

Physical Education at Falconhurst School



Intent to promote Physically Active Pupils

Falconhurst believes that Physical Education (PE) is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Falconhurst, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. It is our intention that all children are provided with opportunities to experience competitive sport by engaging in various ability level local competitions as well as intra competitions on a regular basis.

Characteristics of a Physically Active Pupil

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| <ul style="list-style-type: none"> • The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE • The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance • The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being • Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others performance and the ability to work independently for extended periods of time without the need for guidance or support. | <ul style="list-style-type: none"> • The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others • High levels of physical fitness • A health lifestyle, achieved by eating sensibly, avoiding smoking, drugs, alcohol and exercising regularly • A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport • The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water. |
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Implementation of PE

Our pupils are expected to encounter a range of sporting activities so that they develop the essential and practical skills required to participate, compete and lead a healthy lifestyle. We use PE Passport as a framework for our curriculum as this provides plentiful opportunities for children to build their skills, confidence and knowledge systematically throughout each Key Stage.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

| Essential National Curriculum Opportunities Key Stage 1 | Essential National Curriculum Opportunities Key Stage 2 |
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| <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p> | <p>Swimming and water safety: take swimming instruction either in Key Stage 2.</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p> <p>Take part in gymnastics activities.</p> <p>Take part in athletics activities.</p> <p>Perform dances.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Swimming and water safety: take swimming instruction</p> |

| Essential Learning Objectives | | Milestone 1 End of Year 2 | Milestone 2 End of Year 4 | Milestone 3 End of Year 6 |
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| To develop practical skills in order to participate, compete and lead a healthy lifestyle | Games | <p>Pass ball accurately to partner</p> <p>Making decisions about where and when to run showing an awareness of others</p> <p>Perform a range of skills to include rolling a ball, throwing, striking, kicking and catching</p> <p>To use different skills in games e.g varying passes in netball/football</p> <p>Show an understanding of defensive and attacking skills in games</p> <p>Lead others where appropriate – aiding partners and taking warm ups/cool downs etc</p> | <p>Choose the appropriate tactics to stop the opposition from scoring and help team score.</p> <p>Choose effective positions for attacking and defence.</p> <p>Maintain the possession of a ball for a longer amount of time, using feet, hands or stick.</p> <p>Pass to team mates when appropriate.</p> <p>Make up a game based on a recognised game – with simple rules and a scoring system.</p> <p>Start to show leadership qualities and ability to collaborate with team mates</p> | <ul style="list-style-type: none"> To be able to transfer skills in all games and choose the most effective skill to succeed in any particular game. To understand the principles of attack and defence when playing recognised versions of games / sports. Hit a ball with purpose and varying speed – eg backhand and forehand in tennis and striking in rounders and cricket. Use varying bowling and fielding techniques with accuracy. Uphold the spirit of fair play in all competitive situations by showing good role model and leadership skills. |
| | Dance | <p>Choose a movement to communicate a mood or feeling.</p> <p>Link several movements together with control and some co ordination.</p> <p>Show an awareness to the rhythm in relation to dance moves – changing speed and direction.</p> | <p>Plan, perform and repeat sequences refining them into linked sequences.</p> <p>Create dances that show emotions and respond to different types of music effectively.</p> <p>Create own short dances using movement phrases linked with repeating motifs.</p> | <ul style="list-style-type: none"> Compose, create and perform an imaginative dance sequence. Develop and adapt motifs to make dance phrases and include them in longer dance performances. Show an ability to collaborate and lead, suggesting improvements. |
| | Gymnastics | <p>Perform rolls such as teddy bear, pencil and forward roll down incline.</p> <p>Maintain a range of balanced showing extension and tension.</p> <p>Jump in a variety of ways showing balance and safe landing.</p> <p>Link two or more actions to make a sequence</p> | <p>Create sequences that include : travelling, balances and rolling.</p> <p>Vary speed, direction and level and body rotation on floor and apparatus.</p> <p>Perform a short gymnastic routine with a partner which shows creativity and good techniques in the above mentioned skills.</p> | <p>Create sequences that include : travelling, balances, flight, vaulting and rolling that are well executed.</p> <p>Practise and refine gymnastic techniques listed above, in performances.</p> <p>Hold shapes that are strong and expressive on the floor and apparatus, showing control and creativity.</p> <p>Vary speed, direction and level and body rotation on floor and apparatus.</p> |
| | Swimming | | <p>Swim a width using more than one stroke – co ordinating leg and arm movements appropriately.</p> <p>Swim below water, using the appropriate breathing techniques.</p> | <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situation</p> |
| | Athletics | <p>Understand the difference between jogging and sprinting.</p> <p>Be able to throw with some accuracy, underarm and overarm</p> <p>To be able to perform a jump in a number of ways eg standing long jump, hopping, one foot to two feet showing they can land safely.</p> | <p>Introduction to running techniques for short, middle and long distance running.</p> <p>Develop techniques for different kinds of jumping – triple and long jump, standing long jump, standing high jump.</p> <p>Introduce skills for successful throwing for distance..</p> <p>Compete against each other in athletic events and understand how to improve by evaluating own and others</p> | <p>Sprint using effective techniques showing correct leg action, body position, driving arms.</p> <p>Throw accurately and for distance – analysing technique and body position to improve.</p> <p>Show control in take off and landing when performing jumps of both height and length.</p> <p>Compete with others, keeping a record to help improve personal best targets.</p> |
| | Outdoor Adventurous Pursuit | <p>To be able to understand what is and what isn't a risk in the environment.</p> <p>Show ability to lead and be part of a team.</p> <p>To be aware of the environments and it's changing conditions.</p> <p>Empathise with others and offer support.</p> | <p>Identify risks and how to manage them.</p> <p>Show the ability to both lead and form part of a team.</p> <p>Support others and seek support if required.</p> <p>Show initiative when challenges don't work out and work through a way to solve them.</p> <p>Use simple maps to aid orienteering</p> | <p>Select appropriate equipment for an outdoor adventure.</p> <p>Identify risks and how to manage them.</p> <p>Gain respect of team by showing both good leadership and collaboration qualities.</p> <p>Remain positive in challenging situations.</p> <p>Use orienteering skills.</p> <p>Assess changing conditions and adapt plans – ensuring safety comes first.</p> |

Evaluating the Impact of our PE curriculum on pupils' outcomes

Through the explicit teaching of PE, both the teachers and pupils assess their learning continuously throughout the lesson and over time using their PE Passport.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as a Physically Active person are Sports Coach, Physiotherapist, Professional Athlete, Sports Club Manager...

"We learnt how to jump in different ways and how to do different types of moving in teams" (Year 1)

"I know that I am better at Hockey than I was in Year 3 because I know how to dribble properly now and it helps me score goals" (Year 3)

"PE is important because you need exercise to be healthy" (Year 2)

"It is important to play matches because we need to learn how to work together as a team for when we are older and it helps us use the skills we learn in lessons" (Year 5)

