

Developing an approach to teaching and learning in Physical Education

A high-quality Physical Education (PE) curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils 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. NC 2014

Our vision:

In PE, we aim to provide children with opportunities to experience a range of sporting activities and develop skills that can be transferred to different sports. In doing so, we hope children will foster an increased interest in their own fitness and health, and be able to make links between their physical and mental well-being. Ultimately, we want the children to be active, have fun, learn to enjoy the competitive element of sport, and make progress when learning new skills.

At Wormley CE Primary School, we recognise and promote the importance of Physical Education as a means of maintaining a healthy body and mind. We believe every child has the capacity to develop their knowledge, skills and understanding of Physical Education through our varied curriculum. We aim to ensure that all pupils:

- Develop fundamental skills and build competence to excel in a broad range of physical activities
- Become physically confident in a way which supports their health and fitness.
- Compete in sport and other activities in order to build character and help to embed values such as fairness and respect.
- Succeed and excel in competitive sport and other physically demanding activities.
- Take risks, challenge themselves and manage their emotions
- Develop a life-long interest in physical activity and understand how physical activity can contribute to positive well-being and good mental health.
- Lead healthy, active lives

At Wormley Church of England Primary School, every child has at least two sessions of PE each week. These are taught by class teachers and an external coach. The class teacher focuses on fundamental movement skills through games and activities. These sessions will total up to an hour a week and are likely to be a series of short sessions throughout the week. When children have additional active sessions such as swimming or enrichment days, fundamental skills sessions are not required. The PE Coach focuses on the rest of the [PE curriculum](#) such as sports specific skills, cooperative activities, competitive sports and life skills.

Physical Education is taught according to the following concepts:

EYFS

1. Moving and handling - children show good coordination and control in large and small movements and are able to handle equipment effectively.
2. Health and self-care - children know the importance for good health, a healthy diet and are able to talk about how to keep healthy. They are able to manage their own hygiene and personal needs, for example getting changed independently.

KS1

1. Fundamental movement skills - children develop movement skills such as: running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
2. Engagement in competitive and cooperative activities - children can participate in team games, developing simple tactics for attacking and defending.

KS2

1. Developing and applying fundamental and sports specific skills - children continue to develop their skills, learn how to use them in different ways and link them to make actions and sequences of movements.
2. Engagement in competitive and cooperative activities - children show enjoyment in competing, communicating and collaborating.
3. Self evaluation - children compare their performances with previous ones and demonstrate improvement to achieve their personal best, recognise their own success and develop an understanding of how to improve their performance.

OVERVIEW

The spiral curriculum ensures that children build upon previously taught knowledge and skills. In Y6 children have the opportunity to go on a residential trip where they can take part in a variety of **outdoor adventurous activities**. These are challenging activities such as climbing, canoeing, caving, abseiling, zip wire, quad biking etc. Many involve teamwork and all challenge children to either try something new or to push themselves beyond normal limits. This leads to a sense of achievement and builds character.

ASSESSMENT

Children's progress and attainment is tracked against our progression criteria. Teachers and coaches provide verbal feedback to pupils during sessions which is immediate. Pupils are encouraged to evaluate their own and other children's performance-based on criteria set by the coach or teacher. At times they will analyse video footage of themselves.

MASTERY IN PE

Within P.E. the concept of 'mastery' refers to a real depth of learning. Children who demonstrate mastery are able not only to demonstrate a skill effectively, but to be able to apply it within a range of situations, to be able to clearly articulate what is effective or not effective about their attempt at a skill, or to discuss their peers' attempts.

An Example of Mastery in PE

For example, in real terms, with the very basic concept of sending and receiving a ball with the hands, the progression of this skill is:

At infant age, children learn to roll the ball across the ground to each other. They then progress to sending the ball with both hands and with a single hand, changing their hand position accordingly

Originally they do so in a stationary position, then they learn to move around before they receive the ball.

Next a defender or two can be added to encourage children to learn how to send the ball in different directions.



It is at this stage that the cognitive element of understanding tactics to avoid the ball being intercepted is introduced.

Next children can apply this skill in small sided games where they can score, perhaps into a hoop on the floor.

The number of players on each team increases until they can play netball or basketball at junior age.

Here they learn a range of skills such as dodging, feigning, changing speed or direction to overcome a defender and receive the ball effectively.

They can clearly articulate what makes them or others effective at each stage.

