

Cavendish Church of England Primary School



Physical Education Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2020
Date to be Reviewed:	Autumn Term 2022

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Vision

Our vision for PE closely connects with our whole school vision; supporting and encouraging the development of creative children who respond to challenges with compassion. We focus on the whole-child in order to ensure children are adequately prepared for the challenges outside the classroom. All children are entitled to have access to quality physical education development opportunities in school, after school and in the wider community.

By engaging in purposeful, high-quality activities, we believe that PE will positively impact on all aspects of children's lives. Children will engage with an active, healthy lifestyle while developing key physical skills. We hope to develop this as a lifelong passion in our children, who develop an understanding of their bodies in order to become physically literate. Physically literate children feel confident and competent in their bodies.

PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Our PE programme offers opportunities for all children to achieve and meet their goals in a safe and supportive environment. They develop a positive attitude to themselves and others.

Implementation

At Cavendish Church of England Primary School every child receives a statutory 2 hours of teaching in physical education each week. Children do this in their mixed year-group classes. Within a two-year rolling programme, units of work have been carefully organised in order to create a progressive journey in an array of different skills. Where units are repeated, teachers will adapt planning to further challenge those children revisiting this learning.

Our PE curriculum is organised in four strands: dance, gymnastics, games and athletics. Within each term children will experience a variety of these strands, in order to develop connections between areas. An additional unit on Tai Chi is implemented at the start of each school year, in order to introduce a sense of well-being and control to every child. Where appropriate, units of work have been coordinated with class's overall topic of learning, in order to bring continuity and depth to learning.

We are incredibly lucky to have three areas for PE: an indoor hall, a tarmacked outside space and a large, grassy field. This means that appropriate space can be given for specific areas of sport and fitness.

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10

All staff work with the Val Sabin scheme of work, which focuses on developing children's physical literacy and understanding of their bodies. These plans are expertly crafted to develop challenges not only within the lesson but across the scheme of work. Each step guides children along the process and allows plenty of opportunity for experimentation and creativity.

In Key Stage 2 children have 1 hour each week with a specialist sports coach who expertly develops their knowledge and skills in competitive and cooperative game play.

For further information on the units covered and the skills taught, see appendix 1 and 2.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

This is provided to children in Year 3 (and in some cases continues in Year 4, 5 and 6, dependent on whether they have achieved the National requirements, therefore booster sessions shall be allocated).

Impact

The assessment of PE is carried out by the teachers responsible for the class, which means a complete and accurate picture can be captured of each child's abilities. Formative assessment is taken during lessons through observations of children working and with discussion. Summative progress is tracked with Target Tracker and standards are highlighted to reveal areas of strength and improvement.

At the start of each half term all children take part in the Bleep Test and their level recorded, in order to show development in stamina across the year.

Assessment is fed back to parents within end of year reports and termly parents' evenings. It is also used to adapt and alter future planning. This may include identifying those children who require additional or alternative support.

We hope that the long-term impact of PE at Cavendish Church of England Primary School will be that children feel confident and comfortable in a healthy and balanced lifestyle. They will embrace physical challenge and approach new tasks with perseverance. Children will get enjoyment from being creative with their bodies.

Enrichment

PE is firmly entrenched in our day to day lives at school. However, many special events allow us to celebrate this subject further.

After school clubs encourage children to continue their healthy lifestyle choices. Some are run by specialist PE coaches and are offered to all children in KS2. A points scheme is offered to reward those children who demonstrate commitment to their hobby. The sports on offer change each term to reflect the interests of the children and include a variety of team and individual activities. Some clubs are run by teachers as well and include yoga, basketball and table tennis, as well as other sports. Before school clubs are offered too.

These include 'Wake & Shake', which is based on dance and Tai Chi, and Prestige Sports club.

