



Curriculum Intent

Physical Education

Principles

Physical Education is an integral part of our curriculum and enjoyment of physical activity is a highly valued part of every school day. Our children are physically active through playtimes, lunchtimes and PE lessons, as well as additional physical and extra-curricular activities. We promote the importance of physical activity as part of a healthy lifestyle. Children develop fundamental skills which give them the building blocks to become competent and confident in a range of physical activities. As well as learning fundamental movement skills, the children enjoy competing independently and as part of a team, learning the values associated with sporting behaviour and a sense of fair play. We provide the foundation for children's ability to access, succeed and excel in physically demanding and sporting activities in their future school and adult lives.

By the time children leave Loughton Manor First School at the age of seven, they will be able to

- Move confidently in a range of ways - run, jump, skip, hop, leap, gallop, dodge
- Send, receive and control an object (such as a medium sized ball)
- Begin to apply these skills in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Enjoy performing dances using simple movement patterns
- Be confident to express themselves through creative movement

Progression in Physical Education

		FS	Year 1	Year 2
Key vocab PE		Space, stretch, move, safely, direction, run, jump, hop, leap, gallop, march, skip, faster, slower, higher, lower, control, stop, land, heart, exercise, balance, shape, roll, straight shape, star shape, tuck shape, pike shape, straddle shape, rock, egg roll, log roll, straight jump, star jump, back balance, stork balance, tuck balance, arch hold (superman), large, small, link.		
Key vocab Dance		<ul style="list-style-type: none"> • words to describe travel and stillness, e.g. gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue • words to describe direction, e.g. forwards, backwards, sideways • words to describe space, e.g. near, far, in and out, on the spot, own • beginning, middle, end • words to describe moods and feelings (expressive qualities), eg jolly, stormy • words to describe the nature of movement (dynamic qualities), eg fast, strong, gentle words to describe body actions and body parts • stimulus (the starting point for dance) • words to describe levels, e.g. high, medium, low • words to describe directions • words to describe pathways, e.g. curved, zigzag • words to describe moods, ideas and feelings, e.g. happy, angry, calm, excited, sad, lonely • tired, hot, sweaty, heart rate • warm up, cool down 		
		FS	Year 1	Year 2

<p>Movement</p>		<p>Go from moving to being still with control. Run in different directions with control. Jump forwards 2 feet to 2 feet. Hop on either foot with control. Gallop using preferred leg. Skip with control (no rope).</p>	<p>Run and change direction quickly and with control, varying speed. Move with control at speed. Hop, gallop and skip in different directions with rhythm and control. Jump with control over a moving rope. Land with control when jumping forward for distance.</p>	<p>Demonstrate controlled change of speed when running. Change direction at speed with control. Run quickly towards a target. Hop in different directions with control. Gallop at speed, changing direction and with control. Jump for distance with control. Skip with a rope. Gain power to increase height when jumping. Make simple decisions about when and where to run.</p>
<p>Using skills, techniques</p>		<p>Retrieve a beanbag using hands. Gain height when jumping. Move with a beanbag in different ways. Roll a ball towards targets. Stop a ball with hand. Throw a small ball underarm to a target. Catch a ball with 2 hands. Strike a ball along the floor using hand, then towards a target. Perform 5 basic gymnastic shapes with control. Hold large and small shapes whilst balancing. Demonstrate a safe landing (chair) from a jump. Perform a straight jump with control from a bench. Travel sideways using a roll. Transfer weight from hands to feet (bunny hop). Link 2 skills on the floor and then floor and apparatus.</p>	<p>Jump for distance with control. Gain power and jump for height. Retrieve an object using hands. Stop a moving ball along the floor. Move whilst controlling a ball. Roll a ball towards a progressively smaller target. Throw a ball underarm to hit a progressively smaller target. Move into position to catch a ball with 2 hands. Strike a ball along the floor using hand with control. Strike a ball along the floor towards a 5-10m target. Perform core exercises with control. Perform 8 basic shapes with control. Be still whilst holding balances on different parts of the body. Perform 2 jumps with control. Develop skills for a forward roll. Transfer weight from hands to feet using bench. Perform and link 3 different skills.</p>	<p>Perform core exercises with control. Roll and stop a ball with control. Throw underarm with control to a target. Throw a ball underarm to a partner. Catch a ball with 2 hands from a short distance. Move in a variety of ways whilst controlling the ball. Perform rolling and gathering skills with control. Strike a ball with hand to a partner. Hit a ball using a bat/racket. Move a ball with hands on the move. Pass the ball with 2 hands to a partner. Control a moving ball with dominant foot. Move a ball towards a target with control. Control the rugby ball with 2 hands. Throw objects using different styles to gain distance. Score accurately. Link 4 shapes smoothly. Link 3 balances smoothly. Jump for height and perform a shape in the air. Perform a tuck jump with control.</p>

