**PE**

**at**

**ALL SAINTS CE PRIMARY SCHOOL**

**Sarah Honey**

**July 2020**



**PE at All Saints CE Primary School**

**PE at All Saints is flourishing because…**

* We have a clear vision for PE in our school
* Teachers plan for progression throughout the school, with children continually building upon knowledge and skills acquired. Pupils are given regular opportunities to practice and revisit learning so that knowledge and skills are embedded.
* All children have the opportunity to represent our school and apply their skills in local sporting competitions
* We provide enjoyable extra-curricular activities at lunchtimes and after school
* Children in Year 6 have the responsibility to be the school’s sports ambassadors to deliver sporting clubs, running Intra-competitions, organising and delivering school sports days e.g. Invictus games, charity sports events to raise money for charities of their choice.
* Teachers are provided with high quality CPD to continually upskill their teaching by working alongside specialist teachers
* We have many links with local sports clubs and organisations who come into school to deliver extra-curricular clubs as well as visiting their establishments for sessions e.g. Harrogate Hockey Club.
* Children are proactive in organising their own events

**GROW BLOSSOM FLOURISH TEACHING FOR LEARNING MODEL**

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| **What are the adults doing?** | **What will the teaching and learning *look like* in the classroom?** | **What are the children doing?** |
| **FLOURISH:**affirmation challenge active listening observing checking understandinganticipating the project outcome | **CREATION FROM LEARNING:** | **FLOURISH:**formative mistakes justifying reasoning demonstratingchoosing and explainingreviewing and reflectingcooperationtaking the initiative |
| **BLOSSOM:**variation of learningstrengthening connectionsexploring misconceptionshypothesisingsetting challengesrecapping | **APPLICATION OF LEARNING:** | **BLOSSOM:**independent learninggrapplingexperimentationproblem solvingapplicationmaking links between learningsupported reasoning |
| **GROW:**Modelling discussionverbalising thinking checking understanding/learning reviewssuccess criteria and scaffoldingworked examples/ concrete modelsanticipating misconceptions | **(SMALL STEPS IN) GUIDED LEARNING:** | **GROW:**guided practice in groups, pairs, soloknowledge retrievalusing vocabularyanswering using stem sentencesacting on feedbackover-learning |
| **TRUNK:**transfer of knowledge, revisiting learningvocab identification, identifying purpose of learningclassroom organisation, subject knowledge | **LEARNING PREPARATION:** | **TRUNK:**following routinesactive listeningbeing prepared and organisedready for learningengaged in the processcommitment to the learning |
| **ROOTS (OF TEACHING):**ResponsibilityKindnessRespectPositivityPerseveranceFriendship | **PRE-REQUISITES FOR TEACHING FOR LEARNING:**constant feedback from all adults  discussing thinking between adults and children, between childrencontinuous questioning and hypothesisinghigh expectations for all and valuing every person and every contributionlearning from mistakes and recognising and celebrating achievementswillingness to be brave | **ROOTS (OF LEARNING):**ResponsibilityKindnessRespectPositivityPerseveranceFriendship |

**PE LONG TERM MAP**

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|  | **1 Year Programme** |
|  | **AUTUMN 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Subject Branches** | **Team Games****Outdoor Activities** | **Movement****Team Games** | **Dance/Swimming** | **Movement** | **Team Games**  | **Movement** |
| **School Branches** | **Multiskills/****Invasion Games** | **Gymnastics** | **Dance** | **Net Games** | **Striking and Fielding** | **Athletics**  |
| **REC** | **Gross Motor Skills** | **Gymnastics- Floor work****Gymnastics- equipment use** | **Dance****Ball skills: throwing and catching** | **Dance****Ball skills: using racquets/nets** | **Circuits: keeping healthy****Mutli skill games**  | **Athletics- running and Jumping****Athletics- throwing at a target** |
| **1/2** | **Throwing and Catching****Invasion Games: Rugby focus** | **Gymnastics- Floor Work****Gymnastic- Equipment use** | **Dance****Football** | **Netball****Tennis** | **Circuits: keeping healthy****Athletics: throwing** | **Cricket****Athletics: throwing** |
| **3/4** | **Football****Hockey** | **Tag Rugby****Gymnastics** | **Dance****Swimming** | **Netball****Tchoukball** | **Rounders****Cricket** | **Athletics** **Tennis** |
| **5/6** | **Football****Hockey** | **Tag Rugby****Gymnastics** | **Yoga****Net/Basketball** | **Dance****Alternative Sport** | **Rounders** **Cricket** | **Athletics****Tennis** |