The whole-school Sports Day is held during the summer term and children experience a range of athletic activities. This event is held on the village green outside the school and the wider community are welcomed to come and observe. Children keep a record of their personal scores and achievements for each event and also contribute to the score of their house. This event is also used as an opportunity to raise money for charity. For example, in 2019 the school raised money for The British Heart Foundation.

In the summer term a Dance festival is also held, for which each class practises and memorises two dances. Children then have the opportunity to perform their dances to the rest of the school and to parents, who are invited to attend. This is a valuable opportunity for children to experience the sense of achievement that comes with performance.

PE activities are used on Children in Need Day, emphasising our Christian values of compassion and challenge. Children engage with different sporting activities and work to gather sponsorship, in order to raise money for this charity.

The school frequently participates in inter-school competitions and events. These events can be competitive or collaborative, and provide opportunities for children to engage with other schools.

Cultural Capital

PE lessons are planned to encourage and develop a healthy attitude. Children learn to persevere through the challenges they may face when learning new skills.

Children learn to understand the benefits of a healthy lifestyle. They learn how to incorporate it into their lives, not only in school but as a life-long value. They will learn how to keep their bodies and minds healthy through activity.

Working in a safe and supportive environment allows children to set their own fitness goals and to work towards them.

Children learn to work creatively with their bodies, through dance, gymnastics and game play. They learn to use their bodies in new ways and to develop new skills.

International sporting events, such as the Olympics, are celebrated and recognised in whole-school events. For example, sports personalities who are well-known in their field are identified as inspirational figures for children. In collective worship, sporting legends from the Paralympics are

National sports, such as football, rugby and tennis, are practised by the children. They are

When the Tour of Britain visited the village, the school congregated on the green to welcome the athletes and to offer support.

Sports personalities – Paralympics

Inclusion for SEN and Higher

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

At Cavendish Church of England Primary School, we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In PE the National

Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

As previously stated, PE intervention supports children with additional physical needs, e.g – core strength, balance or movement concerns. PE intervention is available for children from the Early Years Foundation stage to Year 6.

Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence. Task cards, posters, videos, digital cameras and iPads are also used to assist pupils in teaching and learning. Higher ability pupils should also be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie.

We challenge our more able pupils at Cavendish Church of England Primary School through a variety of different ways e.g.:

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas
- Open ended tasks allowing more advanced skills / tactics to be developed
- Greater pressure placed on the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable.
- Pupil encouraged to attend extra-curricular clubs.

Cross-curricular Links

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

Maths

- Counting and using the four operations when scoring games.
- Recording time using stopwatches when running over variable distances, or time keeping games.
- Measuring distances when throwing and jumping.
- Degrees of release in throws and bowling.

English

- Communicating with others.
- Providing structured feedback.
- Learning of key vocabulary.

Science

- The effects of exercise on the body.
- Developing an understanding of momentum and how it helps to build force and enable rolls.
- Learning the names of muscles in body tension exercises.
- Exploring weight transfer for jumping and throwing for distance.

Geography

- Reading maps to navigate around a course.
- Learning how to orientate a map.

Music

- Expressing an understanding of rhythm through movement.
- Counting music to create movement.
- Counting to stay in time with music and a group.
- Using music as a form of inspiration, creativity and self-expression

PSHE

- Developing leadership skills when coaching others.
- Developing relationships through partner and group work.
- Understanding the need to follow rules and play fairly.
- Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.
- Building understanding of a healthy lifestyle and the importance of activity

Computing

- Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills.
- Videos of professional/skilled athletes are also used to help develop good technique.

Role of PE Subject Leader

- With the Headteacher and the Strategic Leadership Team (SLT), to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.
- To assist the Headteacher in the development and evaluation of the P.E. & Sports Premium document.
- To assist midday staff with providing an active lunch time.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment ideally with external agency.

