



Physical Education

Intent

Physical Education

Why is PE important at Abbots Green?

At Abbots Green, we truly believe in ensuring our children grow as individuals. This is at the heart of our school rainbow values which filter through our PE lessons. Children learn to become resilient, ambitious, and brave learners as they develop their knowledge and skills in PE.

We strive to create a culture which aims to inspire an active generation who enjoy physical activity, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development, along with mental well-being.

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At Abbots Green we offer a varied program of activity to ensure that all children progress physically, through an engaging PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely, yet imaginatively, to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and, through sport, increase their self-esteem. We aspire for children to adopt a positive mindset and believe that anything can be achieved with determination and resilience.

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National Curriculum Aims for PE:

The national curriculum for physical education aims to ensure that all pupils: ?

- develop competence to excel in a broad range of physical activities ?
- are physically active for sustained periods of time ?
- engage in competitive sports and activities ?
- lead healthy, active lives.

In Key Stage 1 pupils should be taught to: ?

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending ?
- perform dances using simple movement patterns.

In Key Stage 2 pupils should be taught to: ?

- use running, jumping, throwing and catching in isolation and in combination ?
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ?
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ?
- perform dances using a range of movement patterns ?
- take part in outdoor and adventurous activity challenges both individually and within a team ?
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Early Years

In the Early Years, children are encouraged to be active and develop their fine and gross motor skills. PE lessons and outdoor learning during continuous provision provide planned opportunities to develop their basic skills. These are the building blocks for their later skills development in PE.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.



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The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught about fair play and good sporting behaviour as individual participants and team members. Life-long values such as co-operation and collaboration are embedded. Alongside PSHE and Science, PE teaches children about the importance of healthy living and learning about the need for good nutrition. At Abbots Green we aim for children to develop the necessary knowledge and skills which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being.

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Physical Education Implementation

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At Abbots Green, we ensure children's physical skills develop as well as their understanding by using a progression of skills 'milestones' grid. The progression of skills grid details how children can develop in each area (games, gymnastics, dance, swimming, athletics & outdoor adventurous activities) throughout their PE journey. The grid enables children to build upon a prior skill and improve it, whilst developing a new skill. The example below shows the Games milestones.

IMPLEMENTATION

Games			
	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.

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At Abbots Green, our PE curriculum is varied and a whole school scheme of work ensures that we not only meet the requirements of the National Curriculum but provide a clear progression of skills throughout a child's journey through the school. All pupils receive at least two hours of high quality PE per week, including a weekly PE lesson with their class teacher and one with a qualified coach. Children develop skills to enable them to take part in a range of invasion, striking & fielding and net & wall games. We promote imagination and creativity in gymnastics and dance. The children also learn athletics skills and take part in outdoor adventurous activities (OAA). We provide the opportunity for children to learn how to stay safe by providing swimming lessons in KS2 ensuring that children are confident in the water, know how to keep safe and meet the National Curriculum requirements of swimming 25m by the end of Year 6.

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There are year group specific booklets containing lessons for all areas of the PE curriculum. Each unit of 6 lessons has a clear overview and a Core task/s to aim for. The example below shows a Y2 gymnastics unit.

IMPLEMENTATION

Area of activity: Gymnastics	Unit title: Points of Contact	Venue: Hall	Further support: BG Core Proficiency Resource Pack (Work Cards 9 – 12, 18 – 22). BG Key Steps Gymnastics Resource Pack. TOPs cards – Steady as a Rock, Hold and Control, Knowledge and Understanding of Fitness and Health at KS1.
Key stage: One	Curriculum objectives: <ul style="list-style-type: none"> Develop fundamental movement skills. Extend agility, balance and co-ordination. Engage in co-operative physical activities. 	Key concepts: Positions of stillness on varying numbers of contact points and body parts. Transfer of weight e.g. from one position of stillness to another. Short movement phrases – linking positions of stillness to other actions.	
Year group: Two			
Resources: Beanbags (1 per child) Floor mats as necessary	Links to other topics: Health and Fitness – how the body feels before, during and after exercise. Science/Maths – recognising points of contact on e.g. furniture, buildings etc.	Core task: Choose at least 2 clear positions of stillness and combine them with other actions to create a short sequence of 3 – 4 actions. Make sure you show different points of contact in your chosen positions of stillness.	

