



## Subject Overview 2020/21 - PE



At Alexandra, we believe that High quality Physical Education (PE) and School Sport is vital in developing the whole child. We have developed a PE curriculum which provides high quality provision and offers children a chance to participate in a broad range of sporting / physical activities. Our PE curriculum is inclusive to all and provides opportunities for them to excel in their learning.

### Intent

Through PE and school sport we aim to develop four key aspects to develop the child as a whole. These are:

- Physical – How the body systems work together to create movement
- Intellectual – The way in which the children think about a task
- Emotional – How the children feel about themselves
- Social – The way children interact with each other

	Year 3	Year 4	Year 5	Year 6
	<p><b><u>Invasion games</u></b></p> <ul style="list-style-type: none"> <li>• <b>Passing</b> - Pass the ball accurately to a partner over a short distance (Dynamic) Pass the ball accurately to a partner over a long distance (Dynamic)</li> <li>• <b>Receiving</b>- Receive the ball (2 handed) from a dynamic partner over a short distance Receive the ball (2 handed) from a dynamic partner increasing distance</li> <li>• <b>Dribbling</b>- Bounce the ball repeatedly with 1 hand - dominate (jogging / running) Bounce the ball repeatedly with 1 hand – weak (Stationary) Understand the rules of the game</li> </ul>	<p><b><u>Invasion games</u></b></p> <ul style="list-style-type: none"> <li>• <b>Passing</b>- Pass the ball accurately to a partner with a static defender</li> <li>• Pass the ball accurately to a partner with a dynamic defender Pass the ball accurately to a partner in 2 v 2 games</li> <li>• <b>Receiving</b>- Receive a ball (2 handed) during defender based activities</li> <li>• Receive a ball (2 handed) during small sided games</li> <li>Receive the ball (1 handed) from a static partner over a short distance</li> <li>• <b>Dribbling</b>- Bounce the ball repeatedly with 1 hand – weak (walking)</li> <li>• Bounce the ball repeatedly with 1 hand - weak (jogging / running) To use dribbling to get round a dynamic opponent               <ul style="list-style-type: none"> <li>• <b>Knowledge of rules</b>- Understand and apply knowledge of the rules within a game</li> </ul> </li> </ul>	<p><b><u>Invasion games</u></b></p> <ul style="list-style-type: none"> <li>• <b>Passing</b>- Pass the ball accurately to peer member in 3 v 3 games.</li> <li>• Select the appropriate player to pass to depending on the circumstances.</li> <li>• <b>Receiving</b>- Receive the ball (1 handed - strong) from a dynamic partner over a short distance</li> <li>• Receive a ball (1 handed - strong) during defender based activities</li> <li>• <b>Dribbling</b>- Bounce the ball repeatedly alternating hands (Stationary)</li> <li>• Bounce the ball repeatedly alternating hands (walking)</li> <li>• <b>Knowledge of rules</b>- Officiate fairly within a team sports (Assistant official)</li> <li>• <b>Tactics</b>- Offer ideas of tactics which could help in different situations</li> <li>• <b>Shooting</b>- Be able to score occasionally within small sided games, but often lacks one of the follow (power, speed and direction)</li> </ul>	<p><b><u>Invasion games</u></b></p> <ul style="list-style-type: none"> <li>• <b>Passing</b> - Select the appropriate player to pass to (depending on the circumstances) within small sided games.</li> <li>• <b>Receiving</b>- Receive a ball (1 handed - strong) during small sided games</li> <li>• Receive the ball (1 handed - weak) from a static partner over a short distance</li> <li>• <b>Dribbling</b>- Bounce the ball repeatedly alternating hands (jogging / running)</li> <li>• <b>Knowledge of rules</b> - Officiate fairly within a range of team sports (Assistant official)</li> <li>• <b>Tactics</b>- Adapt to different tactics during game play activities</li> <li>• <b>Shooting</b>- Be able to score occasionally showing accuracy, power, speed and direction within small sided games</li> </ul>



