

PE at Woodstock CE Primary School



The PE and Sport curriculum at Woodstock CE Primary School develops the enjoyment of physical activity and strives to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills. Children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit. We ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, engaging them in a range of sports to develop a passion for being active, healthy and the confident, and to try new things and build resilience and determination with all they do.

Our PE curriculum covers the knowledge and skills outlined in the National Curriculum and ensures all children are given opportunities to be challenged to progress their learning further. Through our teaching of PE, we aim to deliver the lessons in a meaningful context, giving purpose and wherever possible curricular links are exploited, particularly links with Maths, British Values, Learning Powers and SMSC. All children take part in a minimum of two hours of high-quality PE and sporting activities each week provided by a specialist Sports Teacher who is a member of the school's teaching staff.

A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics, games, and outdoor and adventurous pursuits. Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships. Children take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. Physical Education is enriched through a wide range of well-attended after-school clubs and activities including football, athletics, archery and sailing. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life (cultural capital).

All pupils in Year 6 take part in a week's residential visit at an Activity Centre. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, kayaking, orienteering, cycling and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

Each year our Sport Teacher organises and leads a Sport & Health Week that enables children to take part in sporting and physical activities they may not have experienced before. Activities such as rock climbing, bootcamp, military drills and gymnastics delivered by a specialist coach are just a few of the experiences we have offered. We also currently hold the Platinum Schools' Sport Kite Mark and the Youth Sports Trust Gold Award.

National Curriculum for PE

PURPOSE OF STUDY

A high-quality physical education 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.

AIMS

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

SUBJECT CONTENT

KEY STAGE 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

KEY STAGE 2

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

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

TEACHING & LEARNING

At Woodstock CE Primary School Physical Education is a core subject in which children learn the importance of an active lifestyle and have the opportunities to play in competitive sport. All children (Year 1-6) receive a minimum of 2 hours of PE teaching a week and in Nursery and Reception class receive 1 hour. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers/ Coaches model sporting skills then provide children with opportunities for them to practise their newly learnt skills. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

ADDITIONAL PE OPPORTUNITIES

At Woodstock Primary School, we aim to provide a variety of sporting opportunities. The school provides a range of PE-related activities for children during lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. These sporting clubs change each term in the school year. In addition, outside providers (such as ballet and football) offer sports clubs after school. As well as sporting opportunities within the school community, the school also enter the partnership sporting events. The children have opportunities to competitively play in Tennis, Swimming, Athletics, Rugby, Cricket, Hockey, Netball and Dance. These experiences allow for children to apply their sporting skills, develop their team skills and learn to play competitively.

CURRICULUM PLANNING

PE is a foundation subject in the National Curriculum. Our school uses the objectives from the curriculum as the basis for the planning in PE. In Key Stage 1, children are taught a range of sporting activities which they will develop their balance, agility and co-ordination. These skills are taught through dance, games and gymnastics lessons. In Key Stage 2, children are taught dance, games (teams, invasion, throwing and striking), gymnastics and athletics. In addition, swimming and water safety is taught in Key Stage Two with the expectation that all children leave being able to confidently swim 25m. Long-term plans identify individual PE unit taught across the year group phases and follow a two-year cycle. PE taught by individual class teachers and coaches who together take responsibility of planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. 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 children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

SPECIAL EDUCATIONAL NEEDS

All PE lessons are tailored to the needs of the children in the class. The teachers/coaches model activities as well as providing different levels of difficulty to support the lower ability children as well as extend the more able. The school runs a Change 4 Life club which invites children who are less active and/ or have a SEND which affects their physical ability or confidence.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

THE ROLE & RESPONSIBILITIES OF THE PE LEAD

The role of the subject leader is crucial in developing the teaching of physical education, learning and resources across the school so as best to support teachers, motivate pupils, monitor progress and achieve consistently high standards.

Strategic Direction and Development of PE

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- To monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

Monitoring Teaching and Learning

- To ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan;
- To establish clear targets for achievement in the subject and evaluate progress using appropriate assessments and records and regular yearly analysis of this data;
- To evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- To develop effective links with the local community including parents, associations and clubs.
- To ensure that teachers are aware of the implications of equality of opportunity which the subject raises.