- To maintain a high standard of PE teaching throughout the school and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

Appendix 1 - planning of units

Mars

	Autumn 1 Celebrations and Festivals	Autumn 2 Celebrations and Festivals	Spring 1 Castles and Dragons	Spring 2 Castles and Dragons	Summer 1 Mini beasts, mini worlds	Summer 2 Take One Picture
A	Tai Chi	Dance 1. Stars 2. Follow my feet 3. Autumn Leaves 4. Icicles and water 5, 6 Blowing Bubbles.	Games Unit 1	Gymnastics Introductory unit Travelling	Dance 1, 2, 3. The Very Hungry Caterpillar 4. Heel toe Polka 5, 6. Painting a picture	Games Unit 3

Jupiter

	Carers and sharers		Frozen Landscape		Fire of London	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Tai Chi	Dance Jack and the beanstalk (3 Lessons) We're going on a bear hunt (3 Lessons)	Gymnastics Unit D	Gymnastics Unit G	Dance 1. Shadows (3 Lessons) Words and word messages (3 Lessons)	Athletics Year 1 unit 2 Year 2 unit 1
	Games Year 1 Unit 2 Throwing catching aiming	We're going on a bear hunt (3 Lessons) Games Year 2 Unit 3 Dribbling, kicking and hitting	Games Year 1 unit 4 Developing partner-work	Gymnastics Unit H	Athletics Year 1 unit 1 Year 1 team competitions	Year 1 individual competition

	Desert and Savannah		Weather around the world		Childhood in the 1960s	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Tai Chi	Dance Conkers (2 Lessons) Handa's Surprise (3 Lessons) Nativity	Gymnastics Unit F	Gymnastics Unit J	Dance Reach for the stars (2 Lessons) Friends Pat-a-Cake Polka Anything Goes Cicassian Circle	Athletics Year 2 unit 1 Year 2 unit 2 Competitions Year 2 individual competition
	Games Year 2 unit 1 Throwing and catching Inventing games	Games Year 1 Unit 3 Ball skills	Games Year 2 Unit 2 Hitting and kicking	Gymnastics Unit K	Athletics Year 1 unit 1 Year 2 team comp	

Saturn

	Emerging Britain		Eco Planet		Ancient Egyptians	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Tai Chi Games Net/court games	Gymnastics Unit L Gymnastics Unit O	Gymnastics Unit P Games Striking/fielding	Dance The Explorers (6 Lessons) Games Year 3 unit 2 Creative games making	Dance The Human Engine (1 Lesson) These Shoes are Made for Walking (2 Lessons) Musical Statues (1 Lesson) Dance Festival Athletics Year 3 unit 1 Year 3 team competition	Athletics Year 3 unit 2 Year 4 unit 1 Year 3 individual competition

	Anglo Saxons		Ancient Greece		Rainforests	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Tai Chi Games Net/court games	Gymnastics Unit M Gymnastics Unit Q	Gymnastics Unit R Games Striking/fielding	Dance Electricity (6 Lessons) Games Invasion games	Dance Wimbledon (6 Lessons) Dance festival Athletics Year 3 unit 1 Year 4 team competition	Athletics Year 4 unit 1 Year 4 unit 2

Neptune

	Victorians		Water		Early Islamic Culture	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Tai Chi	Dance What a Card! (6 Lessons)	Gymnastics Unit T	Gymnastics Unit X	Dance Flight From Danger (6 Lessons)	Athletics Year 5 unit 2
	Games Net/court games	Games Invasion games - Ball handling	Gymnastics Unit W	Games Striking/fielding	Athletics Year 5 unit 1 Year 5 team competition	Year 6 unit 1 Year 5 individual competition

	Battle of Britain		Geography of UK		Vikings	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
B	Tai Chi	Gymnastics Unit V	Gymnastics Unit Y	Dance City Life (6 Lessons)	Dance Punch and Wrestle (4 Lessons)	Athletics Year 6 unit 1
	Games Net/court games	Games Invasion games - implement and kicking	Gymnastics Unit Z	Games Striking/fielding	Hunting in unknown territory (2 Lessons) Athletics Year 5 unit 1 Year 6 team competition	Year 6 unit 2 Year 6 individual competition