## Subject Overview 2020/21 - PE

	<ul style="list-style-type: none"> <li>• <b>Tactics</b> - To understand what is meant by the term tactics</li> </ul>		
<p><b>Gymnastics-</b></p> <ul style="list-style-type: none"> <li>• <b>Travel-</b> Be able to travel from one point to the other in a variety of ways</li> <li>• <b>Jumping-</b> Know the 5 types of traveling jumps             <ul style="list-style-type: none"> <li>• Link 2 or more travelling jumps</li> <li>• <b>Rolling-</b> Demonstrate a tuck rock and return to feet</li> </ul> </li> <li>• <b>Balance-</b> Understand what is meant by the term point balance             <ul style="list-style-type: none"> <li>• Demonstrate a range of point balances using different parts of the body.</li> </ul> </li> <li>• <b>Flight-</b> Know the 5 types of traveling jumps             <ul style="list-style-type: none"> <li>• <b>Routines-</b> Copy and remember the entire routine for Key steps 1 (Level 1)</li> </ul> </li> </ul>	<p><b>Gymnastics-</b></p> <ul style="list-style-type: none"> <li>• <b>Travel-</b> Link different directions of travel</li> <li>• <b>Jumping-</b> Perform 4 shaped jumps (P, T, S, Pi, ½, Full)</li> <li>• <b>Rolling-</b> Demonstrate a forward roll returning to feet</li> <li>• <b>Balance-</b> Understand what is meant by the terms counter balance and counter tension</li> <li>• Perform multiple paired balances             <ul style="list-style-type: none"> <li>• <b>Flight-</b> Perform 4 shaped jumps (P, T, S, Pi, ½, Full)</li> </ul> </li> <li>• <b>Routines-</b> Copy and remember set part of the key skills routine (Level 2)</li> <li>• Routines are fluent at times.             <ul style="list-style-type: none"> <li>• Some skills are aesthetically pleasing.</li> </ul> </li> </ul>	<p><b>Gymnastics-</b></p> <ul style="list-style-type: none"> <li>• <b>Travel-</b> To be able to travel over, and under objects</li> <li>• <b>Jumping-</b> Perform 4 shaped jumps (P, T, S, Pi, ½, Full) showing control and balance</li> <li>• <b>Rolling-</b> Demonstrate at least 2 different types of rolls(Log roll, Straddle, forwards, backwards, cartwheel)</li> <li>• <b>Balance-</b> Understand how to safely support others when participating in group balances             <ul style="list-style-type: none"> <li>• Perform group balances</li> <li>• <b>Hanging-</b> Be able to hang from 1 objects with control (bar, rope, rings)</li> <li>• <b>Flight-</b> Jump safely onto / off medium level equipment from stationary</li> </ul> </li> <li>• <b>Routines-</b> Copy, remember and perform the whole routine for key steps 2 (Level 2)</li> <li>• Routines are fluent at times.             <ul style="list-style-type: none"> <li>• Some skills are aesthetically pleasing.</li> </ul> </li> </ul>	<p><b>Gymnastics-</b></p> <ul style="list-style-type: none"> <li>• <b>Travel-</b> To be able to travel through, round and up objects</li> <li>• <b>Jumping-</b> Create a short routine consisting of 3 travelling / shaped jumps</li> <li>• <b>Rolling-</b> Demonstrate at least 3 different types of rolls</li> <li>• <b>Balance-</b> Demonstrate different balancing using medium / high level equipment</li> <li>• <b>Hanging-</b> Be able to hang from 2 different objects with control (bar, rope, rings)             <ul style="list-style-type: none"> <li>• Be able to travel whilst hanging</li> <li>• <b>Flight-</b> Jump safely onto / off medium level equipment from run up</li> </ul> </li> <li>• <b>Routines-</b> Create a short routine as a pair / group linking rolls, balances and jumps</li> <li>• Routines are mostly fluent and change direction.             <ul style="list-style-type: none"> <li>• Some skills are aesthetically pleasing.</li> </ul> </li> </ul>
<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• <b>Body-</b> Introduce freezes / balances using different parts of the body             <ul style="list-style-type: none"> <li>• <b>Action-</b> Link two turns to move from one position to the other</li> <li>• <b>Space-</b> Move fluently between spaces</li> <li>• <b>Time-</b> Be able to move around to the beat of a song.</li> <li>• <b>Energy/ Force-</b> Use a series of body expressions to link movements</li> <li>• <b>Composition-</b> Copy and remember a 32 count routine of dance</li> </ul> </li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• <b>Body-</b> Freeze / balance at appropriate times within the music</li> <li>• <b>Action-</b> Link two movements with a leap</li> <li>• <b>Space-</b> Move fluently between spaces using different pathways</li> <li>• <b>Time-</b> Move around to different tempo and rhythms</li> <li>• <b>Energy/ Force-</b> Demonstrate variety of forces for the same skill</li> <li>• <b>Composition-</b> Create own 16 count section in time with the music</li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• <b>Body-</b> Support others weight by introducing mirroring and matching</li> <li>• <b>Action-</b> Link two movements with a combination of leaps and turns</li> <li>• <b>Space-</b> Move fluently between spaces using different pathways and levels</li> <li>• <b>Time-</b> Move in synchronisation with group members</li> <li>• <b>Energy/ Force-</b> Create tension within the dance routine</li> <li>• <b>Composition-</b> Identify key features of the song arrangement</li> </ul>	<p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• <b>Body-</b> Support others weight through lifts and supports</li> <li>• <b>Action-</b> Link two balances / freezes with a combination of leaps and turns</li> <li>• <b>Space-</b> Move fluently between spaces using different pathways, levels and size of movements</li> <li>• <b>Time-</b> Move in synchronisation with partner members for one key part of a song</li> <li>• <b>Energy/ Force-</b> Vary the energy within a routine</li> <li>• <b>Composition-</b> Link set piece to own 32 count compositional piece</li> </ul>



