**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 understanding  anticipating the project outcome | **CREATION FROM LEARNING:** | **FLOURISH:**  formative mistakes  justifying reasoning demonstrating  choosing and explaining  reviewing and reflecting  cooperation  taking the initiative |
| **BLOSSOM:**  variation of learning  strengthening connections  exploring misconceptions  hypothesising  setting challenges  recapping | **APPLICATION OF LEARNING:** | **BLOSSOM:**  independent learning  grappling  experimentation  problem solving  application  making links between learning  supported reasoning |
| **GROW:**  Modelling discussion  verbalising thinking  checking understanding/learning reviews  success criteria and scaffolding  worked examples/ concrete models  anticipating misconceptions | **(SMALL STEPS IN) GUIDED LEARNING:** | **GROW:**  guided practice in groups, pairs, solo  knowledge retrieval  using vocabulary  answering using stem sentences  acting on feedback  over-learning |
| **TRUNK:**  transfer of knowledge, revisiting learning  vocab identification, identifying purpose of learning  classroom organisation, subject knowledge | **LEARNING PREPARATION:** | **TRUNK:**  following routines  active listening  being prepared and organised  ready for learning  engaged in the process  commitment to the learning |
| **ROOTS (OF TEACHING):**  Responsibility  Kindness  Respect  Positivity  Perseverance  Friendship | **PRE-REQUISITES FOR TEACHING FOR LEARNING:**  constant feedback from all adults  discussing thinking between adults and children, between children  continuous questioning and hypothesising  high expectations for all and valuing every person and every contribution  learning from mistakes and recognising and celebrating achievements  willingness to be brave | **ROOTS (OF LEARNING):**  Responsibility  Kindness  Respect  Positivity  Perseverance  Friendship |

**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 groups  that the heart rate raises when they do physical activity  what a resting heart rate is  how to set up and put away equipment safely  Know the effect exercise has on the body  That exercise helps our mental wellbeing  How to improve my practice through feedback from others and self feedback | How to measure your heart rate using your pulse  That 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 safely  What types of physical activity benefit the body in different ways  How 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 does  Knows 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 children  Adjust 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/curved  Make 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 group  Be able to pass and stop a ball to a team mate accurately  Be able to intercept a moving ball  Understand the role of an attacker and a defender  Choose 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 support  Explore different patch and point balances  Use equipment safely in a sequence.  Change speed and direction when running  Can jump from a standing position with accuracy  Perform a variety of throws with control  Catch and control a ball with a partner or in a small group while moving  To hit a ball accurately with a piece of equipment  Decide where to stand during a team game to support the game  **Dance**  Copies and explores basic movement with clear control  Vary speed and size of body in a sequence  Add change of direction to a sequence  Uses space well  Compose 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 together  Work 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 partner  Plan and perform sequences with a partner that include a change of level and shape  Adapt sequences to use equipment/apparatus  Develop strength and flexibility in movements  Use vocabulary to describe how to improve and refine performances  Demonstrate the difference between running and sprinting  Demonstrate different throwing techniques  Perform a running jump with more than one component e.g. triple jump  Throw with accuracy and power in a target area  To demonstrate good footwork on the playing area  To 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 sequences  Demonstrate rhythm and spatial awareness  Use simple movement patterns and motifs to structure dances on my own, with a partner or in a group  Perform longer dance sequences in a larger group with fluency and clarity  Modifies parts of a sequence as a result of self-evaluation  **Swimming**  Swim competently a distance of at least 25m  To 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 navigate  Plan and apply strategies to solve problems  Discuss and work effectively with a partner and in small groups  Accurately follow and give instructions | **Team Games**  Pass, receive, and shoot a ball with increasing control under pressure  Select 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 performances  Analyse 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 event  Exchange a baton with success in a relay  Show 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 game  Identify and use a variety of tactics  Demonstrate good footwork to cover a court space in a game situation  Strike a bowled ball with increasing accuracy  Vary 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 adapt  Develop 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 Games  Rolling, throwing, underarm, hitting, bouncing, catching, aiming, position  Movement  jump, 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, through  Start, begin, finish, run, slow, fast, position, throw, aim  Hitting, 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 Games  avoiding, 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, scoring  Movement  grip, 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, relaxation  sprint, jog, speed, steady, fast, medium, slow. Throwing action, eg sling, push, pull, underarm  target, 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 Games  keeping 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, tactics  batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score  Movement  inverted, contrasting, flow, combinations, half-turn, sustained, explosive, rotation, 90°, 180°, 270°, spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, across  pace, race, stride, stamina, speed, safety, relay, time, measure, record Throwing action, eg sling, push, pull, power, over arm  court, 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, diet  Swimming  Self-rescue, front crawl, free style, backstroke, breast stroke, 25m, float, treading water, meters, lanes  Outdoor Activities  maps, diagrams, symbols, scale, orienteering, controls, challenges, problem solving, plan alone, plan in | Team Games  shooting, shielding the ball, width, depth, support, marking, covering, repossession, attackers, defenders, supporting, team play, team positions  stance, the crease or batting point, non-striker, leg-side, offside, home base, pitch, over, innings  Movement  asymmetry, symmetry, display, matching, flight, counterbalance, counter-tension, tension, obstacle, straddle over, aesthetic, judgement feet apart, feet together, crouch, inclined  race, 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 targets  volley, overhead, rally, singles, doubles, using width, using depth, changing direction, changing speed, short tennis, badminton, defending court, covering court and partner  Dance  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, interpret  Outdoor 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. | | | |