

Physical Education

Intent:

Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Therefore, we enable the children to make informed choices about physical activity throughout their lives.

Implementation:

Physical Education develops pupils' knowledge, skills and understanding so they can perform with increasing competence and confidence in a range of physical activities.

Each child receives two sessions of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by specialist coaches or class teachers during PE lessons. The sports on offer include traditional physical Education activities, such as dance, gymnastics, invasion games, swimming and water safety, athletics and outdoor adventure activities.

Planning for each activity is progressive and is based around National Curriculum objectives and ongoing assessments in order to build upon prior learning of the children. We provide suitable learning opportunities for all children by matching the challenge of task to the abilities of the child. We achieve this through a range of strategies:

- ✓ Setting tasks of increasing difficulty where children can achieve personal bests.
- ✓ Setting common tasks that are open-ended and can have a variety of outcomes.
- ✓ Providing a range of challenge through the provision of different resources.
- ✓ Providing additional lessons that target different groups of learners such as children who are least active and children who may benefit from FunFit sessions.
- ✓ Providing extra opportunities for children to learn how to swim.

EYFS

We encourage the physical development of our pupils in the reception classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Assessment and Recording

Pupil's progress in P.E. will be recorded against the progression of knowledge and skills statements for each unit of work. Assessments will be used to aid the selection of pupils for Level 2 A team sports events.

Extra-curricular opportunities

An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. Pupils experience positive competition and focus is also placed on developing healthy lifestyles and developing good sporting attitudes. Pupils learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact:

Pupils at Linby cum Papplewick C of E Primary School will be able to show what physical skills are required to play across a range of activities, explain why these skills are important and when they can be applied, as well as displaying the key values to engage successfully with others in competitive and collaborative games. They will also understand the additional benefits that PE and Sport provide including health and wellbeing. Pupils will be able to deploy the skills learnt to all other aspects of school life from lessons to after school clubs. They will develop socially and emotionally and understand the importance of these alongside that of physical competence. Through this approach we aim for pupils to create a positive relationship with Physical Education, developing an excitement, joy and deep competence in every sense of the word. All of these will combine enabling them to become well-rounded and confident individuals with a broad range of transferable skills allowing them to be successful in their future lives.

Key Concepts in Physical Education

At Linby cum Papplewick Primary School, pupils build substantive and disciplinary knowledge in a range of sports through four concepts: skill, fitness, performance and competition.



Skill

The ability to do something well



Fitness

The condition of being physically fit and healthy



Performance

The manner in which sport participation is measured



Competition

Striving to gain or win

Substantive Knowledge in P.E. is based on deliberate practise and development of specific skills that can be used in a variety of disciplines, sports and games.

Disciplinary Knowledge in P.E. comes through opportunities for pupils to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games; therefore, they have to choose different strategies and the best way to approach different challenges. When pupils know more, they remember more and can do more.

Physical Education: Mapping Units of Study

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash (R, Y1)	Throwing and catching Multi-sports	Multi-sports Dance	Gymnastics Multi-sports (striking an object)	Gymnastics Multi-sports	Tennis Athletics	Cricket Fundamental movement skills
Elm (Y1, Y2)	Hockey Multi-sports	Multi-sports Dance	Gymnastics Multi-sports	Tag Rugby Circuits	Tennis Athletics	Cricket Dance
Fir (Y3, Y4)	Hockey Cross country/Orienteering	Table tennis Basketball	Gymnastics Football	Tag Rugby Swimming	Tennis Swimming	Cricket Dance
Oak (Y5, Y6)	Hockey Cross country/Orienteering	Table tennis Basketball	Gymnastics Football	Tag Rugby Swimming	Tennis Swimming	Cricket Dance

Physical Education: Skill



Year 6

Invasion Games
Uses different techniques for passing, controlling, dribbling and shooting.
Apply basic principles of team play to keep possession.
Use marking, tackling/interception to improve their defence.
Plays effectively as part of a team.
Can understand what position they are playing and how to contribute when attacking and defending.