**PE KNOWLEDGE: SEQUENCE and PROGRESSION**

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|  | **RECEPTION****Children will know…** | **YEAR ONE/ TWO****Children will know…** | **YEAR THREE/ FOUR****Children will know…** | **YEAR FIVE/ SIX****Children will know…** |
| **Children who are GROWING in PE will know that exercising helps keep our bodies healthy and will know how to use equipment in school safely****Children who are BLOSSOMING in PE will know and understand the impact exercise has on our bodies and mental health. They will be able to reflect on their practice and know how to improve it.** **Children who are FLOURISHING in PE will be able to explain the impact exercise has on our bodies and mental health and will independently find opportunities to use and apply their knowledge elsewhere. They will have the knowledge and understanding to self-analyse and improve.**  | Exercising keeps us healthy How to use equipment safely | Their heart rate raises when they do physical activity how to use equipment safely How to improve their skills in a variety of sports to improve their performance. How to improve my practice from self reflection | That your pulse measures your heart rate the names of the main muscle groupsthat the heart rate raises when they do physical activitywhat a resting heart rate ishow to set up and put away equipment safely Know the effect exercise has on the bodyThat exercise helps our mental wellbeingHow to improve my practice through feedback from others and self feedback | How to measure your heart rate using your pulseThat the heart rate increases when they do physical activity The names of the main muscles in the body and the impact exercise has on the muscles.Know how to set up and put away equipment safelyWhat types of physical activity benefit the body in different waysHow to take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies.That exercise helps our mental wellbeing and explain how it doesKnows the importance of warming up and cooling down. Can set measureable and realistic personal challenges. How to improve my practices by listening to feedback carefully and responding by making structured improvements in a positive manner. |