Appendix 2 – Skills Progression

Dance

KS1	LKS2	UKS2
<ul style="list-style-type: none"> • respond to a stimuli and improvise an idea • use space well and are aware of others within the space • display good footwork and can 'go' and 'stop' with control • perform basic dance actions with some understanding of mood and feeling • change and vary direction and pathway of activities • change and vary the levels of activities • change and vary size and shape of actions: small, large, spiky, twister, curled, stretched • change and vary speed of actions • change and vary the weight of actions • copy and perform simple movements or rhythmic patterns • explore a range of movements suitable to the idea • perform with appropriate dynamics to interpret an idea • choose appropriate movements to create a short, simple dance phrase • perform a whole dance with a simple structure • work with a partner to show simple relationships and compositional skills: copy movements, follow the leader etc. 	<ul style="list-style-type: none"> • respond imaginatively to a range of stimuli related to character and narrative • perform basic dances and actions with fluency • perform with expression and sensitivity to the idea and accompaniment • copy, refine and repeat dance phrases • start to develop and edit their movement • use simple motifs and movement patterns to structure dance phrases independently, with a partner or in a group • dance in different group formations • link movements together using transitional movements • observe themselves and others dancing • describe and interpret the dances of other using appropriate language • can suggest how dances can be improved • demonstrate the ability to choose the movements which reflect the dance idea • dance with greater control • use acceleration and deceleration • understand how dance communicates moods, ideas and feelings 	<ul style="list-style-type: none"> • respond to a range of stimuli and accompaniment, including abstract images • perform the basic dance actions with increased control, accuracy, fluency and co-ordination • perform with expression and improvise freely using a range of continuous movements and patterns • perform set dances from different times, places and customs • select and use a range of compositional ideas to create motifs that demonstrate their dance ideas. • work collaboratively in small groups to communicate dance ideas • create their work in the context of a whole dance • observe themselves and others dancing, including professionals, and talk about dance with understanding • use appropriate language and terminology, including descriptive language • identify and explain parts of the dance that work well • recognise how costume, music and set contribute to a performance • identify what types of exercise they need to do to help their dancing

<ul style="list-style-type: none"> • describe a short dance using appropriate vocabulary • comment constructively on their own performance or that of others 		<ul style="list-style-type: none"> • refine and improve movement • create clear sections in their dance with changes in dynamic and mood
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Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10

Gymnastics

KS1	LKS2	UKS2
<ul style="list-style-type: none"> • travel confidently and competently on different parts of the body, creating different shapes • bounce, hop, spring, jump and land using a variety of take-offs and landing • rotate and twist on different body parts • rolls sideways and forwards • hold a still, balanced position on large or small body parts • use space and apparatus safely • lift, carry and assemble their apparatus in small groups • plan sequences of 3 or more movements which they remember and repeat • show sequences with a clear beginning, middle and end • demonstrate an understanding of how to create different pathways • move in different directions • demonstrate contrasts in levels, speed and shape • perform simple skills with a partner on floor and apparatus, e.g. follow the leader, working side by side • observe and copy the movements of others • use observation to practise and improve the quality of their own work • safely adapt floor work for apparatus • use appropriate vocabulary to describe what 	<ul style="list-style-type: none"> • travel fluently in a variety of ways, demonstrating different pathways • understand and demonstrate a change of direction • bounce and jump to receive and transfer weight safely • rotate and roll on different body parts • rotate and roll in different directions, shapes and speeds • balance to show specific shapes • use space and complex apparatus safely with pairs and small groups • are responsible for safely moving and constructing their apparatus • understand and show how to move into a range of skills • show a range of skills with control • identify and use planned variations in speed, directions and pathways • create sequences with a partner on floor and apparatus using a range of relationships • describe what they intend to produce • observe and describe movements of others with appropriate language • understand and makes a good sequence • are able to analyse and say why they like a sequence • use the work of others to improve their own 	<ul style="list-style-type: none"> • travel fluently in a variety of ways taking weight on hands • show fluency and control when showing skills • travel rhythmically in pairs or small groups, including synchronisation and canon • understand and demonstrate five basic jumps showing different shapes and directions in the air • show flight from feet to hands to feet • identify and use rotation or rolling around three different axes • use balances to make holes or barriers for a partner to travel over, under or through • make linked balances with a partner, extending with pushes and pulls • use space and apparatus safely in twos and small groups • know the principals for the safe siting of apparatus and can construct their own apparatus to complete a specific task • identify and use planned variations in speed, levels, directions and pathways • understand that a well-balanced sequence contains elements of all categories of movement (travel, balance, jump and turn) • adapt, refine and develop movement and skills to work with a partner or group • understand the range of partner-relationships that can be used