Vocabulary: body position, bounce pass, chest pass, curl/swerve, double dribble, overhead pass, positions, rebound, travel, volley, weight of pass

Striking and fielding
Hits/throws with increasing accuracy at a target.
Recognises the need to adjust the power depending on how near/far the target is.
Considers the field of play, including obstacles and weather conditions before taking a shot/throw.
Understands the need for tactics (can start to choose and use some tactics effectively).
Can apply rules consistently and fairly

Vocabulary: catch, short barrier, long barrier, fielding, overarm bowl, front foot batting, back foot batting, officials, fielding positions, vertical/straight bat shots, horizontal/cross bat shots

Net and Wall
Uses forehand, backhand and overhead shots increasingly well in games.
Understand the need for tactics (can start to choose and use some tactics effectively).
Plays co-operatively with a partner.
Can apply rules consistently and fairly

Vocabulary: backhand, deuce, drop shot, forehand, grip, love, net, overhead shot, rally, smash, umpire, volley



UKS2

Year 5

Invasion Games
Able to pass, dribble, shoot with control in games.
Able to identify and use tactics to help their team keep the ball and take it towards the opposition's goal.
Able to mark opponents and help each other in defence.

Vocabulary: ball-see-you, cover, decision making, delay, depth, pressure, scanning, support, width

Striking and fielding
Usually is able to hit/throw with increasing accuracy at a given target.
Beginning to recognise the need to adjust the power depending on how near/far the target is.
Aware that obstacles that may be present on the field of play e.g. slopes, long grass before taking a shot/throw.
Starting to apply rules and scoring systems fairly.

Vocabulary: catch, short barrier, long barrier, fielding, overarm bowl, vertical/straight bat shots, horizontal/cross bat shots, back lift, follow through

Net and Wall
Uses forehand and backhand increasingly well in games.
Starting to use overhead shots.
Understand the need for tactics and is starting to can start to choose and use these in games.
Play co-operatively with a partner.
Can apply rules fairly

Vocabulary: backhand, deuce, drop shot, forehand, grip, love, net, racket, rally, return, serve, umpire, volley



Year 4

Invasion Games
Play games with fluency and accuracy using a range of throwing, catching and passing techniques.
Find ways of attacking successfully when using other skills.
Keep possession of the ball as a team.

Vocabulary: goal side, Intercept, marking, pass and move, pass selection, possession, scanning, strike

Striking and fielding
Able to throw/hit a ball at a target with some success.
Understands the effect of an object being thrown/hit too powerfully/too softly.
Starting to show an awareness of obstacles that may be present on the field of play e.g. slopes, long grass before taking a shot/throw.
Starting to understand the rules and scoring systems.

Vocabulary: aim, batter, bowler, fielder, bowl, underarm bowl, out/dismissed, stumps, wide, no ball

Net and Wall
Keep up a continuous game using different skills and techniques.
Uses a small range of basic racket skills, including forehand and starting to use backhand.

Vocabulary: backhand, forehand, grip, net, racket, rally, return, serve, umpire, volley



LKS2

Year 3

Invasion Games
Starting to develop a range of throwing, catching and passing techniques.
Able to be aware of space and use it support teammates and cause problems for the opposition.
Able to keep possession with some success.

Vocabulary: control, dodge, dribble, invasion, pass, pitch, possession, receive, send, space, turn

Striking and fielding
Able to hit a ball at a target with some success.
Starting to understand that the ball can be hit in different ways and the effects this can have on distance.
Starting to show an awareness of obstacles that may be present on the field of play e.g. slopes, long grass before taking a shot/throw.
Starting to understand the scoring systems.

Vocabulary: catch, fielding, in-line, grip, overarm throw, ready position, roll, releasing the ball, strike, throw, underarm throw

Net and Wall
Able to hold the racket correctly and safely.
Starting to use a small range of racket skills.
Able to choose and use a range of simple tactics for sending the ball/shuttle in different ways.