			<p>Demonstrate a gym sequence using 2-3 skills on floor and apparatus. Slide a beanbag towards a target. Dribble a ball with control using dominant hand. Throw accurately underarm towards a target. Catch a ball with 2 hands consistently from a close distance. Control a moving ball with dominant foot. Move a ball towards a target with control using dominant foot. Jump over a small hurdle side to side and when running. Throw a variety of objects forward for distance.</p>	<p>Perform rolls that move in a circular motion. Perform a combination of jumps with control. Demonstrate different ways of leaving the floor to gain height. Transfer weight from hands to feet using the bench. Create a sequence on low apparatus using 4 different skills. Create a sequence on high apparatus using 4 different skills.</p>
Dance		<p>Move freely to music. Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli. Copy, watch and describe dance movement. Perform movement phrases using a range of body actions and body parts. Compose and link movement phrases to make simple dances with clear beginnings, middles and ends. Move confidently and safely in their own and general space, using changes of speed, level and direction.</p>	<p>Perform body actions with control and coordination. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling Link actions; remember and repeat dance phrases. Perform short dances, showing an understanding of expressive qualities. Describe the mood, feelings and expressive qualities of dance. Describe how dancing affects their body. Know why it is important to be active. Suggest ways they could improve their work.</p>
Cooperation		<p>Take turns with a partner, sharing equipment. Follow and copy a partners actions. Work cooperatively with a partner to keep score.</p>	<p>Copy and refine a partner's moves. Work together to score points and keep score.</p>	<p>Copy and refine a partner's moves. Work as part of a small group to play a game. Develop a game that improves a skill. Work with a partner to follow rules and score points.</p>

Health and fitness		<p>Understand what PE is and why we do it. Keep moving continuously for 3 minutes Perform exercises safely and with control. Use apparatus safely.</p>	<p>To know what the heart does and what exercises help it. Keep moving for 5 minutes.</p>	<p>To know what the heart does and what exercises help it. Keep moving for 5 minutes.</p>

Implementation

Key implementation principles are:

- Twice weekly PE lessons for Yr 1, Yr 2.
- Once weekly PE lessons for FS2.
- Introduction to formal PE lessons for FS1 towards the end of the year.
- Daily wake up shake up for FS2, 4 times a week for Y2.
- Active play opportunities for all pupils at playtime and lunchtime, with modelling and encouragement from MMSs, one of whom is dedicated to active play.
- Dance performances: as part of Nativities FS1 and FS2; End of term performances, Spring (Yr 1), Summer (Yr 2).

Health & Safety

Our PE policy has detailed information about health and safety considerations and our PE lesson plans include reminders for teachers about ensuring health and safety comes first.

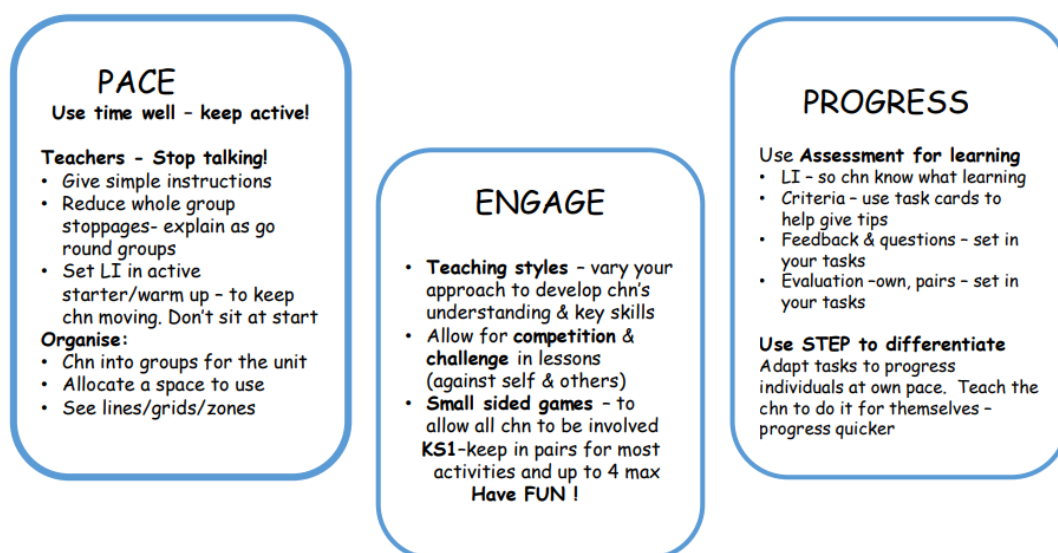
Structure of lessons

Lessons usually comprise of a **ready, get set, go** structure, followed by a cool down.

- **Ready** - an active starter/warm-up where the LI is set and teachers question children about the benefits and effects of exercise on their body.
- **Get set** – teach and develop understanding of skill and guided discovery.
- **Go** – children follow instructions to practise/demonstrate/develop the skill through an activity or game.
- **Cool down** – reduce heart rate and reflect on learning.