## Subject Overview 2020/21 - PE

<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• <u>Track- Short-</u> Complete a short distance event showing determination</li> <li>• <u>Track- relay-</u> Be able to run with a relay baton</li> <li>• <u>Field- jumping-</u> To be able to demonstrate the 5 types of take-off / landing with control.</li> <li>• <u>Field- throwing-</u> Be able to throw a tennis ball using over arm technique</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• <u>Track- Short-</u> Demonstrate fluency and rhythm when completing a short distance event</li> <li>• <u>Track- long-</u> Complete a long distance event with minimal stopping</li> <li>• <u>Track- relay-</u> Be able to pass the relay baton smoothly to avoid disruption of change over</li> <li>• <u>Field- jumping-</u> Be able to take off with control from one foot and two feet             <ul style="list-style-type: none"> <li>• Be able to land safely with balance on one foot or two feet</li> </ul> </li> <li>• <u>Field- throwing-</u> Use correct throwing techniques for one throwing event (Arm position)</li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• <u>Track- Short-</u> Demonstrate sprint start position (with assistance measuring), fluency and rhythm when completing a short distance event</li> <li>• <u>Track- long-</u> Complete a long distance event without stopping Demonstrate understanding of pacing when in practice activities             <ul style="list-style-type: none"> <li>• <u>Track- relay-</u> Understand the different between the types of sweep used when changing of the baton</li> <li>• <u>Field- jumping -</u> Jumping with control when taking off and landing from a standing position to gain a distance</li> <li>• <u>Field- throwing-</u> Use correct throwing techniques for a variety of throwing events (Arm position)</li> <li>•</li> </ul> </li> </ul>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• <u>Track- Short-</u> Demonstrate accurate sprint start position, fluency and rhythm when completing a short distance event</li> <li>• <u>Track- long-</u> Demonstrate stamina, and correct breathing technique when participating in a long distance event</li> <li>• <u>Track- relay-</u> Analyse own performance and make adjusts to improve upon speed and fluency</li> <li>• <u>Field- jumping-</u> Jumping with control and fluency by combine running, take-off and landing techniques</li> <li>• <u>Field- throwing-</u> Combine movement of the lower body to the throw to generate momentum and power for one throwing event</li> </ul>
<p><b><u>Striking/ fielding</u></b></p> <ul style="list-style-type: none"> <li>• <u>Striking-</u> Strike the ball occasionally when in practice based situations</li> <li>• <u>Fielding- Passing-</u> Pass the ball accurately to a partner over a short distance (Dynamic)</li> <li>• Pass the ball accurately to a partner over a long distance (Dynamic)</li> <li>• <u>Fielding- receiving-</u> Receive the ball (2 handed) from a dynamic partner over a short distance</li> <li>• <u>Fielding- bowling-</u> Bowl underarm demonstrating accuracy and power in a striking and fielding activity</li> <li>• <u>Fielding- Space-</u> Be able to identify the most appropriate fielding position to cover as much space as possible</li> </ul>	<p><b><u>Striking/ Fielding-</u></b></p> <ul style="list-style-type: none"> <li>• Strike the ball occasionally demonstrating accuracy and control accuracy in a striking &amp; fielding game activity</li> <li>• Pass the ball accurately to a partner during striking and fielding activities</li> <li>• Receive a ball (2 handed) during striking and fielding activities</li> <li>• Receive the ball (1 handed) from a static partner over a short distance</li> <li>• Be able to minimise momentum of the ball when rolling on the ground</li> <li>• Bowl overarm demonstrating, accuracy and power in a striking and fielding activity</li> <li>• Be able to identify the most appropriate fielding position to cover as much space as possible</li> </ul>	<p><b><u>Striking/ Fielding-</u></b></p> <ul style="list-style-type: none"> <li>• Strike the ball frequently demonstrating accuracy and control in a striking &amp; fielding game activity</li> <li>• Receive the ball (1 handed - strong) from a dynamic partner over a short distance</li> <li>• Demonstrate the short barrier technique in during paired activities</li> <li>• Select the appropriate player to pass to depending on the circumstances during striking and fielding activities</li> <li>• Bowl underarm consistently demonstrating correct height, accuracy and power in a striking and fielding activity</li> <li>• Be able to analyse and assess own fielding position during a competitive game and make adjustments where required</li> </ul>	<p><b><u>Striking/ Fielding-</u></b></p> <ul style="list-style-type: none"> <li>• Strike the ball consistently demonstrating spatial awareness, accuracy and control in a striking &amp; fielding game activity</li> <li>• Select the appropriate player to pass to (depending on the circumstances) within striking and fielding games.</li> <li>• Receive a ball (1 handed - strong) during striking and fielding activities</li> <li>• Receive the ball (1 handed - weak) from a static partner over a short distance</li> <li>• Demonstrate the short barrier technique in during striking and fielding activities</li> <li>• Bowl overarm consistently demonstrating straight arm, accuracy and power in a striking and fielding activity</li> </ul>