Throughout these progressions, this is how mastery is achieved.

The movement patterns children learn are stored in the brain, along with the cognitive learning of how to be successful with each attempt at the skill in an isolated manner and within offensive and defensive situations.

It is really important that in order for children to have solid physical literacy and to become competent enough to play games which they can then take part in as teenagers and adults, that they develop the effective movement learning patterns and cognitive understanding of P.E. This is the real mastery of P.E. (The PE Suite)



ENRICHMENT

Each term, all children take part in inter-house PE competitions. This gives all children an opportunity to play competitively. Many children play inter-school competitions also. These include football, netball, multi-sports, athletics, tennis etc. In the Summer Term we hold a Sports Day which includes team events and individual events. We also invite specialist coaches to lead taster sessions or inspirational talks.

Every night after school, children have an opportunity to take part in a range of sporting/physical clubs including football, netball, tennis, gymnastics, hockey, karate, rugby etc. There are also active lunchtime clubs everyday. Before school we facilitate a Wake 'n' Shake club to encourage active lives. Before school, lunchtime and some after school active clubs are fully funded by the school. We will financially support disadvantaged pupils who want to join clubs. Children lead and support lunchtime clubs for younger pupils, and can become sports leaders at school.

INCLUSION

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

In PE we will modify and adapt the curriculum	
Space	How can we change the size/height/location/length/distance? ● Shorter distances or smaller areas may make the activity easier

	- Using a zoned playing area can create safe playing areas or areas where pupils can be matched by ability - Nearer targets make games easier
Task	How can we change the way we take part/ complexity /role /rules/ speed/ progressions? - Simplify the activity by changing an aspect of it – eg long jump to standing jump - Make the activity harder – eg long jump to triple jump - Give pupils specific roles – eg timer, measurer
Equipment	How can we change the equipment being used? - Lighter balls travel more slowly in the air and give more reaction time - Larger balls are easier to see and catch - Softer/slightly deflated balls are easier to catch
People	How can we change the groupings/interaction/way the pupils play together? - Independently, in groups, in pairs, in teams, with friends - Change groupings between activities, and monitor groupings to make sure they vary (especially when involving a learning support assistant) - In their own space: big or small

In PE we can vary the types of activities	
Open activity	- Everyone travels to meet and greet, using high fives, shaking hands or even a nod of the head - A group practise throwing a tennis ball – underarm, sideways, overarm and backwards
Modified activity	- Jumping may involve a part of their body – a hand or arm, or even an eye - Group choreography with pupils interpreting motifs in different ways - Shot putt with different weight shots and a handicap system of measuring distances
Parallel activity	- Use of sticks, ribbons and material to explore space and dimensions. - Use of visual and auditory prompts: working in pairs or small groups - Developing solo performances - Groups practise two pushes of their wheelchair, standing long jump, traditional long jump and triple jump
Disability sport	- Wheelchair dance - Group do a wheelchair slalom course, some in chairs, some running

To try and develop the fitness and health of all children, we survey all children to see how much physical activity they are involved in outside of the school day. This highlights where children might need more targeted support to be active and healthy. We may design specific programmes to encourage more activity such as introduction to different sports, a before school/lunchtime club or we may refer families to external programmes. We employ coaches for lunchtimes to lead physical activities for particular groups of children. Teachers can refer children for this additional support. There has been an investment in climbing equipment, trim trails and PE equipment to encourage activity during break times.

PE COACHES

Presently, we employ a sports coach to teach additional PE lessons, lead clubs and to support professional development. We employ coaches to support subject leaders with developing the overview for teaching and learning in PE. Skill progression is tracked by the sports coach and teaching staff. In addition to PE CPD sessions teachers are expected to dedicate some of their PPA time each term to observe their pupils in PE lessons and develop their subject knowledge.

