <p>1. Use a range of skills to help them keep possession and control of the ball</p> <p>2. Pass, receive and dribble the ball, keeping control and possession consistently</p> <p>3. Recognise and describe what</p>	<p>games with control and consistency</p> <p>2. Keep a game going using a range of different ways of throwing</p> <p>3. Choose good places to stand when receiving, and give reasons for their choice</p> <p>4. Identify what activities and exercises they could use in a warm up</p> <p>5. Recognise what happens to their bodies when playing the games</p> <p>6. Know why warming up is important</p> <p>7. Describe what is successful in their own and others' play</p> <p><b>Swimming</b></p> <p>1. Use personal survival techniques, including floating, sculling and surface diving</p> <p>2. Recognise their own ability and the demands of</p>	<p>further than 50 metres</p> <p>2. Retrieve objects from the bottom of the pool</p> <p><b>Striking and fielding</b></p> <p>1. Use a range of skills with increasing control</p> <p>2. Begin to strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>3. Work well as a team to make it hard for the opposition</p> <p>4. Are familiar with and use the rules set, and keep games going without disputes</p> <p>5. Know the importance of warming up.</p> <p>6. Intercept and stop the ball with consistency, and sometimes catch the ball</p> <p>7. Choose and use batting or throwing</p>	<p>variety of different strokes</p> <p>2. Be able to confidently perform safe self-rescue in different water-based situations</p> <p><b>Athletics</b></p> <p>1. Run consistently and smoothly at different speeds</p> <p>2. Demonstrate different combinations of jumps, showing control, coordination and consistency</p> <p>3. Throw a range of implements into a target area</p> <p>4. Carry out stretching and warm-up activities safely</p> <p>5. Watch and describe specific aspects of running, jumping and throwing styles</p>
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<p>afloat on the surface, using a number of body shapes</p> <p>4. Know and explain the rules and routines that keep them safe near water</p> <p>5. Take care of themselves and are aware of others in and around the swimming pool</p>	<p>down</p> <p>6. Use a range of expressive language to describe dance</p>	<p>happens to their breathing and heart when they play games, and begin to link this to how warm they feel</p> <p>4. Explain how to keep possession and describe how they and others have achieved it</p> <p>5. Identify which games and activities have the biggest impact when trying to improve stamina</p> <p>6. Describe how some games use short bursts of speed</p> <p>7. Use a range of skills to keep possession and make progress towards a goal, on their own and with others</p> <p>8. Weigh up the options and often make good decisions about what to do</p> <p>9. Identify what they do best and what they find most difficult</p>	<p>different challenges, and choose safe and efficient ways to complete challenges successfully</p> <p>3. Describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming</p> <p>4. Realise that smooth swimming demands concentration and good control of arms, legs and breathing</p> <p><b>Invasion Games</b></p> <p>1. Apply skills effectively during game situations</p> <p>2. Discuss improvements which could be made to help improve their performance</p> <p>3. Be able to lead an appropriate warm up and cool down</p>	<p>skills to make the game hard for their opponents</p> <p>8. Choose where to stand as a fielder to make it hard for the batter</p> <p>9. Describe what is successful in their own and others' play</p>
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Year 4	<b>Gymnastics</b> 1. Perform a range of actions and abilities with consistency, fluency and clarity of movement 2. Make similar or contrasting shapes on the floor and apparatus, working with a partner 3. Combine actions and maintain the quality of performance when performing at the same time as a partner 4. Begin to combine actions to make sequences with changes of speed, level and direction, and clarity of shape 5. Understand that strength and suppleness are key features of gymnastic performance 6. Make simple assessments of performance based on a criterion given by the teacher 7. Fluently combine actions to make sequences with changes of speed, level and	<b>Invasion Games</b> 1. Change direction and speed when dribbling the ball 2. Suggest how rules could be changed to improve the game 3. Know and explain the tactics and skills that they are confident with and use well in games  <b>Dance</b> 1. Think about character and narrative ideas created by the stimulus, and respond through movement 2. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group 3. Begin to use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer	<b>Invasion Games</b> 1. Show growing consistency and control in games 2. Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others 3. Begin to use a range of tactics to keep possession of the ball and get into positions to shoot or score 4. Choose different ways of practising tactics and skills	<b>Invasion Games</b> 1. Play with greater speed and flow 2. Effectively use a range of tactics to keep possession of the ball and get into positions to shoot or score 3. Have simple plans that they know they can make work 4. Describe the help they need to improve their play  <b>Net and Wall Games</b> 1. Vary the speed and direction of the ball 2. Play games using a racket, getting their body into good positions, hitting the ball fed to them accurately, and increasingly keeping a rally going using a small range of shots 3. Try to make things difficult for	<b>Orienteering</b> 1. Use skills with control in problem-solving activities 2. Meet the challenges effectively in teams 3. Prepare themselves effectively and follow safety Procedures 4. Use the repeated trials, courses and challenges to develop and change the approaches they use  <b>Striking and fielding</b> 1. Strike a ball with intent and throw it more accurately when bowling and/or fielding 2. Work well as a team to make it hard for the batter 3. Know the demands that specific activities make on their bodies 4. Identify parts of their performance	<b>Athletics</b> 1. Throw a range of implements into a target area with consistency and accuracy 2. Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment 3. Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action 4. Recognise and record that their body works differently in different types of challenge and event 5. Suggest, with guidance, a target for improving distance or height
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direction, and clarity of shape 8. Work with a partner or in small groups to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement 9. Devise routines of stretching exercises that prepare them for their gymnastic work  <b>Invasion Games</b> 1. Use a range of techniques when passing, e.g. high, low, bounced, fast, slow 2. Keep and use rules they are given 3. Use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing	4. Show understanding of warming up and cooling down, and choose appropriate activities to do on their own 5. Describe and interpret dance movements using appropriate vocabulary 6. Remember, practise and combine longer, more complex dance phrases 7. Communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others 8. Suggest how dances and performances can be improved, so that they communicate more effectively 9. Confidently use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer	their opponent by directing the ball to space, at different speeds and heights 4. Use the rules and keep the game going without disputes 5. Identify aspects of their game that need improving, and say how and where they could go about improving them	that need improvement, and suggest how to achieve this	<b>Striking and fielding</b> 1. Return the ball quickly and accurately 2. Are familiar with and use the rules set, and keep games going without disputes 3. Apply appropriate tactics to games
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Year 5	<b>Gymnastics</b> 1. Perform combinations of actions and abilities that show clear differences between levels, speeds and directions 2. Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension 3. Take more responsibility for their own warm up 4. Know how muscles work, how to stretch, and how to carry out strengthening exercises safely 5. Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used 6. Identify which aspects were performed consistently, accurately, fluently and clearly 7. Repeat accurately a longer sequence with more difficult actions, with an emphasis on	<b>Invasion Games</b> 1. Know the difference between attacking skills and defending skills 2. Choose positions in their teams and know how to help when attacking 3. Recognise exercises and activities that help strength, speed and stamina 4. Explain why a performance is good <b>Dance</b> 1. Explore, improvise and choose appropriate material to create new motifs in a chosen dance style 2. Perform specific skills and movement patterns for different dance styles with accuracy 3. Warm up and cool down independently 4. Use exercises that stretch and tone their bodies and help them prepare for their dance	<b>Invasion Games</b> 1. Find and use space to help their team 2. Use a variety of tactics to keep the ball, e.g. changing speed and direction 3. Recognise parts of a performance that could be improved, and identify practices that will help	<b>Invasion Games</b> 1. Know and find ways to get the ball towards their opponents' goal 2. Know how to mark and defend their goal(s) <b>Net/Wall Games</b> 1. Direct the ball reasonably well towards their opponent's court or target area 2. Show good backswing, follow through and feet positioning 3. Hit the ball with purpose, varying the speed, height and direction 4. Position themselves well on court 5. Carry out warm-up activities carefully and thoroughly 6. Know why warming up is important to help them play better	<b>Orienteering</b> 1. Read a variety of maps and plans accurately, recognising symbols and features 2. Use physical and teamwork skills well in a variety of different challenges 3. Know how to prepare physically and organisationally to be safe and efficient 4. Be clear about what they have to achieve and recognise the importance of planning and thinking as they go <b>Striking and fielding</b> 1. Bowl underarm accurately 2. Field with increased accuracy 3. Recognise their own and others' strengths 4. Be able to make contact and hit the	<b>Athletics</b> 1. Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes 2. Throw with greater control, accuracy and efficiency 3. Perform a range of jumps showing power, control and consistency at both take-off and landing 4. Know and understand the basic principles of relay take-overs 5. Perform a range of warm-up activities 6. Explain how warming up can affect their performance 7. Watch a partner's athletic performance and identify the main strengths <b>Striking and fielding</b> 1. Use different
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	extension, clear body shape and changes in direction 8. Adapt sequences to include a partner or a small group 9. Suggest improvements to speed, direction and level in the composition <b>Invasion Games</b> 1. Perform skills with accuracy, confidence and control 2. Respond consistently in the games they play, choosing and using skills which meet the needs of the situation 3. Suggest ideas for warming up, explaining their choice 4. Look for specific things in a game and explain how well they are being done	5. Use appropriate dance terminology to identify and describe different styles in their own and others' dances 6. Compose, develop and adapt motifs to make dance phrases and use these in longer dances 7. Talk about the relationship between the dance and its accompaniment 8. Suggest ways to develop their technique and composition		7. Know what they are successful at and what they need to practise more Try things out and ask for help to perform better	ball into space when batting	ways of bowling 2. Decide when to run after hitting the ball 3. Use tactics which involve bowlers and fielders working together
Year 6	<b>Gymnastics</b> 1. Perform fluently and with control, even when performing difficult	<b>Dance</b> 1. Respond to a range of stimuli, improvising freely	<b>Invasion Games</b> 1. Use attacking and defending skills appropriately in	<b>Invasion Games</b> 1. Choose and use different formations to suit	<b>Orienteering</b> 1. Successfully apply their skills and understanding to	<b>Athletics</b> 1. Sustain their pace over longer distances, e.g. sprint

<p>combinations</p> <p>2. Work well with a partner or a small group to practise and refine their work</p> <p>3. Understand what it is important to include in a warm up for gymnastic activity and understand the importance of a cool down</p> <p>4. Watch performances and use criteria to make judgements and suggest improvements</p> <p>5. Make up longer sequences and perform them with fluency and clarity of movement</p> <p>6. Vary direction, levels and pathways, to improve the look of a sequence</p> <p>7. Use planned variations and contrasts in actions and speed in their sequences</p> <p>8. Explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances</p>	<p>using a range of controlled movements and patterns</p> <p>2. Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship</p> <p>3. Identify what types of exercise they need to do to help their dancing</p> <p>4. Use appropriate language and terminology to describe, interpret and evaluate their own and others' work</p> <p>5. Select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p> <p>6. Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group</p> <p>7. Comment on what works well and explain why</p>	<p>games</p> <p>2. Effectively and confidently use a variety of tactics to keep the ball, e.g. changing speed and direction</p>	<p>the needs of the game</p> <p>2. Effectively use a variety of skills to attack and defend their goal</p> <p><b>Net/Wall Games</b></p> <p>1. Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game</p> <p>2. Explain what they are trying to do and why it is a good idea</p> <p>3. Spot the spaces in their opponent's court and try to hit the ball towards them</p> <p>4. Give good explanations of how warm-up activities affect the body</p> <p>5. Know the types of exercise they should concentrate on e.g. speed and flexibility</p> <p>6. Work well with others, adapting their play to suit</p>	<p>new challenges and environments</p> <p>2. Recognise similarities between challenges and choose efficient approaches to new ones</p> <p>3. Identify what they have done well and adapt plans to be more efficient when facing similar challenges</p> <p><b>Striking and fielding</b></p> <p>1. Vary how they bowl</p> <p>2. Bat effectively, using different types of shot</p> <p>3. Throw overarm with accuracy and for a good distance</p> <p>4. Identify what they need to improve in their performance and suggest how they could do this</p>	<p>for seven seconds, run for one or two minutes</p> <p>2. Throw with greater control, accuracy and efficiency</p> <p>3. Perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>4. Say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity</p> <p>5. Identify parts of the performance that need to be practised and refined, and suggest improvements</p> <p><b>Striking and fielding</b></p> <p>1. Direct the ball away from fielders, using different angles and speeds</p> <p>2. Use tactics which</p>