## Subject Overview 2020/21 - PE

<ul style="list-style-type: none"> <li>Knowledge of rules- Understand the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>To understand what is meant by the term tactics</li> <li>Understand and apply knowledge of the rules within a game</li> </ul>	<ul style="list-style-type: none"> <li>Offer ideas of tactics which could help in different situations</li> <li>Officiate fairly within a striking &amp; fielding sports (Assistant official)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to analyse and assess own fielding position during a competitive game and make adjustments where required</li> <li>Adapt to different tactics during game play activities</li> <li>Officiate fairly within a range of striking &amp; fielding sports (Assistant official)</li> </ul>
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**OAA (Outdoor Adventurous Activities) In year 21/22 All pupils will follow the same skills as this is the year of implementation. Following years skills will be split progressively across each year group**

- To develop spatial awareness of symbols by transferring information on a diagram into reality
- To understand the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map
- To identify basic orienteering symbols and colours using a map key and know the map key is the most important part of the map
- To plan for success, co-operate and discuss effectively
- To review and evaluate performance in order to improve
- To learn the skill of map orientation using basic diagrams [counting cones resource]
- To use knowledge of orienteering symbols and map keys to solve a broken map [a map split into jigsaw pieces]
- To work as a team, co-operate and discuss effectively
- To learn map orientation using more challenging diagrams [netball numbers resource]
- To gain strategies to build stamina in order to compete effectively in orienteering competitions
- To work as a team, co-operate and discuss effectively
- To organise and plan an event using map reading skills
- To recognise, orientate and follow the school orienteering map
- To recognise the orienteering map is a 'bird's eye view' diagram of the ground
- To use the key to recognise the relevant symbols and features on the school orienteering map
- To apply map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)
- To plan for success and review performance to improve
- To travel safely to and from orienteering control marker signs
- To record information accurately
- To navigate as a team to an orienteering control marker sign using the school orienteering map
- To develop tactics and techniques to travel more efficiently
- To review performance to improve
- To navigate in pairs to orienteering controls, applying tactics and techniques to win a SCORE event
- To review performance to improve
- To set up an orienteering course using the school orienteering map
- To work in relay teams, planning and communicating tactics and techniques to win a relay STAR event
- To review performance to improve
- To apply the skills they have learned from previous lessons to compete in a Cross-Curricular Orienteering competition
- To tactically plan a strategy to travel around the orienteering course as quickly as possible
- To design an orienteering event based on different purposes and scenarios