**PE SKILLS: SEQUENCE and PROGRESSION**

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|  | **RECEPTION****Children will…** | **YEAR ONE/ TWO****Children will…** | **YEAR THREE/ FOUR****Children will…** | **YEAR FIVE/ SIX****Children will…** |
| **Children who are GROWING in PE will begin to develop new skills in relation to movement and balance. They will continue to develop their agility and coordination in paired/team activities and begin to develop movement into dance patterns.** **Children who are BLOSSOMING in PE will confidently and consistently perform a number of skills, using and applying these in game situations. They will use space efficiently when moving around a space, as well as showing good rhythm when creating simple dance sequences.** **Children who are FLOURISHING in PE will independently use and apply skills learnt and combine them to create opportunities to develop movement, balance, agility, coordination within team games and challenges. They will seek out opportunities to apply their skills in a leadership role for the wider school community.**  | **Team Games**Negotiates space successfully when playing running and chasing games with other childrenAdjust speed and changes direction Push and pat an object with some control Throw underarm and catch an object with some control Kick a ball with some control**Movement**Jumps of an object and lands Experiments with different ways of moving- travelling along the floor, on tippy toes etc.Travels with confidence around, under over and through balancing and climbing equipment Change speed of running based on commands given Show contrast in their bodies e.g. tall/short, wide/thin, straight/curvedMake shapes with the bodies according to commands **Dance** Copy basic body actions and rhythms Use their bodies to imitate actions/ideas from stories and topics e.g. animals, trees etc. Begin to respond to difference types of music  | **Team Games**Catch and control a ball in movement with a partner or small groupBe able to pass and stop a ball to a team mate accurately Be able to intercept a moving ballUnderstand the role of an attacker and a defenderChoose and use very simple tactics **Movement**Perform gymnastics actions (pencil/straight, tuck, star, pike, dish and arch) Link movements together to create a sequence with a beginning, middle and end.Perform simple rolls (egg, pencil, forward, circle) safely with supportExplore different patch and point balances Use equipment safely in a sequence.Change speed and direction when running Can jump from a standing position with accuracyPerform a variety of throws with control Catch and control a ball with a partner or in a small group while movingTo hit a ball accurately with a piece of equipmentDecide where to stand during a team game to support the game**Dance** Copies and explores basic movement with clear controlVary speed and size of body in a sequence Add change of direction to a sequence Uses space wellCompose and perform short dances with a clear beginning, middle and end which communicate moods, ideas and feelings. | **Team Games**Pass, receive and shoot a ball with increasing control and begin to link actions togetherWork as a team to keep possession and score goals when attacking Defend one to one Use simple tactics to help a team score or gain possession **Movement**Perform balances individually and with a partnerPlan and perform sequences with a partner that include a change of level and shapeAdapt sequences to use equipment/apparatus Develop strength and flexibility in movementsUse vocabulary to describe how to improve and refine performancesDemonstrate the difference between running and sprintingDemonstrate different throwing techniquesPerform a running jump with more than one component e.g. triple jumpThrow with accuracy and power in a target areaTo demonstrate good footwork on the playing areaTo strike a ball with some accuracy using a racquet/bat into a playing area.Use overarm and underarm throwing and catching skills with increasing accuracy.Link skills and actions together in a way that suits the game. **Dance** Refine, repeat and remember dance sequencesDemonstrate rhythm and spatial awareness Use simple movement patterns and motifs to structure dances on my own, with a partner or in a groupPerform longer dance sequences in a larger group with fluency and clarityModifies parts of a sequence as a result of self-evaluation**Swimming**Swim competently a distance of at least 25mTo use a range of strokes effectively To perform a safe self-rescue in different water based situations**Outdoor Activities** Use simple maps and identify key symbols to help navigatePlan and apply strategies to solve problems Discuss and work effectively with a partner and in small groupsAccurately follow and give instructions | **Team Games**Pass, receive, and shoot a ball with increasing control under pressureSelect the appropriate action for the situation Create, use and change tactics to help a team.Use marking/interception to improve defending Use running, jumping, throwing and catching in isolation and in combination.**Movement**Combine and perform gymnastics actions, shapes and balances with control and fluency including variations in level, speed and direction. Perform longer sequences making use of the floor, mats and apparatus. Perform actions with an emphasis on extension, clear body shape and changes in direction. Develop strength, technique and flexibility throughout performancesAnalyse and comment on skills and techniques and how these are applied to their own and others’ work.Select and apply the best running pace for an eventExchange a baton with success in a relayShow accuracy and good technique when throwing for distance and jumping. Play cooperatively with a partner/in a team Demonstrate good decisions when making shots within a gameIdentify and use a variety of tacticsDemonstrate good footwork to cover a court space in a game situationStrike a bowled ball with increasing accuracyVary skills, actions and ideas and link these in was which suit the game.**Dance** Exaggerate dance movements and motifs (Using expression when moving)Uses the space to its maximum potential Demonstrates strong fluent movements throughout a dance sequence which combine flexibility and techniques.Show a change of pace and timing in their movements Perform dance routines which demonstrate consistent precision and fluency when linking movements together.Modify part of a sequence as a result of self and peer evaluation. Choreograph a dance using props**Outdoor Activities** Orientate efficiently using a map to navigate to a location Generate multiple ideas and select the best strategy to solve a problem in a group.Reflect on why and how they are successful at solving challenges and adaptDevelop strong listening skills |