Vocabulary: forehand, grip, net, racket, return, serve



Year 2

Invasion Games
Knows how to throw, kick, bounce and pass the ball with some success.
Knows that you can pass the ball in different ways.
Knows how to control the ball using the side of their foot (football).
Knows how to dribble with the ball to form an attacking situation.
Knows how to shoot at a given target with some degree of success.
Knows how to find space and get into it to support team mates.

Vocabulary: attacking, controlling, defending, dribbling, passing, shooting

Striking and fielding
Knows how to throw a ball at a target with some success.
Knows how to strike a ball with some success.
Starting to use tactics when striking a ball.
Knows how to retrieve a ball to a target, by deciding if it is best to throw or run with it.

Vocabulary: bat, catch, fielding, roll, releasing the ball, throw

Net and Wall
Knows how to hold a tennis racket correctly.
Adopts the correct standing position to receive.
Knows how to hit a tennis ball.
Knows how to return a ball to a partner.
Knows how to explore different ways of returning the ball.

Vocabulary: grip, net, racket, return, strike, standing position



KS1

Year 1

Invasion Games
Knows how to throw, kick, bounce and pass the ball to a partner with varying degrees of success.
Knows how to dribble with the ball.
Knows how to control the ball using their foot.
Knows how to shoot at a given target.
Knows how to find space and get into it.

Vocabulary: controlling, dribbling, passing, shooting

Striking and fielding
Knows how to throw a ball underarm at a target with some success.
Knows how to hit a ball with some success (using a larger bat/racket).
Knows how to retrieve a ball to a target, by throwing or running with it.

Vocabulary: bat, catch, fielding, roll, releasing the ball, throw

Net and Wall
Starting to be able to hold a tennis racket correctly.
Knows the standing position to receive.
Knows how to hit a tennis ball with some success.
Knows how to return a ball to a partner with some success.

Vocabulary: grip, net, racket, return, standing position



EYFS

Running, throwing and jumping
Knows how to run increasingly faster.
Knows how to throw an object at a target with increasing accuracy.
Knows how jump forward with one foot leading.
jump forward with a two foot take off and landing.
Hop on one foot.
Starting to improve jumping technique (tall, small, jump) and landing.

Vocabulary: throw, release, aim, land

Striking an object
Knows how to hold a bat and balance a beanbag or ball on it.
Knows how to aim at a target.
Knows how to hit a large ball with a bat.

Vocabulary: aim, hit, strike,

Throwing and catching
Knows how to throw (using one hand) rolled up socks, scrunched paper, bean bags, large and small inflated, soft and hard balls and catch using two cupped hands.

Vocabulary: throw, catch, aim

Physical Education: Skill



Year 6

UKS2



Year 5



Year 4

LKS2



Year 3



Year 2

KS1



Year 1



EYFS

Dance
Make up longer more complex sequences, including change of direction, level and speed.
Combine and perform dance actions, shapes and balances.
In small groups, prepare a routine to be performed to an audience.

Vocabulary: action/reaction, canon, choreograph, count, dynamics, emotions/feelings, set, timings, trigger, unison

Gymnastics
Make up longer more complex sequences, including change of direction, level and speed.
Combine and perform gymnastics actions, shapes and balances.
In small groups, prepare a sequence to be performed to an audience.

Vocabulary: symmetrical, asymmetrical, counter balance, counter tension, contrasting, compose, forces

Athletics
Chooses the best pace for an activity so that performance is sustainable.
Shows control in movements involving jumping.
Shows accuracy and good technique in throwing activities.
Understands that individual performance can be improved by working on different areas of fitness e.g. speed, stamina, power etc.
Sets their own personal best targets.