# Subject Overview 2020/21 - PE

<b>INTENT</b>		<p><b>Swimming:</b></p> <p>Week 1 - 4</p> <ul style="list-style-type: none"> <li>To be confident in water</li> <li>To understand rules relating to water safety</li> <li>To be able to get their feet off the ground</li> </ul> <p>To be able to float on front and back using floatation aids</p> <p>Week 5 – 10</p> <ul style="list-style-type: none"> <li>To use floatation device to swim over 5m</li> <li>To begin to withdraw floatation devices to swim 3m unaided</li> </ul> <p>Week 11 – 18</p> <ul style="list-style-type: none"> <li>To improve stroke technique to swim 5m or more unaided</li> <li>To understand how to perform a self-rescue in different circumstances</li> </ul> <p>Week 1 – 4 (Swimmers)</p> <ul style="list-style-type: none"> <li>To improve stroke technique to swim 10m or more unaided</li> <li>To understand how to perform a self-rescue in different circumstances</li> </ul> <p>To feel confident jumping in the pool</p> <p>Week 5 – 10 (Swimmers)</p> <ul style="list-style-type: none"> <li>To improve stroke technique to swim 25m</li> <li>To work on skills from award 5 from swimming charter.</li> </ul> <p>To feel confident jumping in the pool at head depth</p> <p>Week 11 – 18 (Swimmers)</p> <ul style="list-style-type: none"> <li>To improve stroke technique to swim 25m in 2 or more strokes</li> <li>To develop self-rescue techniques including treading water and sculling</li> <li>To work on skills from award 6 from swimming charter.</li> </ul> <p>To feel confident jumping in the pool in the deep end</p>	
<b>IMPLEMENTATIO</b>	<p>At Alexandra our planning is supported by a scheme provided by PE planning.org. It is inclusive to all children and has many cross curricular links to other areas of learning. We do however, take into account the needs of our children and adapt the planning accordingly. We have a large emphasis on key vocabulary and language during lessons, we think it is vital for the children to use the specific vocabulary to make links with the skills being taught and used. This gives a large confidence boost for the children when working in groups or taking ownership of their learning by leading activities during lessons.</p> <p>The four key aspects will be taught through the 6 strands of Physical activities.</p>		



## Subject Overview 2020/21 - PE



Throughout their journey at Alexandra, children will participate in Athletics, Dance, Games, Gymnastics, Outdoor Adventurous Activities (OAA) and Swimming. By working on the key aspects, we aim to develop the skills which the children will require through the upcoming stages of their lives. Children are also offered the opportunity to participate in physical activity and school sport through extracurricular activities and competitions. All children participate in two hours of PE sessions each week which is a statutory requirement announced by the Department for Education. Each year group undertake different sports activities half termly throughout the academic year.

### **PE is developed in four main ways:**

#### Physical

- Teaching children the fundamental skills for physical literacy
- Expanding upon fundamental skills to **develop competence to excel in a broad range of physical activities.**
- Allowing opportunities for success as children move through the stepping stones of each skill
- Encourage children to be **physically active for a sustained period of time.**

#### Intellectual

- Follow expectation in regards to safe participation within PE and School sport
  - Participation and correct kit (White T-Shirt, black tracksuit bottoms/shorts, trainers / plimsolls) will be closely monitored and followed up accordingly.
  - Hair must be tied up if deemed to be a hazard or obstruction to their view; all jewellery must be removed including earring. Using plasters / tape to cover is not acceptable; headwear must be removed if there is a risk of being caught, tugged or falling off.
- Making children aware of how their body functions and how exercise can have a positive impact in order to **lead a healthy and active lifestyle** (both as a child and through their lives).
- Empowering children to have the confidence to take calculated risks in order to achieve maximum potential
- Providing children, the opportunities to be honest and to act with integrity
- Developing key terminology relating to Physical education and sport.
- Provide children with the knowledge and understanding to successfully lead part of a session

#### Emotional



## Subject Overview 2020/21 - PE



- Teaching children how to win / lose gracefully
- Developing resilience
- Celebrating success within sport both within and outside of school
- Making children aware of the positive impact exercise has on mental health

### Social

- **Engage in competitive sport and activities** as individuals, classes, year groups, and within inter school festivals and competitions.
- Allowing children to discuss their ideas with others
- Offer extracurricular clubs in a variety of fitness / sporting activities.
- We also give time to children to use Go Noodle and follow Joe Wicks routine to keep them active which increases children's concentration during lessons.

Our PE lessons also support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children and are on display to refer to in the hall where some of the PE lessons are based.

PE can help a child to excel and feel confident when using skills in and outside of school. They then can apply the same knowledge and skills to other areas of the curriculum as well on a daily basis. (*Links with express and excel yourself*). They can share their knowledge with others and help them build their confidence using the same skills. (*Links with engage with others*).

Children attend competitions outside of school which link to all of the 5 E's, they take part in sports activities such as: Dodgeball, Football, Archery, indoor rowing and Futsal. These opportunities allow all of the children to excel by beating their personal targets, challenging themselves (*links with express yourself*), working with others, (*Links with engage with others*) and take part in new activities which links to *embrace yourself as well as explore the world*.