	Lesson 1	Lesson 2	Lesson 3
Lesson outline	Positions of stillness on different numbers of contact points.	Positions of stillness on single points of contact using different body parts.	Transferring weight from one position of stillness to another.
Learning outcome	To perform a position of stillness with 2 or more contact points showing control.	To perform a position of stillness on a single contact point showing control.	To transfer weight from one position of stillness to another position of stillness showing control.

	Lesson 4	Lesson 5	Lesson 6
Lesson outline	Smoothly linking positions of stillness to other actions.	Create movement phrases linking positions of stillness to other actions.	Remember, improve and perform movement phrases from last week.
Learning outcome	To link one position of stillness to one other action smoothly.	To create, remember and repeat a movement phrase combining 2 varying positions of stillness with at least one other action.	To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action.

Physical Education

The lessons planned are full of content, providing high quality activities and a fast pace for learning. Teaching and safety notes are provided, as well as expectations and extension activities. Focused vocabulary for each lesson ensures that PE adds to our whole school vocabulary rich curriculum.

Key vocabulary: Positions of stillness, points of contact, body parts, control, hold, freeze, tuck, pike, v-sit, front support, side support, back support, crouch, side knee balance, shoulder stand, focus, stretch, squeeze, tight, perform, identify, describe, improve, space, safety.

Lesson No: 1		Expectations	
Learning objectives • To perform a position of stillness with 2 or more contact points showing control.		Below – Perform a basic position of stillness on 2+ contact points with some control. Met – Perform and hold a basic position of stillness on 2+ contact points for 3 counts. Above – Perform and hold a more complex position of stillness on 2+ contact points for 3 counts.	
Core task Choose at least 2 clear positions of stillness and combine them with other actions to create a short sequence of 3 – 4 actions. Make sure you show different points of contact in your chosen positions of stillness.			
Learning activities/organisation		Teaching points	Safety Consideration
<ul style="list-style-type: none"> Lesson introduction – unit theme and learning objectives. In individual spaces, pupils jog on the spot. On the teacher's command "freeze" they stop and hold themselves still. Progress the activity to pupils walking or jogging around the space between "freeze" commands. Whole class discussion: Q – When you stop in the "freeze" position, how many body parts do you have in contact with the floor? A – Two (feet). 		<p>On the teacher command "freeze", imagine you are a statue unable to move.</p> <p>Keep your heads up so you can see others and move towards the spaces.</p>	<p>Are pupils spaced safely within the hall space?</p> <p>Are the beanbags kept tidy between activities?</p> <p>Are pupils selecting sensible and safe points of contact when exploring their own ideas?</p>

Extension activity, if time:

Show your position of stillness to a partner. Can they balance a beanbag on your head or on another relevant body part to test your control? Can you keep the beanbag balanced for 3 counts?

Physical Education

Long term plan

The units are planned into a whole school long term plan, which staff follow for their year group..

PE Long Term Plan 2021-22 ONLY

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics- Jumping Jacks	Dance- Moving words	Gymnastics- Part 2- Rock and Roll	Dance- Part 2- Weather	Teacher to plan unit based on needs of children	Teacher to plan unit based on needs of children
Outdoor	Fundamentals unit 1		Fundamentals unit 2		Team Building/Sports day prep (OAA/Athletics)	
Commando Joe	Traditional Tale 'Once upon a time'		Pocahontas 'Troubles in the tribe'		Steve Backshall 'A Walk on the Wildside'	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics- Part 2- Rock and Roll (YEAR 1)	Dance- Great Fire of London	Gymnastics- Points of Contact	Dance- Part 2- Weather (YEAR 1)	Gymnastics- Part 2- Ball Tall and Wall	Dance- Part 2- Magical friendships
Outdoor	Fundamentals unit 1		Fundamentals unit 2		OAA- Trails, Trust and Teamwork	Sports Day Prep
Commando Joe	Samuel Pepys 'London's Burning'		The Queen 'Longest Reign'		Lion and me 'Circle of Life'	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics- Part 2- Ball Tall and Wall (YEAR 2)	Dance- Solar system	Gymnastics- Patterns and Pathways	Fitness- Box2Bfit	Gymnastics – Hand Apparatus	Dance – Machines
Outdoor	Ball Handling Skills Ending with Y3 competition/tournament		Striking and Fielding Ending with Y3 competition/tournament		Athletics- Challenges Sports Day	
Commando Joe	Ernest Shackleton 'Endurance'		Nellie Bly 'Around the World in 72 Days'		Ed Stafford 'Walking the Amazon'	