**PE VOCABUARY: SEQUENCE and PROGRESSION**

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|  | **RECEPTION****Children will…** | **YEAR ONE/ TWO****Children will…** | **YEAR THREE/ FOUR****Children will…** | **YEAR FIVE/ SIX****Children will…** |
| **Children who are GROWING in PE will use and understand the vocabulary with support.****Children who are BLOSSOMING in PE will apply their key vocabulary correctly in their learning and in discussion.** **Children who are FLOURISHING in PE will be able to apply the key vocabulary confidently both In their learning and in other contexts.** |  Team GamesRolling, throwing, underarm, hitting, bouncing, catching, aiming, positionMovementjump, land, rock, roll body parts and surfaces, eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies. pathway, eg zigzag, straight, along, around, across, on, off, over, under, throughStart, begin, finish, run, slow, fast, position, throw, aimHitting, ball, net, racquet, bat, bounce, Dance gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, words to describe direction, eg forwards, backwards, sideways, words to describe space, eg near, far, in and out, on the spot, own, beginning, middle, end, words to describe moods and feelings, eg jolly, stormy, words to describe the nature of movement. eg fast, strong, gentle | Team Gamesavoiding, tracking a ball, rolling, striking, overarm, free space, own space, opposite, team, rebound, tracking or following the movement of a ball, aiming, speed, direction, passing, controlling, shooting, scoringMovementgrip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide, words to describe speed, eg stop, still, slowly, shape, eg tall, long, wide, narrow, direction, eg up, down, forwards, level, eg high, low, tension, extension, relaxationsprint, jog, speed, steady, fast, medium, slow. Throwing action, eg sling, push, pull, underarmtarget, net, striking, hitting, defending,Dance words to describe body actions and body parts, stimulus (the starting point for dance), words to describe levels, eg high, medium, low, words to describe directions, words to describe pathways, eg curved, zigzag, words to describe moods, ideas and feelings, eg happy, angry, calm, excited, sad, lonely, tired, hot, sweaty, heart rate, warm up, cool down | Team Gameskeeping possession, keeping the ball, scoring goals, keeping the score, making space, pass, send and receive, dribble, travel with the ball, back up, support partners and others in their team, keep possession, keep control, make and use space, support, pass, points, goals, rules, tacticsbatting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, scoreMovementinverted, contrasting, flow, combinations, half-turn, sustained, explosive, rotation, 90°, 180°, 270°, spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, acrosspace, race, stride, stamina, speed, safety, relay, time, measure, record Throwing action, eg sling, push, pull, power, over armcourt, target, net, striking, hitting, defending, making it difficult for the opponent, tactics, scoring points, forehand, backhand,Dance words to describe actions, dynamics, space and relationships, words to describe group formations, eg square, circle, line, partner, copy, follow, lead, unison, canon, repeat, structure , dance phrase, improvisation, explore character, narrative, costume, props, describe, analyse, interpret, evaluate, communication, gesture , words to describe choreographic devices, eg unison, canon, repetition, action and reaction, question and answer, myth, legend, mobilise joints, dietSwimmingSelf-rescue, front crawl, free style, backstroke, breast stroke, 25m, float, treading water, meters, lanesOutdoor Activities maps, diagrams, symbols, scale, orienteering, controls, challenges, problem solving, plan alone, plan in | Team Gamesshooting, shielding the ball, width, depth, support, marking, covering, repossession, attackers, defenders, supporting, team play, team positionsstance, the crease or batting point, non-striker, leg-side, offside, home base, pitch, over, inningsMovementasymmetry, symmetry, display, matching, flight, counterbalance, counter-tension, tension, obstacle, straddle over, aesthetic, judgement feet apart, feet together, crouch, inclinedrace, run-up, position of feet on last stride, pacing, stamina, strength and speed = power, suppleness, safety and rules, relay take-over area, time, measure, record, set targetsvolley, overhead, rally, singles, doubles, using width, using depth, changing direction, changing speed, short tennis, badminton, defending court, covering court and partnerDance dance style, technique, formation, pattern, gesture, rhythm, language specific to particular dance styles, eg pavane, haka, motif, variation, section, form, eg AB, ABA, ABAC , artistic intention, exploration, dance framework, interpretOutdoor Activities planning a journey, challenges, problem solving, plan – strategies and approaches, do – try, review and try again or improve, review – talk about and agree good ways of working, team work – collaborate and take on roles and responsibilities |