## Whole School Overview

The children will take part in a range of sports over the year with a different sport each half term. Each year group will take part in two hours of Physical activity each week. Overview of activities presented below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<b>Invasion games</b> (Handball)	<b>Dance</b>	<b>Gym</b>	<b>Invasion games</b> (Football)	<b>Athletics</b>	<b>Net/wall games –Tennis</b>
	<b>OAA (Outdoor Adventurous Activities)</b>	<b>Invasion games</b> (TBC - awaiting Y2 catch up plan)	<b>Invasion games</b> (Basketball)	<b>Invasion games</b> (Netball)	<b>Athletics</b>	<b>Striking/fielding</b> (cricket)
<b>Year 4</b>	<b>Invasion games</b> – (Basketball)	<b>Dance</b>	<b>Gym</b> (See catch up plan)	<b>Invasion games</b> (football)	<b>Athletics</b>	<b>Striking/fielding</b> (Golf)
	<b>OAA (Outdoor Adventurous Activities)</b>	<b>Net/wall games</b> –Badminton	<b>Invasion games</b> (Tag Rugby)	<b>Striking/fielding</b> Cricket	<b>Athletics</b>	Striking/fielding (Rounders)
<b>Year 5</b>	<b>Swimming (when swimming lessons are not taking place – Invasion Games (Hockey))</b>					
	<b>OAA (Outdoor Adventurous Activities)</b>	<b>Dance</b>	<b>Gym</b>	<b>Net/wall games</b> Dodgeball	<b>Athletics</b>	<b>Striking/fielding</b> (cricket)
<b>Year 6</b>	<b>Swimming (when swimming lessons are not taking place – Net and wall (Badminton))</b>					
	<b>OAA (Outdoor Adventurous Activities)</b>	<b>Dance</b>	<b>Gym</b>	<b>Invasion games</b> (football)	<b>Athletics</b>	<b>Striking/fielding</b> (Rounders)





## **SMSC (Spiritual, Moral, Social, Cultural) development.**

**There are a variety of ways that Alexandra Junior School's PE provision can contribute to SMSC.  
For example, teachers may choose to promote the following:**

### **Spiritual Development in Physical Education**

During the range of activities that students can participate and can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.

### **Examples of Spiritual lessons in Physical Education:**

- Explore, creativity through producing Dance and Gymnastic routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Displaying emotions through their Dance and Gymnastics routines
- Using discovery style to allow students to have their own thoughts, ideas and concerns
- Questioning students throughout lessons – WHY, WHAT, WHERE and HOW
- Units of work focusing on Team building – Motivation, determination and character building

### **Moral Development in Physical Education**

PE in general teaches students about code of conduct including the following:

- etiquette,
- handshake before and after matches,
- applauding the opposition,
- fair play,
- unwritten rules
- sportsmanship.



Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

The concepts of self-discipline to excel are essential. Students should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

### **Examples of Moral lessons in Physical Education:**

- Moral dilemmas.
- Promote fair play and team work in lessons
- Encourage good sportsmanship throughout
- Respect with equipment both when using it and when storing it
- Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.
- Respect for their facilities and the environment they are active in
- Listening to teacher and peer feedback on particular sporting skills
- Promote trust with peers through team building activities
- Using students as sports leaders/ambassadors
- Sports Relief

### **Social Development in Physical Education**

- Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.
- The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- An interest in and understanding of, the way communities and societies function at a variety of levels.
- Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

### **Examples of Social lessons in Physical Education:**

- Creating a sense of community in lessons and clubs
- Interact with the community and primary schools through coaching
- Encourage students to recognise and respect social differences and similarities



- Celebrate sporting success both in and out of school
- Use of sports leaders running clubs and activities
- Encouraging the attendance to extracurricular activities
- Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.

### **Cultural Development in Physical Education**

- Teachers can encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

#### **Examples of Cultural lessons in Physical Education:**

- Learning about the developments of sports in different countries
- Learning where different sports originate from and what the national sports of different countries are
- World Cups and Olympic games
- Exploring and respect a variety of different cultural dances
- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment



Subject Overview 2020/21 - PE

British values

British Values	School and Physical Education can provide	Possible Evidence	Individual Liberty		
<b>Democracy</b>	<ul style="list-style-type: none"> <li>A code of conduct for the school that permeates all subjects, including PE.</li> <li>Pupils are taught about the need for different roles and different responsibilities, including team work and decision making.</li> <li>A pupil voice for PE &amp; School Sport (e.g. re curriculum, extra-curricular activities, kit).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils know how to behave in PE in a way that is acceptable socially.</li> <li>Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.</li> <li>Pupils can work individually and in teams and make informed choices.</li> <li>Pupils are fully engaged in all lessons</li> <li>The extra-curricular programme is inclusive and activities are well attended.</li> </ul>		<ul style="list-style-type: none"> <li>PE recognises individual differences.</li> <li>There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.</li> <li>Pupils are taught safely and about safety.</li> <li>There is a buddy and mentoring system in PE.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils respect individual differences and are confident to express their opinions and respect others' views.</li> <li>Pupils are able to make judgements about their own and others' performances.</li> <li>Pupils feel safe in curricular and extra-curricular activities and during off site visits.</li> <li>Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together.</li> </ul>
<b>The Rule of Law</b>	<ul style="list-style-type: none"> <li>Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities.</li> <li>Pupils learn to work individually and in groups.</li> <li>An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship.</li> <li>Competition against oneself is encouraged in addition to competition against others.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can play within the rules in any activity.</li> <li>Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create.</li> <li>Pupils adhere to and understand the rules of safety.</li> <li>All pupils can solve problems on their own or with others.</li> <li>Pupils demonstrate good social skills.</li> <li>Pupils know and adhere to the rules and social etiquettes related to any type of competition.</li> </ul>	<b>Mutual Respect and Tolerance</b>	<ul style="list-style-type: none"> <li>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities.</li> <li>The culture in PE respects cultural differences.</li> <li>Pupils are taught about the environment and different activity contexts.</li> <li>There are appropriate rewards and sanctions in PE for inappropriate behaviour.</li> <li>The school engages in competition and encourages competition within and across the community.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities.</li> <li>Pupils avoid stereotyping groups.</li> <li>Pupils can articulate their own beliefs.</li> <li>Pupils respect PE equipment and school buildings/facilities.</li> <li>Pupils respect the countryside and venues during off site visits.</li> <li>Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions.</li> <li>All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.</li> </ul>

For further information please refer to British Values Impact Report

### Structure of PE lessons:

#### PE lessons are structured to meet the needs of all children through the following:

- All lessons start with a warm up followed by a re-cap of previous lesson.
- Children understand why a warm up is important and how/why it changes our breathing and heart rate.
- Key words are repeated to build on vocabulary and meanings, the children then link the activities and skills to these words.
- Small steps are taken during lessons to show progression and build-up of skills to get to the outcome.
- Children have the opportunity to work in pairs/ small groups during lessons which helps to build on their social and emotional skills.
- All children are encouraged to work with different children from their class each lesson (Unless performing a routine, they stay in the same group).
- SMSC and British values are presented through activities during the lessons which are related to explicitly during the sessions.
- Children are given opportunities to self-assess- making activities easier/harder for themselves. They are given opportunities to express themselves, set personal goals, communicate and collaborate with others.
- During lessons there are mini-plenaries and occasions to share their learning through performing.
- Each lesson end with a cool down which is discussed with the children to understand why it is important to do so.

### Differentiation/ SEND

Differentiation is planned in during lessons through the use of STEP, which stands for the following:





**Differentiation can be applied through the following:**

- **Outcome-** All students participate in the same activities with the teacher expecting a range of different results from the students.
- **Task-** Planning different tasks or versions of the same task for individuals or groups within the class.
- **Role-** Assigning different positions or responsibilities to students depending upon their abilities. These include designating leadership responsibilities or even positions within a sport.
- **Teaching style-** We utilise different teaching approaches that best suit the student's ability or the activity.
- **Response-** Students are encouraged to demonstrate their understanding in a variety of ways, such as speaking or writing, physically demonstrating a skill whether on their own or a part of a group.
- **Interaction-** Tasks are selected with different focuses such as competitive, co-operative or individual in accordance with student's emotional needs.

**Other ways include:**

- Modelling of vocabulary that is clear to all children and visual representations are used alongside so that children can see the relationship between the two.
- Allowing children to work at their own pace.
- Clubs and sporting events aimed for Pupil premium and SEND children.
- Out of school competitions arranged especially for Pupil premium and SEND children.
- Use of questioning through identifying different abilities of children.
- Allowing children to work in mixed ability groups to learn from their peers.
- Peer mentoring- children mentoring each other to encourage each other to do well during lessons/ sports events.
- Allowing children to make decisions independently to reduce or increase challenge.



## Subject Overview 2020/21 - PE

### Assessment and tracking pupil progress

To support the tracking of pupil progress there are assessment grids to use. The teachers use the descriptors to recognise whether a child is emerging, expected or exceeding national expectations, as well as assess formatively every week. Please see sample below:



### year 3 handball // unit assessment

intent, implementation, impact

Impact Phase				
Skills that pupils should have learnt & applied throughout the Unit	Excelling	Achieving	Under-achieving	Notes
Use a range of skills to keep possession of the ball.				Individual pupil concerns, identified low motor functions, more differentiation required, etc.
Keep the ball under control, passing and receiving with increasing accuracy.				
Choose space/ positions where you can receive a pass or to support a teammate.				
Take up space/positions to make it difficult for your opponents.				
Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult.				
Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.				