Vocabulary: analysis, consistency, speed endurance, explosive power, momentum, relay changeover, officiate, technique

Dance
Create, practise and refine longer sequences for a performance, including change of direction, level and speed.
Choose actions, body shapes and balances.
Adapt performance to the demands of the task using their knowledge of composition.

Vocabulary: action/reaction, canon, choreograph, count, dynamics, motif, set, trigger, unison

Gymnastics
Create, practise and refine longer sequences for a performance, including change of direction, level and speed.
Choose actions, body shapes and balances.
Adapt performance to the demands of the task using their knowledge of composition.

Vocabulary: twisting, matching, mirroring, weight on hands, fluency, transition, swinging gesture, l-shape, flight, use of speed

Athletics
Starting to choose the best pace for an activity so that performance can be sustained.
Improving control in movements involving jumping.
Beginning to show increasing accuracy and good technique in throwing activities.
Starting to understand that individual performance can be improved by working on different areas of fitness e.g. speed, stamina, power etc.
Understand that personal bests can be achieved with practise.

Vocabulary: analysis, consistency, endurance, explosive power, momentum, relay changeover, technique

Dance
Create, practise and refine sequences for a performance, including change of direction, level and speed.
Choose actions, body shapes and balances.
Start to adapt a routine to the demands of the task using their knowledge of composition.

Vocabulary: step, gesture, travel, freeze frame, jump, turn, creativity, movement memory, count, set, trigger, unison, cannon, plan

Gymnastics
Create, practise and refine sequences for a performance, including change of direction, level and speed.
Choose actions, body shapes and balances. Start to adapt a performance to the demands of the task using their knowledge of composition.

Vocabulary: linking, unison, canon, pathway, partner relationship, turn, wheeling, starting position, star, pin, tuck

Athletics
Understands that a pace is needed to sustain an activity.
Can demonstrate different speeds of moving e.g. running, jogging. Demonstrates a range of throwing techniques and can throw with some accuracy at a target.
Perform a range of jumps showing some consistent techniques.
Understand that personal bests can be achieved with practise.

Vocabulary: acceleration, finish line, hurdles, momentum, power, reaction time, relay, speed, stamina, track

Dance
Able to use a greater number of their own ideas for movements in response to a task.
Choose and plan routines of contrasting actions
Can adapt sequences to suit different types of dances and their partner's ability.

Vocabulary: step, gesture, travel, freeze frame, jump, turn, movement memory, count, set, trigger, unison

Gymnastics
Able to use a greater number of their own ideas for movements in response to a task.
Choose and plan sequences of contrasting actions
Can adapt sequences to suit different types of apparatus and their partner's ability.

Vocabulary: actions, apparatus, balance, extension, levels, matching, points, roll, sequence, spin, travel

Athletics
Starting to choose the best pace for an activity so that performance can be sustained. Improving control in movements involving jumping.
Beginning to show increasing accuracy and good technique in throwing activities.
Starting to understand that individual performance can be improved by working on different areas of fitness e.g. speed, stamina, power etc.

Vocabulary: acceleration, finish line, power, reaction time, relay, speed, stamina, track

Dance
Knows how to perform body actions with control and co-ordination.
Knows how to choose movements with different dynamics qualities to make a dance phrase that expresses an idea, mood or feeling.
Knows how to link actions and can remember and repeat short dance phrases.

Vocabulary: actions, copying, facial expression, movement, performance, sequencing, space, travelling

Gymnastics
Knows how to plan and repeat simple sequences of actions; can show contrasts in shape.
Knows how to perform basic gymnastic actions with co-ordination, control and variety.

Vocabulary: apparatus, balance, mount, performance, sequence, skill, shape

Multi-Sports
Knows how to perform basic skills of rolling, striking and kicking with more confidence.
Knows how to apply these skills in a variety of simple games.

Vocabulary: accuracy, distance, jump, performance, power, speed, throw

Dance
Knows how to move with control and can vary the way they use space.
Knows how to perform body actions with control.
Knows how to copy a dance phrase that expresses an idea, mood or feeling.