**GROW BLOSSOM FLOURISH: ASSESSMENT IN PE**

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| **Children who are GROWING in PE will…** | Children who are GROWING in PE will know that the knowledge and skills learnt will help keep our bodies healthy. With support, they will use key vocabulary within lessons and will use new skills in relation to movement and balance. They will continue to develop their agility and coordination in paired/team activities and begin to develop movement into dance patterns. |
|  | **RECEPTION** | **YEAR ONE/ TWO** | **YEAR THREE/ FOUR** | **YEAR FIVE/ SIX** |
| **Children who are BLOSSOMING in PE will…** | **Team Games**I can move around a large space when playing running and chasing games with other children. I can adjust my speed and changes direction. I can push, pat, kick, throw and catch objects with some control.**Movement**I can confidently travel in different ways on the ground as well as around, under, over and through equipment. I can make different shapes with my body and make shapes which show contrast in their bodies. I can change speeds of running according to command and jump off equipment onto the ground safely. **Dance** I can copy basic body actions and rhythms while imitating actions/ideas from topics or stories. I can use my body to respond to different types of music  | **Team Games**I can catch and control, pass and stop a ball in movement with a partner or small group. I can choose and use tactics when intercepting a moving ball showing an understanding the role of an attacker and defender. **Movement**I can perform gymnastics actions, including shapes, balances and simple rolls then link movements together to create a sequence with a beginning, middle and end.I can change speed and direction when running. I can jump from a standing position and throw with increasing accuracy.I can catch and control a ball with a partner or in a small group while moving. I can use equipment to accurately hit the ball and choose a sensible place to stand in an area to support my partner or team. **Dance** I can compose and perform short dances with a clear beginning and end which show a variation of speed, direction and size of the body. I can move around a large space  | **Team Games**I can participate in team games demonstrating increasing control when passing, receiving and shooting the ball. I can work collaboratively to create tactics to keep possession of the ball and to score goals. **Movement**I can perform gymnastic actions independently, including balances, shapes, jumps and rolls then link them together to plan and perform sequences with a partner which can use equipment or apparatus safely.I can show the difference between running and sprinting. I can use different throwing and jumping techniques with accuracy and power into a target area.I can accurately throw over arm and underarm as well as catch a moving ball. I can strike a ball using a racquet or a bat and link all of these actions together with good footwork in a game situation. **Dance** I can refine, repeat and remember dance sequences, which use simple movement patterns and motifs, while demonstrating rhythm and spatial awareness as part of a partnership or a group. I fluently link together movements as part of a longer sequence then perform self-reflection in order to improve. **Swimming**I can swim competently a distance of at least 25m using a range of strokes and perform a safe self-rescue in different water based situations**Outdoor Activities** I can use simple maps and identify key symbols when outdoors. I can listen, discuss, plan and apply strategies to solve a problem effectively as part of a group.  | **Team Games**I can fully participate in team games, showing good control over the ball when passing, receiving and shooting. Under pressure, I can choose the appropriate action for the situation. I can adapt my tactics during a game by making use of attacking and defending.**Movement**I can combine and perform gymnastics actions, shapes and balances with control and fluency including variations in level, speed and direction to create longer sequences using a range of apparatus. I can perform actions with an emphasis on extension, clear body shape and changes in direction while demonstrating strength and flexibility. I can select and apply the best running pace for an event and exchange a baton with success in a relay. I can throw and jump with accuracy and good technique. I can vary skills, actions, footwork and ideas within a game and link these together seamlessly as part of a team. I can work cooperatively make decisions and identify tactics then implement them into a game. **Dance** I can create dance sequences with a range of precise and fluent dance movements and motifs that link together using the space to its maximum potential. I can change the pace and timing of movements and modify part of a sequence as a result of self and peer evaluation. **Outdoor Activities** I can work efficiently as part of a team and generate multiples ideas to create a solution to a problem. I can listen and select the best strategy to solve a problem then reflect on why and how I have been successful.  |
| **Children who are FLOURISHING in PE will….** | Children who are flourishing in PE will know the impact exercise has on our bodies and mental health. They will independently use and apply skills learnt and combine them, together with their knowledge, to create opportunities to develop movement, agility, coordination within team games and challenges. They will create opportunities to apply their knowledge, skills and vocabulary in a leadership role for the wider school community. |