Leading and Supporting Staff

- To enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high-quality professional development opportunities;
- To ensure that the head teacher, SMT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.

Effective Deployment of Resources

- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- To support the headteacher by maintaining efficient and effective management of the expenditure for the subject;
- To help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- To take on any additional responsibilities which might from time to time be reasonably determined.

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ASSESSMENT & RECORDING

Teachers assess children's work in PE by making informal judgements as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader and Headteacher. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

PURPOSE OF STUDY & AIMS

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NATIONAL CURRICULUM STATUTORY REQUIREMENTS

KEY STAGE 1

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KEY STAGE 2

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

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety:

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- Perform safe self-rescue in different water-based situations.

SKILLS PROGRESSION FOR PE				
EYFS	KS1: YEARS 1 & 2	KS2: YEARS 3 & 4	KS2: YEARS 5 & 6	KEY STAGE 3
<p>Moving and Handling</p> <ul style="list-style-type: none"> • I experiment with different ways of moving • I can jump off an object and land appropriately • I negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • I travel with confidence and skill around, under, over and through balancing and climbing equipment • I show increasing control over an object in pushing, patting, throwing, catching or kicking it <p>Early Learning Goal</p> <ul style="list-style-type: none"> • I show good control and coordination in large and small movements • I move confidently in a range of ways, safely negotiating space 	<ul style="list-style-type: none"> • I copy and remember actions. • I repeat and explore skills. • I move with coordination and care. • I use the terms 'opponent' and 'team-mate' when playing games. • I use my rolling, hitting and kicking skills in games. • I decide on the best position to be in during a game • I have developed some tactics for the game I am playing. • I perform my dance actions with control and co-ordination. • I link two or more actions together to make a sequence. • I remember and repeat dance movements. • I choose the best movements to communicate a mood or feeling. • I plan sequences of movements. • I can show contrasts such as small/tall, straight/curved and wide/narrow. • My movements are controlled. • I can balance on different points of my body. • I talk about the differences between my own and others' performances. • I say what has gone well and why. • I identify how a performance could be improved. • I can describe how my body feels during different activities, using parts of the body to describe the effects. • I know how to exercise safely by looking for space, others' and by warming up properly. 	<ul style="list-style-type: none"> • I select and use the most appropriate skills, actions and ideas. • I move with co-ordination and control. • I throw and catch a ball with control and accuracy. • I strike a ball and field with control. • I choose appropriate tactics to cause problems for opposition • I follow rules in a game. • I keep possession of a ball (feet, hockey stick, hands). • My body is balanced and my shapes are controlled. • I plan, perform and repeat sequences. • My sequences include changes in speed and level. • I work on improving strength and flexibility by practicing stretches and shapes. • I can sprint over a short distance. • I can run over a longer distance, conserving energy. • I have a range of throwing techniques • I throw with accuracy to hit a target. • I can jump in a number of ways, sometimes using a run-up. • I use plans and diagrams to help me get from one place to another. • I enjoy solving problems or challenges outdoors. • I work and behave safely. • I discuss with others' how to solve problems. • I say how my work is similar to and different from others'. • I use this understanding to improve my own performance. • I give reasons why warming up before an activity is important. • I give reasons why physical activity is good for my health. • I can swim 25 metres 	<ul style="list-style-type: none"> • I link skills, techniques and ideas and apply them accurately and appropriately. • I am controlled and skilful in my actions and movements. • I use a variety of techniques to pass. • I work with my team or alone to gain possession of the ball. • I can strike a bowled ball. • I use forehand and backhand when playing racquet games. • I field well. • I choose the most appropriate tactics in a game. • I make complex sequences that include changes in direction, level and speed. • I combine actions, shapes and balances in my gymnastic performance. • My movements are clear, accurate and consistent. • I prepare and perform to an audience. • I choose the best pace for running. • I am controlled in take-off and landing when jumping. • I am accurate when throwing for distance. • I combine running and jumping well. • I use maps and diagrams to orientate myself. • I can adapt my actions to changing situations • With others, I plan careful responses to challenges or problems. • I compare and comment on the skills, techniques and ideas used in my work and in others'. • I use this to improve my performance. • I explain and apply basic safety principles in preparing for exercise. • I describe the effects exercise has on my body • I use a range of swimming stroke effectively • I perform safe, self-rescue in different water-based situations 	<ul style="list-style-type: none"> • I select and combine my skills, techniques and ideas. • I apply my skills, techniques and ideas accurately, appropriately and consistently. • I show precision, control and fluency. • I use tactics and follow rules. • I plan my approach to attacking and defending. • I use a range of shots and strokes to strike a ball. • I can strike a ball on the volley. • I practice and perform with control. • My movements include very controlled balances, shapes, levels and actions. • I link and adapt actions together into a well-timed sequence. • I show accurate control, speed, strength and stamina in my athletics. • I adapt my skills to different situations. • I know and follow event rules. • I am careful but confident in unfamiliar environments. • I use my senses to assess risks and adapt my plans accordingly. • I prepare well by considering safety first. • I can plan with others, seeking advice. • I analyse and comment on skills and techniques and how they are applied in my own and in others' work. • I modify and refine my skills and techniques to improve my performance. • I explain how different parts of my body react during different types of exercise. • I warm up and cool down in ways that suit the activity. • I describe why regular, safe exercise is good for my fitness and health.