<p>they and others are doing</p> <ul style="list-style-type: none"> • are active throughout the lesson and are willing to practise improvement 	<p>performance</p> <ul style="list-style-type: none"> • know that exercise can support teamwork and cooperation • know that any skill should be learnt and practised in a progressive way 	<ul style="list-style-type: none"> • sustain concentration and practise to improve • adapt and transfer sequences to challenging apparatus • understand the compositional principals of sequencing and recognise when they are absent • work independently or collaboratively to construct, practise, evaluate and improve a sequence of movement • accept advice and use it in a reflective way to improve their work
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Games

KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Perform in a coordinated and controlled manner a range of 'sending', 'receiving' and 'travelling with' skills. • Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking and heading • Gather ball or piece of equipment with hands, feet and other body parts or an implement • Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing or by dribbling with hands, feet or an implement • Sustain concentration and practise to improve and perform with more confidence • Repeat and use the skills with co-ordination and control in a variety of cooperative and competitive games • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to turn • Create games as an individual or in pairs • Understand the importance of rules and play within them and know how to score • Change the rules of the game to make it better or more challenging • Combine skills e.g. dribble and kick • Develop simple tactics and use appropriate ones to suit different situations • Watch and describe performances accurately 	<p>Net/court Games:</p> <ul style="list-style-type: none"> • perform basic skills with control and consistency • keep a game going with a range of throwing techniques, e.g. overarm, underarm, one-handed • adapt and refine the speed and direction of the ball • play games using a bat or racquet, get their feet in line with the ball and position their body correctly for hitting the ball • hit a ball accurately which has been fed to them • keep a rally going using a small range of shots, e.g. forehand, backhand, soft shots etc. • choose and say why they stand in a particular place to receive a ball • try to make things difficult for an opponent by sending the ball at different speeds and heights • keep to the rules of the game • create their own net/court game and adjust their own rules • describe what is successful about their own play and the play of others • identify areas of their play that can be improved and suggest strategies • work cooperatively to organise and maintain a game • describe the goal and format of a created game 	<p>Net/court Games:</p> <ul style="list-style-type: none"> • Use forehand, backhand and overhead shots increasingly well in the games they play • Use volley in games where it is important • Use the skills they prefer with competence and consistency • Show good back-swing, follow through and feet positioning • Direct the ball reasonably well towards their opponent's court or target area • Play cooperatively with a partner • Apply rules consistently and fairly • Hit the ball with purpose, varying the height, speed and direction • Explain what they try to do and why • Recognise the spaces on their opponent's court and hit the ball towards them • position themselves well in the court • Know what they are successful at and what they need practise in • suggest ideas for practise • Attempt strategies and ask for help in improving • Work cooperatively with others, adapting play to the strengths of those playing <p>Striking and Fielding Games:</p>