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In addition to the curriculum, children's experiences of teamwork and resilience are further developed through our whole school engagement in Commando Joe, with Years 1-6 completing at least 1 mission per half term. In addition to this, all children participate in the 'Daily Mile' to help meet the government target of all children being physically active for 60 minutes per day.



Physical Education

Inter and intra sports competitions are a strength of the school and we are always keen to take part in competitions organised by our local SGO, as well as organising our own sporting fixtures with local schools **and** within year groups. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active. We have an inclusive approach and value the importance of physical and mental well-being.

IMPLEMENTATION



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Children are given the opportunity to further their skills at after school sports clubs including netball, tennis and multi sports. We have club links within the community and endeavour to provide a broad range of activities based on children's interests and new initiatives.



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To develop leadership and communication skills, children in Years 5/6 can apply to become a Sports Leader which is a responsible role in encouraging younger children to learn how to play collaborative games, respect rules and be as active as possible during playtimes. Children selected are trained by staff and are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

IMPLEMENTATION





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Impact

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IMPACT

The impact of our curriculum is measured by ongoing assessment of the acquisition of skills and knowledge. Individuals are challenged or supported as a result of this. Peer and self-assessment are used and children become skilled in reflecting on their learning and performance. Questioning is another way in which the impact of teaching and learning is measured. This is used during PE sessions to reinforce learning and specific vocabulary. We have begun to introduce assessment records for each class, which focus on skills (as below). Teachers will be periodically observed, given feedback and offered development/support to ensure maximum impact and progression from each PE lesson.

Area of PE	Vocabulary	Skills				
Games	run, jump, hop, skip, roll, dribble, throw, aim, catch, distance, strike, bounce, trap, kick, space, control	I can stop/catch/strike a ball with control and accuracy.	I can pass a ball to someone else.	I can receive a ball when moving.	I can take part in conditioned games with opponents.	I understand about exercise, being safe and the short term effects of exercise.
Gymnastics	jump, leap, hop, take off, landing position, balance, swing, stretch, link, copy, space, 3 main shapes (straight, star, tuck)	I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination.	I can select and link basic gymnastics actions into fluent short movement phrases.	I can identify and describe the difference between my own and others' work.	I can handle large apparatus safely.	I can explain the need for a warm up and cool down, recognising what is happening to my body during exercise.
Dance	link, copy, time, space, speed, turn, twist, explode, improve	I can perform with control and co-ordination.	I can respond imaginatively to a variety of stimuli.	I can vary the dynamics, levels, speed and direction of my phrase/motif.	I can discuss my own and others' work with simple vocabulary.	I understand the need for a warm up and cool down.

Physical Education

Pupil voice

A summary from the recent pupil voice survey showed:

During PE children enjoyed – team games, activities where we all join in at once, fun stuff, lots of different activities in 1 lesson, being active, being outside, practising skills and then using them in a game.

During PE children would like even more -Team games, whole year groups together doing things, mix up the very good people with the not so good.

IMPACT

Children feel safe during PE– adults help us if we're hurt, teachers explain how to be safe and watch us.

Children enjoy Daily mile- daily mile superstars go up the zone board, teachers sometimes join in, it's annoying when some people don't try.

At lunchtimes children enjoy- running, skipping, chasing games, football. They would like- Tennis/balls to use, not football every day, hula hoops, more time on the field, skipping, play with older children.

At after school clubs children would like: new sports, girl's football, basketball, dodgeball, netball, running, golf!

Physical Education

EYFS

IMPACT



Physical Education

KS1

IMPACT



Physical Education

KS2

IMPACT