Vocabulary: actions, copying, movement, performance, space, travelling

Gymnastics
Knows how to find and use space safely with an awareness of others.
Knows how to copy basic actions of gymnasts.
Knows how to make their body tense, relaxed, stretched and curled.
Knows how to show basic control and co-ordination when travelling and when remaining still.
Knows how to choose to link similar actions and can remember to repeat these actions accurately

Vocabulary: apparatus, balance, shape, performance, position

Multi-Sports
Knows how to use basic underarm, rolling and hitting skills and can sometimes use overarm skills.
Knows how to intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency and can sometimes catch a bean bag and a medium-sized ball.

Vocabulary: accuracy, jump, power, score, speed, throw

Agility and co-ordination
Knows how to get out of breath several times every day.
Knows how to spin, rock, tilt, fall, slide and bounce.

Vocabulary: balance, spin, slide, bounce

Swimming (End of Key Stage 2 objectives)

Swim competently, confidently and proficiently over a distance of least metres

Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke

Perform safe self-rescue in different water based situations

Physical Education:



Fitness



Performance



Competition

Year 6

Understands the importance of warming up and cooling down.
Recognises and plans appropriate exercises and activities for warming up and cooling down.
Explains why activity is good for their health, fitness and well-being.

Able to identify good performance and explain why it is good using agreed criteria.
Talks about performance with understanding, using appropriate language and terminology.
Recognises their own and others' strengths and weaknesses in games and can suggest ideas that will help improve performance.

Whole class competitions
Learn progressive rules and scoring systems
Develop and analyse tactics and their impact on team and individual's performance
Strategically deploy individual talents within a team
Access to interschool competition A, B and C teams through School Games Lead Young Ambassadors playground competitions

UKS2

Year 5

Understands the effect a warm up and cool down has on the body.
Understands how nutrition, exercise and healthy lifestyles impact on the body and link this to athletes' training

Use set criteria to make judgements on their own and others performance.
Able to suggest ways in which performance could be improved

Whole class competitions
Begin to learn progressive rules and scoring systems
Develop and analyse tactics and their impact team and individuals' performance
Access to intraschool competition through lunchtime competitions.
Access to interschool competition A, B and C teams through School Games

Year 4

Understands how to warm up and cool down safely.
Explain what they need to do to get ready to play games.

Describe what they and others have done successfully.
Starting to be able to suggest what they and others need to do to improve performance using appropriate language.

Small group games
Learn basic rules and scoring systems
Develop tactics that may impact on team and individuals' performance
Access to intraschool competition through lunchtime competitions.
Access to interschool competition A and B teams through School Games

LKS2

Year 3

Able to participate in a warm up and cool down safely.
Able to relate different activities to different heart rates and body temperatures
Able to identify some muscle groups used in different activities.

Able to compare and contrast performances.
Able to, with support, recognise how performances could be improved.
Able to say when a player /teammate has helped them

Small group games
Learn basic rules and starting to understand scoring systems
Understand that tactics can impact on team' performance
Access to intraschool competition through lunchtime competitions.
Access to interschool competition A and B teams through School Games

Year 2

Able to recognise and describe they feel after exercise.
Able to describe the effect exercise has on their body.

Able to describe what they and others have done.
Able to suggest ways they can improve their work.

Small group games
Learn basic rules and starting to understand scoring systems
Starting to understand that tactics can impact on team' performance
Access to intraschool competition through lunchtime competitions.
Access to interschool competition through School Games

KS1

Year 1

Able to describe how their body is feeling during exercise.
Able to describe changes to their body when they exercise.

Able to describe what they and others are doing,

Small group games
Learn basic rules and starting to understand scoring systems
Access to intraschool competition through lunchtime competitions.
Access to interschool competition through School Games

EYFS

To know that exercise makes your heart beat faster.
To know ways to keep your body fit and healthy.

Able to describe what they are doing.

Participate in Sports Day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.