PE CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	All year
YN	Body awareness & basic movement	Balance & coordination	Agility & teamwork	Spatial awareness & movement	Combining skills & confidence	Ball skills	Fundamental movement skills
YR	Movement & listening skills	Movement	Movement	Movement	Handling	Movement	Fundamental movement skills
Y1	Fundamental movement skills	Ball skills	Gym	Net & Wall	Athletics	Sending & Receiving	Fundamental movement skills
			Dance				
Y2	Fundamental movement skills	Ball skills	Gym	Net & Wall	Athletics	Striking and Fielding	Fundamental movement skills
			Dance				
Y3	Invasion sports Tag Rugby (Cross-Country)	Invasion sports Basketball Hockey	Gym	Net & Wall Tennis	Athletics	Striking games Cricket Rounders OOA	Fundamental movement skills
			Dance				
Y4	Invasion sports Tag Rugby (Cross-Country)	Invasion sports Basketball Hockey	Gym	Net & Wall Tennis	Athletics	Striking games Cricket Rounders OOA	Fundamental movement skills
			Dance				
Y5	Invasion sports Tag Rugby (Cross-Country)	Invasion sports Basketball Hockey	Gym	Net & Wall Tennis Swimming	Athletics	Striking games Cricket Rounders OOA	Fundamental movement skills
			Dance				
Y6	Invasion sports Tag Rugby (Cross-Country)	Invasion sports Basketball Hockey	Gym	Net & Wall Tennis	Athletics Swimming	Striking games Cricket Rounders OOA Swimming	Fundamental movement skills
			Dance				

After school clubs clubs

Monday	Tuesday	Wednesday	Thursday	Friday
Y1 Football	Y2 Football	Y3&4 Football	Girls Football	Y5&6 Football

Lunchtime clubs

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sports Leaders Handball	Flag football	Athletics (Sports Hall events)	Athletics (team) Volleyball	Netball Basketball	Tag games

Assessment Criteria

Fundamental Skills Y1 (Challenge taught)	I can change direction at a number of speeds. I can link hopping and jumping moves. I can dodge, twist and show coordination on movement sequences
Fundamental Skills Y2 (Challenge taught)	I can jump and land with control I can demonstrate and ID different styles of throwing for different distances I can change direction and show appropriate spacial awareness

Gymnastics Y1	I can link actions to create a sequence. I can move my body into different shapes and positions both when static and moving (eg star) I can make my body tense, curled and relaxed when instructed.
Gymnastics Y2	I can link actions to create a sequence. I can demonstrate different levels and direction I can perform routines on and off equipment
Gymnastics Y3	I can show control when completing balance movements I can complete partner sequences I can roll with cont in N rol on / away from apparatus
Gymnastics Y4	I can show control when completing balance movements on equipment I can complete partner sequences with levels, shapes and equipment I can jump in a range of ways under control
Gymnastics Y5	I can canon and sync with a partner. I can match and mirror on the floor and on equipment To create a partner sequence using apparatus
Gymnastics Y6	I can develop jumps at different heights and from different apparatus I can create a group sequence using formations and apparatus. I can use flight from hands to travel over apparatus.

Dance Y1	I can copy, remember and repeat actions. I can work with others and share ideas. I can choose appropriate movements for different areas of dance.
Dance Y2	I can show a character and idea through the actions I choose. I can use counts to stay in time with the music I can work with a partner using mirroring
Dance Y3	I can use counts to keep in time with a partner and group I can work with a partner and in a small group, sharing idea I can create short dance phrases that communicate the idea.

Dance Y4	I can respond creatively to a range of stimuli relating to character and narrative I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I can use changes in timing and spacing to develop a dance
Dance Y5	I can accurately copy and repeat set movements / choreography I can confidently perform different styles of dance with a good sense of timing I can use actions, dynamics and relationships and space in my dance in response to a stimulus
Dance Y6	I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances I can perform dances confidently and fluently with accuracy and good timing. I can use feedback provided to improve the quality of my wor.

Teamwork through invasion - Year 1 & 2	I can work co-operatively with a partner and a small group. I can show honesty and can play fairly. I can understand how to use and follow multiple instructions / rules.
Invasion Games - Y3	I can demonstrate a range of ways to pass based on distance, obstacles etc I can defend 1 - 1 situations well / mark the space well. I can succeed in game situations, applying appropriate passes to help my team
Invasion Games - Y4	I can demonstrate passing and shooting accuracy to help my team score I can demonstrate how to defend in a team situation. I can play small sided games, selecting appropriate skills to help succeed
Invasion Games - Y5	I understand and can I demonstrate when to apply appropriate techniques to attacking situations to help my team I understand and can I demonstrate when to apply appropriate techniques to defending situations to help my team I can put skills into game play situations appropriately
Invasion Games - Y6	I can attack in a game situation, demonstrating how to succeed in possession of the ball I understand and can demonstrate how to defend appropriately in a game situation I understand the different positions and what each role can and can't do / help their team

Striking Games / Send and Receive (Sum 2) - Y1&2	I can roll / receive a roll with a partner over short and long distances. I can throw accurately over long and short distances I can accurately hit a ball from a tee
Striking Games / Send and Receive) - Y1&2	I can hit the ball with a number of different pieces of equipment Can I hit a ball accurately and with power from a tee. I can roll a ball to hit a target.
Striking Games -	I can bowl accurately underarm.