Pedagogy

Teachers use the MKSSP's plans for most units and we follow the teaching pedagogy they recommend.



Differentiation and Inclusion

Our lesson plans include suggestions for differentiation, based on the **STEP** model. Some examples are -

Space – more space gives more reaction time, less space demands higher skill. Zoned playing areas, Smaller/larger target areas.

Task – Easier – simplify the rules, harder – introduce more rules/conditions.

Equipment – Change the space in the playing area between cones, Use different size landing targets.

People - Working independently, in pairs, in groups, in teams. Use a partner to move around.

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Note about fitness based activities – when teaching focuses on fitness teachers will take into consideration children's current fitness levels. Improving fitness levels is personal so children need to set individual, personal challenges and targets. Teachers will model how to decrease or increase the number of repetitions or time on each activity to suit fitness levels.

Assessment

Assessment in PE is almost all via observation, either by the teacher leading, or by a supporting teaching assistant. Often this will include photos and video so the teacher can focus on observation and assessment of all children after the lesson. It is these observations that will inform differentiation.

Our lesson plans incorporate assess for learning strategies within them, enabling children to progress at a quicker rate. This is achieved by the following process

- 1) Set/share specific learning intentions (within On Your Marks section)
- 2) Criteria – share steps/tips needed to achieve LI
- 3) Feedback- regularly given against criteria
- 4) Evaluation – peer and later self.

Teachers have resource cards to enhance their subject knowledge to help AfL.

There are key outcomes for each year group upon which observations are built, in the form of the following 'I am a (age group) pupil and I can...' statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or who are clearly exceeding. There is also an optional additional summative assessment sheet for each unit of work.



FS2 Assessment – Outcome Statements for PE

FS2 Class _____

Transfer information for Yr 1 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Foundation Stage 2 child, I can...

(Teachers to use Progression in PE guidelines from Curriculum Intent to support judgement)

- negotiate space and obstacles safely with consideration for themselves and others
- demonstrate strength, balance and coordination when playing
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

(Physical Development ELG: Gross Motor Skills)

Emerging (names and comments)

Year 1 Assessment – Outcome Statements for PE

Yr 1 Class _____

Transfer information for Yr 2 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 1 child. I can...

- Perform a variety of movement skills with control and show a change of speed.
- kip with a rope.
- begin to show good techniques and coordination in movements.
- Maintain exercise for 4 minutes.
- Show control when travelling and balancing, choose and link 'like' actions; remember, describe and repeat these actions. To find and use space safely, with an awareness of others.
- To identify and copy the basic skills & use vocab: rolling, travelling, balancing & climbing.
- Use basic underarm, rolling and hitting skills; sometimes use overarm skills.
- Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency.
- Often catch a beanbag and a medium-sized ball.
- Track balls and other equipment sent to them, moving in line with the ball to collect it.
- Choose different ways of hitting, throwing, striking or kicking the ball.
- Decide where to stand to make it difficult for their opponent
- Run safely and with a change of speed.
- Jump into a space landing safely & show how to combine jumps.
- Throw a variety of objects with an underarm throw towards a target & begin to throw overarm.
- Describe what myself and others are doing.
- Describe how my body feels during physical activity.
- Explore movement ideas and respond imaginatively to a range of stimuli.
- Copy, watch and describe dance movement.
- Perform movement phrases using a range of body actions and body parts.
- Compose and link movement phrases to make simple dances with clear beginnings, middles and ends.
- Move confidently and safely in their own and general space, using changes of speed, level and direction.

Emerging (names and comments)

Exceeding (names and comments)



Year 2 Assessment – Outcome Statements for PE

Year 2 Class _____ Transfer information to KS2

Number of SEN _____
Number of EAL _____
Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations (Put in brackets if they are SEN/EAL/PP).

I am a Year 2 child. I can...

- Perform many movement skills in combination with good rhythm and control.
- Skip whilst moving with a rope.
- Perform basic skills of rolling, striking and throwing with more confidence
- Apply these skills in a variety of simple games.
- Make choices about appropriate targets, space and equipment.
- Use a variety of simple tactics.
- Describe how their bodies work and feel when playing games
- Work well with a partner and in a small group to improve their skills
- Show awareness of opponents and team-mates when playing games.
- Plan and repeat simple sequences showing coordination & control.
- Describe and improve others actions.
- Run at different speeds.
- Take part in a relay with guidance.
- Jump in to and out of areas safely.
- Throw a variety of objects with different techniques.
- Perform body actions with control and coordination.
- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling
- Link actions; remember and repeat dance phrases.
- Perform short dances, showing an understanding of expressive qualities.
- Describe the mood, feelings and expressive qualities of dance.
- Describe how dancing affects their body.
- Know why it is important to be active.

Emerging (names and comments)

Exceeding (names and comments)