<ul style="list-style-type: none"> • Observe demonstrate and copy someone else's game or idea • Use what they have learnt to improve the quality and control of their work • Work well with a partner or small group to improve their skills • Move safely and actively about the space and when using equipment • 	<p>Striking and Fielding Games:</p> <ul style="list-style-type: none"> • Use a range of throwing, striking, intercepting and stopping skills with increasing control • Strike a ball with intent and when bowling/fielding throw is more accurately • Catch the ball reasonably well and consistently intercept and stop the ball • Return the ball quickly and accurately • Select appropriate batting and throwing skills to make the game harder for their opponents • Judge how far they can run to score points and not be out • Choose where to stand as a fielder to make it hard for the batter to score • Work as a team to make it harder for the batter • Know the rules of the game and keep to them • Create their own striking/fielding game with own rules • Describe what they are doing and recognise what is successful in their own and others' play • Identify parts of their performance to be improved and suggest ways to achieve this • Work cooperatively to keep the game going • Describe the intentions and format of a created game <p>Invasion Games:</p> <ul style="list-style-type: none"> • Pass and receive with hands in a variety of ways, e.g. chest pass, shoulder pass, bounce pass etc. • Pass and receive using various techniques, e.g. 	<ul style="list-style-type: none"> • Use different ways of bowling accurately • Vary how they bowl • Bat effectively, striking the ball in different ways • Field the ball with increased accuracy and move to get their body behind the ball • Throw over-arm over a good distance with some accuracy • Hit the ball from either side of the body • Control the hit and direct the ball away from fielders using various angles and speeds • Work collaboratively in pairs, groups activities and small competitive games • plan to outwit the opposition • Judge when to run after hitting the ball • Use tactics which involve bowlers and fielders working as a team • use and apply the basic rules consistently and fairly • know what they are successful at and what they need to practise more • recognise and describe the best points in an individual's or team's performance • Pick out parts of performance that are weakest and suggest practise to support improvement <p>Invasion Games:</p> <ul style="list-style-type: none"> • Use a range of different techniques for passing, controlling, dribbling and shooting in
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	<p>high, low, fast, slow</p> <ul style="list-style-type: none"> • Change direction and speed when travelling with the ball • Show increasing control and consistency in games • Play with greater flow and increased speed of passing • Understand and play to the rules of the game • Modify rules of an existing game in agreement with others • Create own game collaboratively, develop and adjust rules • Teach own game to others • Know and understand a range of simple tactics, e.g. maintaining possession, challenging opponent, getting into position to shoot • Apply principals and simple tactics in a range of similar games • Know and explain the tactics and skills that they are confident with • Choose different ways of practising these skills • Recognise what they do best and worst • Recognise and ask clearly when they need help • Work with others to organise and maintain game play • Describe the intentions and format of a created game 	<p>games</p> <ul style="list-style-type: none"> • Adapt the skills to meet the needs of the situation or game • Perform skills at greater speeds • Mark a player or space, intercept, pass and tackle safely • Shoot from a distance and from close range • Play small invasion games with reasonable fluency • Choose when to pass or dribble so they maintain possession • Apply basic principles of team play to keep possession of the ball and make progress towards the goal • Use marking, tackling and interception to improve defence • Know what position they are playing and contribute appropriately to game play • Choose and use different formations to help them team be more attacking or defensive • understand how to use and adapt the formations across different types of invasion games • Know what they successful at and what they need practise in • recognise and describe the best points of an individual or team performance • Pick out areas of performance for improvement and suggest appropriate practise strategies
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Athletics

KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Run fast over a short distance and stay in line • Carry or dribble different equipment as they move • Change direction and turn quickly • Change speed with control • Understand that arm action and leg drive are important when running fast and recognise when they are absent • Recognise and be able to show different types of throw: <ul style="list-style-type: none"> - Push throw - Pull throw - Fling throw • Recognise and explain why different equipment and different styles of throw give different results • Demonstrate different take-offs and landing when jumping • Understand and explain how to land safely • Work co-operatively and competitively in small relay teams with 'tag' take-overs • Understand safety rules and work within them 	<ul style="list-style-type: none"> • Move consistently and smoothly when running for sustained periods or sprinting • Know and demonstrate a range of throwing techniques • Throw a range of appropriate implements with consistency and accuracy into specific target areas. • Jump with control and consistency and show co-ordination when demonstrating different combinations of jumps • Know that there are different styles of running, jumping and throwing • Recognise the need to choose the appropriate styles to meet the needs of the challenge • Pace and sustain their effort to maintain the quality of their performance • Demonstrate a suitable method of shuttle relay change-over for both incoming and outgoing runners • Watch others' perform and describe specific aspects of basic technique • Compare and contrast performances using appropriate language • Suggest how they can improve their own performance and, with guidance, set themselves targets. • Understand that their body works differently in different athletic situations 	<ul style="list-style-type: none"> • Sustain their pace over longer distances and choose the best pace for a running event • Throw with greater control in different styles and show accuracy and good technique when throwing for distance • Consistently perform a variety of jumps showing power and control at take-off and safe practise when landing • Organise themselves safely in small groups to take turns or work as a team • Take different roles in the group e.g. starter or judge • Know and understand the basic principles of relay take-overs and plan how the team should be organised • Co-operate and take part well in a relay event • Observe the performance of a partner performance and identify and describe the main strengths • Observe and identify parts of the performance that are weaker and need to be practised. Suggest improvements and refinements • Perform a range of warm-up activities with understanding and safety • Explain how warming up effectively can affect performance • Say why some athletic activities can improve strength, power or stamina