Y3	I can strike the ball with accuracy. I understand how to score runs
Striking Games - Y4	I can bowl accurately under and overarm (cricket). I can strike the ball with accuracy and power. I understand how to score points and when to run.
Striking Games - Y5	I can bowl accurately under and overarm (cricket). I can strike the ball with accuracy and power. I understand how to score points and when to run.
Striking Games - Y6	I can bowl accurately under and overarm (cricket). I can strike the ball with accuracy and power. I understand how to score points and when to run.

Net and Wall - Y1	I can throw a ball over a net / target to a partner. I can throw and catch a ball with a partner. I can roll towards a target accurately.
Net and Wall - Y2	I can throw a ball over a net / target into space I can throw and catch a ball with a partner in a range of ways I can hit a ball that is thrown at me with a bat
Net and Wall - Y3	I can demonstrate different shot selections from static I can understand positions and how to play as a team. I can serve accurately.
Net and Wall - Y4	I can demonstrate different shots and show when to apply them I can understand positions and how to play as a team. I can serve and then hit a return follow up shot
Net and Wall - Y5	I can demonstrate a range of shots with control I can demonstrate how to hit accurately I can rally with a partner
Net and Wall - Y6	I can demonstrate a range of shots with control I can demonstrate how to hit accurately in a game situation I can play doubles showing understanding of positions

Athletics - Y1	I can show balance when changing direction. I can link movements eg run and jump. I can throw a number of different objects accurately.
Athletics - Y2	I can show balance when changing direction. I can link movements eg run and jump. I can throw a number of different objects accurately.
Athletics - Y3	I can jump for distance using different take off and landing techniques I can take part in a relay and know what / when to perform I can throw a number of objects, knowing the correct techniques for each one
Athletics - Y4	I can jump for distance using different take off and landing techniques I can take part in a relay and know what / when to perform I can throw a number of objects with power to beat distance attempts
Athletics - Y5	I can apply the correct strategies for races of different length I can choose appropriate techniques for different throws I can jump in a range of ways
Athletics - Y6	I can perform a triple jump I can put together sequences of movements in different events I can apply relevant techniques / strategies to succeed

Teacher Taught PE - Fundamental Movement Skills

Teacher led FMS - EYFS	I can find space. I can follow 2 or more instructions at a time. I can play fairly. I can work with a partner. I can change my speed and direction when appropriate. I can link together a range of movements.
Teacher led FMS - Y1	I can change direction and dodge. I can show co-ordination in my movement. I can show balance when changing direction. I can work co-operatively with a partner and a small group. I can follow instructions and play games with multiple actions. I can play fairly as various different roles within a game (eg tagger)

Teacher led FMS - Y2	I can understand when to change my speed within a game I can show co-ordination in my movement. I can show balance and agility in changing direction I can hold a lunge and squat balance. I can follow multiple instructions within a game. I can play fairly as various different roles within a game (eg tagger)
Teacher led FMS - Y3	I can continuously move without stopping for 2 minutes I can show explosive movement when changing direction. I can link movement games with throwing and catching. I can work in a team. I can demonstrate good balance and control during games. I can link squats and lunges and plank movements.
Teacher led FMS - Y4	I can continuously move without stopping for 3 minutes I can link movements according to stimuli I can throw, catch and move at the same time. I can work in a team. I can demonstrate good balance and control during games. I can copy and repeat fitness circuit routines
Teacher led FMS - Y5	I can continuously move without stopping for 4 minutes I can play multiple roles within a game. I can respond to stimuli and react accordingly in games with constantly changing rules / progressions. I can work in a team. I can balance and explode from a balance position into a movement I can lead small sections of fitness workouts
Teacher led FMS - Y6	I can continuously move without stopping for 5 minutes I can change my speed during a game but keep going and not stopping I can respond to stimuli and react accordingly in games with constantly changing rules / progressions. I can work in a team. I can balance and explode from a balance position into a movement I can lead a short fitness workout