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<p><b>Invasion Games</b></p> <p>1. Combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>2. Know the importance of being fit, and what types of fitness are most important for games</p> <p>3. Understand how playing games can contribute to a healthy lifestyle</p> <p>4. Recognise and describe the best points in an individual's and a team's performance</p>	<p><b>Invasion Games</b></p> <p>1. Perform skills with greater speed</p> <p>2. Choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>3. Identify aspects of their own and others' performances that need improvement, and suggest how to improve them</p>	<p>their own and others' strengths</p>	<p>involve bowlers and fielders working together</p>
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# Appendix 4

Physical Development in Nursery					
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Autumn 1 I am amazing	Autumn 2 Colour My World	Spring 1 What's on the menu?	Spring 2 If you go down to the woods today...	Summer 1 Animal magic	Summer 2 Off we go!
<ul style="list-style-type: none"> <li>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>*Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>*Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>*Uses large muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>*Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>*Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> </ul>	<ul style="list-style-type: none"> <li>*With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>*Uses one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>*Use a comfortable grip with good control when holding pens and pencils.</li> <li>*Show a preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>*Start taking part in some group activities which they make up for themselves, or in teams.</li> </ul>	<ul style="list-style-type: none"> <li>*Goes up steps and stairs, or climb up apparatus, using alternate feet</li> <li>*Uses large-muscle movements to wave flags and streamers, paint and make marks</li> <li>*Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>*Able to eat independently and use a knife and fork</li> <li>*Uses a comfortable grip with good control when holding pens and pencils</li> </ul>	<ul style="list-style-type: none"> <li>*Is independent and helps to get dressed and undressed</li> <li>*Makes healthy choices about food, drink, activity and tooth brushing</li> <li>*Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>*To have an awareness of safety and manage own risks</li> <li>*Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>*Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.</li> <li>*Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers cuts along a line</li> <li>*Beginning to write letters or marks that can be recognised</li> </ul>
PE sessions- Listening and ring games	PE sessions- Travelling	PE sessions- Low apparatus	PE sessions - Parachute games	PE sessions- Ball skills (Pushing, throwing and catching)	PE sessions- Races and team games

Physical Development in Reception					
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Autumn 1 I am amazing	Autumn 2 Colour My World	Spring 1 What's on the menu?	Spring 2 If you go down to the woods today...	Summer 1 Animal magic	Summer 2 Off we go!
<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills - holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through:-</p> <p>Scissors- snipping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</p> <p>Use of Clips, Clasps, zips, buttons and Screwing Jars</p> <p>Building with small Lego and small construction.</p> <p>Sort small bits and pieces using tweezers.</p> <p>Nuts and Bolts</p> <p>Pasta Lacing</p> <p>Peg Boards and Pin Boards</p> <p>Pipettes in the Water</p> <p>Jugs in water</p> <p>Play-dough (dough disco)</p> <p>Tearing Paper</p> <p>Threading the Lace</p> <p>Sort small bits and pieces using tweezers.</p>					
PE sessions- DEMS Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting	PE sessions- dance To be able to enact stories through dance To be able to make good use of their developed foot skills through little sequences with a partner To be able to complete simple dances and perform them in small groups.	PE sessions- Gymnastics moving in different ways	PE sessions - Gymnastics children moving over, under, through and around equipment	PE sessions- Ball skills Aiming, dribbling, pushing, throwing & catching, patting, or kicking	PE sessions- Races / team games involving gross motor movements