WOODSTOCK CE PRIMARY SCHOOL PE & SPORT CURRICULUM FRAMEWORK



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	NC Content	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.					
	YEARS 1 & 2	Gymnastics: Jumping and rolling leading to sequences	Dance: Compose and link movement phrases to make simple dances with clear beginnings, middles and ends; perform movement phrases using a range of body actions and body parts	Agility: Skipping; hopping; hula hooping	Gymnastics: Using floor and wall apparatus	Dance: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings; choosing and varying simple compositional ideas	Athletics: Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing
	Games	Throwing and Catching: Skill development	Attacking and Defending: Tag Rugby	Team Games: Choose, use and vary simple tactics (Football & Netball)	Racket Skills: Focus on hand-eye co-ordination (Badminton)	Striking and Fielding: Focus on technique (Cricket & Rounders)	Racket Skills: Focus on hand-eye co-ordination (Tennis)

KS2	NC Content	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. 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.					
	YEARS 3 & 4	Gymnastics: Developing agility and co-ordination using apparatus	Dance: Create and link dance phrases using a simple dance structure or motif; perform dances with an awareness of rhythmic, dynamic and expressive qualities	Gymnastics: Developing strength, flexibility, balance	Dance: Use simple choreographic principles to create motifs and narrative; perform more complex dance phrases and dances that communicate character and narrative	OAA: To follow simple routes and trails, orientating themselves successfully; solve simple challenges and problems successfully	Athletics: Developing technique and control across range of activities
	Games	Invasion Games: Football	Invasion Games: Netball	Invasion Games: Hockey & Tag Rugby (Y3)	Invasion Games: Basketball (Y3)	Net & Wall Games: Tennis & Badminton (Y4)	Striking and Fielding: Cricket & Rounders (Y4)
	Swimming	WOODPECKERS Swimming and Water Safety		NIGHTINGALES Swimming and Water Safety		KINGFISHERS Swimming and Water Safety	

YEARS 5 & 6	Movement, Agility & Co-ordination	Dance: Compose dances by using, adapting and developing steps, formations and patterning from different dance styles; perform dances expressively, using a range of performance skills	Gymnastics: Technical floor work - linking actions according to symmetry	OAA: Develop and refine orienteering and problem-solving skills when working in groups and on their own	Gymnastics: Apparatus Work	Athletics: Developing technique and control across range of activities	
	Games	Invasion Games: Football	Invasion Games: Netball	Invasion Games: Hockey & Tag Rugby	Invasion Games: Basketball	Net & Wall Games: Tennis & Badminton	Striking and Fielding: Cricket & Rounders