Evaluating and Progressing		
Mostly Excelling	Mostly Achieving	Mostly Underachieving
Great! Now challenge pupils to apply the skills learned in other sports such as Basketball, Football, Rugby, Netball, Hockey.	Consider a similar sport for your next Unit so pupils can practice the skills they have learned so far. Sports such as Netball, Football and Hockey.	Consider a similar sport for your next Unit, such as Basketball or Netball, or start this Unit again breaking each plan down with more differentiation.



## Subject Overview 2020/21 - PE



The descriptors above have different strands relating to the range of skills developed throughout the year. The teachers can use this to help inform their planning.

### **Trips and Visitors**

Throughout the year there are a range of sporting events and opportunities for children to enhance their skills. Children are exposed to various events/trips and visits to support their development and learning. We also invite in outside speakers relating to sports for all children meet and be aspirational in life. In order to promote this, we invite in an athlete who shares their experiences to motivate the children. The athlete explains how important it is to have a healthy lifestyle and diet in order to be successful, they also provide training opportunities with themselves to give the children an insight to their routine.

**Here are examples of sporting events children take part in:**





<b><u>Year group:</u></b>	<b><u>Events:</u></b>
<b>3</b>	<ul style="list-style-type: none"><li>• Dodgeball</li><li>• Football festival</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• Dodgeball</li><li>• Football festival</li></ul>
<b>5</b>	<ul style="list-style-type: none"><li>• Mixed team football</li><li>• Archery</li><li>• Futsal</li><li>• Change 4 life</li></ul>
<b>6</b>	<ul style="list-style-type: none"><li>• Mixed team football</li><li>• Archery</li><li>• Futsal</li><li>• Indoor Rowing</li><li>• Football league</li><li>• Change 4 life</li></ul>
<b>Whole School</b>	<ul style="list-style-type: none"><li>• Dance show – performance at Victoria Hall</li><li>• Athlete visit</li><li>• Sports day</li></ul>

**Extra-curricular activities:**

We provide extended provision for children with after school clubs which vary each term, including the following with a sports focus: Football Club, Badminton, Table tennis, Dance, Dodgeball, Basketball, Table tennis, Martial arts, Futsal, Rounders, Futsal, Cricket etc

**Progression**



## Subject Overview 2020/21 - PE



All staff have access to skills progression grids to help them plan and show clear progression during lessons. These are separated into strands and levels of skills. Staff can use this to help inform their planning as well as their assessment judgements.

**Here is an example of a progression of skills grid:**



## Subject Overview 2020/21 - PE

Year 6									
Year 5									
Year 4									
Year 3									
	Strand	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
<b>Games (Net &amp; Wall)</b>		Play simple games with support to keep score and follow game rules.	Throw and catch with control when under limited pressure to keep possession and score goals.	Recognise good performances in themselves and others and use what they have learned to improve their own work.	Identify that playing extended games improves their stamina.	<ul style="list-style-type: none"> <li>Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple rules fairly and extend them to devise their own games</li> </ul>	<ul style="list-style-type: none"> <li>Know and describe the effects of different exercise activities on the body and how to improve stamina.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the importance of warming up.</li> </ul>
		Show increasing control over an object when pushing, patting, throwing, catching or kicking.	Change pace, length and direction to outwit their opponent	Choose and use a range of ball skills with a good degree of accuracy.	Use a variety of techniques and tactics to attack, keep possession and score.	Appreciate that rules need to be consistent and fair.	Use knowledge to create rules and teach them to others.	Understand how strength, stamina and speed can be improved by playing games	Identify good performances and suggest ideas for practices that will improve their play.
		Experiment with different ways of moving.	Use a small range of sending, receiving and travelling techniques in games, with varied control.	Develop a broad range of techniques and skills for attacking and defending	Use the skills with consistency, accuracy, confidence and control.	Know the basic strategic and tactical principles of various games.	Apply the basic strategic and tactical principles of a various games and adapt them to different situations.	Understand why exercise is good for their fitness, health and wellbeing .	With help, devise warm up and cool down activities and justify their choices.
		Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles.	Perform skills with greater speed.	Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.	Understand and choose a range of tactics and strategies for defence and attack.	Understand, choose and apply a range of tactics and strategies for defence and attack.	Know the importance and types of fitness.	Know how playing games contributes to a healthy lifestyle.	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.



### Learning Recovery

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.