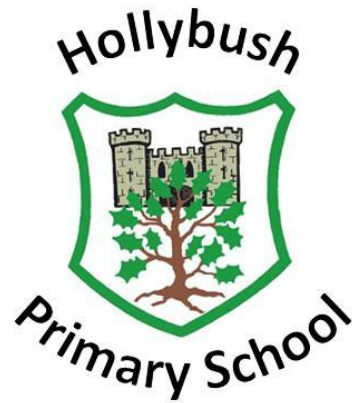




Our Approach to Teaching PE

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. National Curriculum, 2013

Key Concepts in PE

EYFS

Personal, social and emotional:

supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning.

Physical development:

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.

KS1 and 2

Movement skills:

Balance skills - movements where the body remains in place but moves around its horizontal and vertical axes. Locomotor skills - running, jumping, hopping and galloping. Ball skills - catching, throwing, kicking, rolling and striking.

Rules and tactics:

Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes. Displaying a knowledge and understanding of the rules and structures that allows this to happen

Healthy participation:

Understanding the positive contribution that regular, for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives.

Social, emotional and thinking:

create a positive environment for students to explore and practise SEL skills on a regular basis. As a result, students can build strong relationships with the mind-body connection and develop crucial social skills needed to navigate school and life.

EYFS

Key concept	Nursery/Reception
Personal, social and emotional	Work safely, respect, collaboration, independence, confidence, share, persevere, reflect, support others, teamwork, honesty, determination, use tactics
Physical development	change direction, balance, move different body parts at the same time, be faster, move for longer, be flexible, run, jump, skip, hop, balance, crawl, dribble, throw, roll, catch

KS1 and 2

Key Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Movement skills	<u>Ball skills</u> Dribble with hands, roll, throw, catch, dribble with feet, track	<u>Dance</u> Actions, dynamics, space, relationships	<u>Cricket</u> Underarm and overarm throwing, underarm, bowling, batting, catching	<u>Dodgeball</u> Throw, catch, dodge, jump	<u>Athletics</u> Pace, sprint, relay changeovers, jump for distance, push throw, pull throw	<u>Fitness</u> Agility, balance, co-ordination, speed, stamina, strength
Rules and tactics	<u>Ball skills</u> Track the ball as it comes towards. Point your hand or foot towards your target when sending the ball. Cushion the ball as you receive it.	<u>Dance</u> Keep practising your dance it will get better every time	<u>Cricket</u> Bowling - Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed). Bowler: try to bowl the batter out with an accurate bowl.	<u>Dodgeball</u> A player is 'out' when: A live ball hits their body (shoulders or below). An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in. Once a player is out, they must leave the court immediately and go to the queue of players already out from their team. Applying attacking tactics will help you to score points and get opponents out. Applying defending tactics will help you to stay in the game	<u>Athletics</u> JUMPING EVENTS Performers must take off before the line. Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground. THROWING EVENTS Throws must be taken from behind a throw line. Throws are measured from the throw line to where the object first lands.	<u>Fitness</u> Identify your areas of strength and your areas for development. Then, think of a plan to make improvements to that element of fitness. Retest yourself after a period of practice and make sure to notice how you feel. How challenging you find an activity is also a mark of level.

Healthy participation	<u>Ball skills</u> Make sure unused balls are stored in a safe place. Make sure you work in a safe space and show an awareness of others as you use the ball.	<u>Dance</u> You should be barefoot for dance. Ensure you always work in your own safe space when working on your own.	<u>Cricket</u> Always keep a safe distance between yourself and a batter. Ensure you handle the bat in the way suggested by the teacher at all times.	<u>Dodgeball</u> Unused balls must be stored in a safe place. Head shots do not count in dodgeball.	<u>Athletics</u> In throwing activities ensure you: • wait for instruction and check the area is clear before throwing. • there is adequate space between throwers.	<u>Fitness</u> Focus on your own results without comparing them with others. Work within your own capabilities. All actions need to be performed with control.
Social, emotional and thinking	<u>Ball skills</u> communication, support others, co-operation perseverance, honesty, determination, exploration, make decisions, comprehension, use tactics	<u>Dance</u> respect, collaboration, work safely, communication independence, confidence, perseverance, determination, provide feedback, comprehension, reflection, observation, creativity	<u>Cricket</u> collaboration, communication, respect honesty, perseverance, determination, observe and provide feedback, apply strategies	<u>Dodgeball</u> respect, communication, collaboration, honesty, perseverance comprehension, make decisions, select and apply skills	<u>Athletics</u> collaboration, negotiation, communication, supporting others, perseverance, confidence, concentration, determination, observing and providing feedback, selecting and applying, comprehension	<u>Fitness</u> support and encourage others, collaboration, perseverance, determination observation, analysis, comprehension

Skills Progression in PE - Games

Through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain

		required		in game situations.		possession under pressure
Throw and roll a variety of beanbags and larger balls to space	Throw and roll towards a target with some varying techniques	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations	Use a variety of throwing techniques with increasing success in game situations	Use a variety of throwing techniques with some control under increasing pressure	Use a variety of throwing techniques including fake passes to outwit an opponent
Kick larger balls to space	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations	Kick with increasing success in game situations	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or a large ball sent to them using hands.	Catch a beanbag and a medium-sized ball	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success	Catch a ball passed to them using one and two hands with increasing success	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations
Attempt to stop a a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.

Move around showing limited awareness of others.	Recognise space in relation to others	Move to space to help score goals or limit others scoring.	Use space with some success in game situations	Create and use space with some success in game situations	Create and use space for self and others with some success	Effectively create and use space for self and others to outwit an opponent
Make simple decisions in response to a situation	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Knowledge organisers give further detail on each area of learning and can be found at:

<https://www.hollybush.herts.sch.uk/curriculum/>

Adaptations for SEND children

We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and extended as appropriate. We also create an ethos of not being afraid to make 'mistakes,' but instead, for children to be risk-takers, problem solvers and to develop resilience.

To support children with SEND to access the curriculum we will:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those

needs.

- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Depending on the specific needs of each child, further adaptations may include, but are not limited to:

- Use the STEP principle to adapt the Space, Task, Equipment and/or the People involved.
- Use visual aids
- Tasks broken into chunks with communication in print instructions
- Ensure that adult support is aware of the key outcomes
- Alternative resources eg. access to a you tube clip to model key skill.
- Pre-teaching of key skills and vocabulary
- Flexibility in group work eg. option to work alone if preferred
- Access the documents on Get Set 4 PE for specific learning needs
<https://pe.getset4education.co.uk/ResourceBank/ResourceCategory/1117>
- Design and promote activities that appeal to motivations
- Give personal feedback

Assessment

PE at Hollybush is assessed against key objectives from the National Curriculum which can be found on the skills progress document above.

Assessment takes two forms:

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be

recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Teachers can find our summative assessment tracking grid for PE here: <https://pe.getset4education.co.uk/school/myclass/index> ¹

¹ Access only for teachers with appropriate login