	<ul style="list-style-type: none"> Carry out appropriate stretching and warm-up activities safely <p>Throwing</p> <ul style="list-style-type: none"> Demonstrate 'safety for self and others' and the basic principles of throwing Understand and show how changes in throwing actions can be affected by varying the amount of effort and speed Identify and show how changes in throwing actions can be affected by varying the level, direction and distance Demonstrate various throwing actions e.g. pushing, pulling and slinging Understand that the co-ordinated use of arms, trunk and legs will affect the speed and distance of the throw Discover that the force applied to a throwing implement will effect its speed Recognise and describe how well a throw has been performed using appropriate language Observe a partner's work and explain how it might be improved <p>Jumping</p> <ul style="list-style-type: none"> Understand and demonstrate safe landings and the basic principles of jumping Show the five basic jumps stationary and on the move in control Demonstrate combination jumps performed in a rhythmical way Know the action needed when jumping for height 	<ul style="list-style-type: none"> Understand how stamina and power help people to perform well in different athletic activities <p>Throwing</p> <ul style="list-style-type: none"> Identify the basic throwing action of the 'pull', 'push', 'fling' and 'heave' Demonstrate the core principles of throwing Model the correct throwing stance and the transference of weight from the back foot to the front foot Understand that the co-ordinated use of arms, trunk and legs will affect the speed and distance of the throw Display a strong release position and strong braced side Demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) Identify which athletic throwing events use 'push', 'pull' or 'heave' techniques and know how the different equipment suits different styles Demonstrate observation, analysis and evaluation skills and use correct technical language Accept advise and use it in a reflective way to improve the quality of their work <p>Jumping</p> <ul style="list-style-type: none"> Demonstrate principles of jumping for height and length Recognise that to jump long, height is required Show that 'good' jumps need to have head up, torso erect, an even rhythm and flat footed
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	<ul style="list-style-type: none"> • Demonstrate which foot must be placed forward at the start of a four pace run up in order to jump from their strongest (best) foot • Describe which three basic jumps are used in athletics • Recognise and describe how well a jump has been performed using appropriate language • Observe a partner's work and explain how it might be improved <p>Running</p> <ul style="list-style-type: none"> • Understand and show safety for self and others' and the basic principles of running, as an individual, in a team, in relays and over obstacles • Demonstrate walking, jogging and running in various directions and speeds in a controlled manner • Show how changes in height, arm, leg, head and foot movement can affect the walking, jogging and running response • Find their leading leg when running over obstacles • Discover a suitable running rhythm over obstacles • Know that the back foot at the start of a race will be the lead leg over an obstacle in the race • Show a suitable method of shuttle relay change overs for both the incoming and outgoing runners • Recognise and describe how well a partner is performing a running action and offer suggestions for improvement if necessary <p>Fitness and Health</p>	<p>landings</p> <ul style="list-style-type: none"> • Use a run-up with control and consistency to increase the jumping distance • Understand that a long stride will help increase distance or height • Explain the need to start consistently from their own special starting position and to mark out a run-up • Demonstrate observation, analysis and evaluative skills and use correct technical language • Accept advice and use it in a reflective way to improve the quality of their work <p>Running</p> <ul style="list-style-type: none"> • Run at a steady pace when running at different speeds • Demonstrate some ability to judge pace and be able to plan a run • Discover the different effects produced by standing starts, falling starts and reaction starts • Understand and describe when is required to make a fast start • Understand and demonstrate an effective relay takeover technique • Observe, analyse and evaluate another person or team when running and use correct technical language • Accept advice and use it in a reflective way to improve the quality of their work <p>Fitness and Health</p> <ul style="list-style-type: none"> • Be aware that large working muscles need a supply
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	<ul style="list-style-type: none"> • Understand that athletic activity is a good activity for health and well-being and know how to practise safely • Acknowledge that regular exercise improves health; makes you feel good and help towards maintaining a healthy weight • Know that exercise strengthens bones and muscles (including the heart) and helps keep joints flexible • Appreciate that exercise can help you feel good about yourself and about being with others and that it involves sharing and co-operation • Know and understand that any skill should be learned and practised in a progressive way • Realise that athletics is about beating your personal best • Consider the safety of themselves and other when practising and performing • 	<p>of oxygen to keep going and this is provided by breathing faster and increased heart rate</p> <ul style="list-style-type: none"> • Observe that temperature increases as working muscles produce energy as heat and the skin becomes moist and sticky in order to cool the body and avoid overheating • Observe that we become flushed during or after exercise because blood vessels become wider and closer to the surface of the skin • Explain why we warm up and cool down for exercise • Be aware of the safety of themselves and others at all times • Demonstrate a responsibility for their own welfare in very hot weather by wearing sun block, hat and drinking plenty of water. • Appreciate the need to wear appropriate clothing and footwear for athletic activities
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Healthy Lifestyle

KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Understand and explain why it is important to be active. • know that breathing becomes quicker and the heart beats faster • feel a change in temperature and feel tired after activity • see that different muscles and limbs are working hard • know that regular exercise is good for physical and mental health • Understand and describe changes to their heart rate when playing different games • Know that after vigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushed • Feel that muscles and limbs are working hard and that they become tired after sustained activity • Know that regular exercise helps the body work well 	<ul style="list-style-type: none"> • know that regular exercise improves mental and physical health • Know that exercise strengthens bones and muscles, including the heart • Know the importance of warming-up and know activities to do this • know the demand that specific activities make on the body • know that exercise helps the body to work well • know that exercise improves flexibility • Recognise and identify times when their body temperature is cool, warm or hot • 	<ul style="list-style-type: none"> • take responsibility for their own warm-up and cool-down • describe how dance contributes to fitness and well-being • explain and apply basic safety principles in preparing for exercise • know that temperature increases as working muscles produce energy as heat • know the skin becomes moist and sticky in order to cool the body and avoid overheating • know we become flushed as we exercise because blood vessels become wider to allow flow • know how to warm-up and cool-down and the reasons for doing so • know that large working muscles need a supply of oxygen to keep going and this is provided by faster breathing and heart-rate

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10