

Physical Education at Princess Frederica

Overview

The aim of PE at Princess Frederica Primary School, is to deliver a high quality physical education curriculum that will inspire all pupils to succeed and excel in competitive sport and other physical activities. To provide opportunities for pupils to become physically confident which supports their health and fitness and to compete in sport and other activities to build character and help to enhance values such as fairness and respect.

Vision

- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time
- To engage and compete in competitive sports, games and activities.
- To lead healthy and active lives. Develop growth mind set, communication and social skills through team and partner work.

Intent

By the end of EYFS, children should be able to:

- Walk, run, balance and jump with an element of control.
- Throw different objects and types of balls to varying distances understanding words like far away.
- Catch different objects and types of balls.
- Start to hold some different balances.
- Ride wheeled toys with control.

By the end of Year 1, children should be able to:

- **Improve basic sending and receiving techniques.**
- Develop balance, agility and coordination.
- Explore movement actions with control and link them together.
- **Develop basic skills travelling on benches, along, over, around, onto and off a bench.**
- identify techniques to improve core strength and agility.
- **Improve their throwing and aiming skills using a variety of balls and equipment.**
- Travel in different ways and directions showing clear transitions between movements.
- Practise ABC (agility, balance & coordination)
- Learn how to hop, same foot to same foot, jump two feet to two feet and be able to do these activities on the move.
- Develop the 'step hop' technique for a good skip without a rope.
- Explore different methods of throwing and how to throw safely.
- To know how to jump and land safely from two feet.
- Learn to control speed moving from walking quickly to jogging, to running.
- Change direction, maintaining balance and control.
- Understand beats in the music and develop gestures and ways of travelling.
- Perform a dance in time to music and with fluency.

By the end of Year 2, children should be able to:

- Use hand-eye coordination to control a ball.
- **Use over and under arm throws.**
- **Learn simple gymnastic actions with control.**
- Perform basic balances and movements, combine them into a routine.
- Explore different levels and speeds of movement.

- Develop and improve core strength and agility.
- Know how to return a ball to a partner using a bat.
- Show good technique in holding a bat correctly.
- Explore different ways of jumping/hopping with balance and accuracy.
- Perform skipping moves with coordination and balance.
- Learn the best jumping techniques for distance.
- **Throw different objects in a variety of ways, both safely and for distance.**
- Change speed and direction when running, while maintaining balance.
- Know the difference between running for speed and running for distance.
- Work to music, creating movements that show rhythm and control.

By the end of Year 3, children should be able to:

- Know how to dribble, change direction and maintain control.
- Develop different passing skills.
- Learn different ways of jumping when leaving the apparatus and with a stable, safe landing.
- Link jumps into sequences.
- Be able to link agility and core strength activities together in the correct way.
- **Develop and practise different ways of throwing and catching and to know when each is appropriate. (over/underarm)**
- Improve the hand eye coordination skills to strike a moving and a stationary ball.
- Understand and begin to develop the ideas of OAA, teamwork and problem solving.
- Practice throwing with accuracy for longer distances and to use legs as well as arms when throwing.
- Know how to perform a controlled long jump, using arms as well as legs for take-off and landing.
- Explore different ways of skipping and practice techniques learnt in previous years.
- Develop and participate in large rope skipping.
- Learn about different running paces for different distances.
- Understand the importance of arm work/action for running.
- Identify and practise the actions and movements of Irish Dancing.
- Create a dance routine that reflects the style they are learning.

By the end of Year 4, children should be able to:

- Become water confident.
- **Enter and leave the pool.**
- Develop good arm and leg action required for the different strokes.
- Swim confidently, competently, and proficiently over a distance of 25 metres.
- Learn basic swimming life-saving skills and pool rescue, with first aid practice.
- Skip fluently for 2 minutes
- Learn how to modify stride length, arm action and knee lift to maintain appropriate running paces for different distances.
- To demonstrate good running technique when jumping over obstacles.

By the end of Year 5, children should be able to:

- To identify and practise body shapes and balances.
- Perform gymnastic moves with control and accuracy, developing different sequence work.
- To understand why fitness is good for health and well-being.
- Perform a fitness circuit to improve strength and stamina and to develop consistency in technique.
- To develop skills in batting and fielding.
- Learn to use different fielding techniques, catching and throwing.
- Holding the bat and striking the ball accurately.
- To understand how to read and use a map. Using the key and reference points on the map
- To throw with accuracy and power, javelin.

- To learn the basic skills and correct technique when jumping for distance.
- Can use different styles confidently when skipping.
- Sustain running at a continuous pace and improve their technique for sprinting.

By the end of Year 6, children should be able to:

- To understand basic rules of different team games.
- Using ball-handling skills and to apply rules and skills learnt to a game, showing clear positions and formation set-up.
- To identify and practise gymnastic shapes and balances, using counter-balance and counter-tension body shapes.
- Show progression of floor work onto the apparatus.
- To complete a sequence of balances and moves in canon and unison with a partner or group.
- To plan a personal programme that is suitable for each child, using the skills and knowledge learnt from previous lessons.
- To throw and catch under pressure, using fielding skills to stop the ball effectively.
- Learn correct technique and batting control
- Can confidently read a map and use the key to identify different structures and features.
- Can contribute different ideas and strategies to work out problems.
- To throw with power, accuracy and safely.
- Explore different footwork patterns and to understand which technique is most effective when jumping for distance.
- Can use skipping as an effective warm up exercise at the beginning of a lesson.
- Good repetition and various techniques.
- To use a running pace that can be sustained for a 10 minute period.

Implementation

- Weekly PE lessons for Nursery through to Year 6 children
- Swimming lessons and life saving skills in Year 3
- Cross curricular links with other subjects. Maths—recording, measuring, timing. Geography map reading and OAA skills.
- Opportunities to compete in games, tournaments against other schools Pupils take part in outdoor adventurous activity (OAA) challenges, both individually and within a team. (KS2)

Impact

- Pupils can master basic movements including running, jumping, throwing and catching. Also developing their balance, agility and coordination. (KS1)
- Pupils can take part in team games using simple tactics for attacking and defending (KS1)
- Play competitive games, modified where appropriate (e.g football, hockey, netball) and apply basic principles for attacking and defending (KS2)
- They develop their flexibility, strength, technique, control and balance through athletics and gymnastics (KS2)
- Children are more flexible, stronger, have improved balance, have a good standard of technique in a range of areas but with a specific focus on gymnastics and athletics. (KS2)

Assessment

Pupils are assessed by their teacher according to the end of year expectations as set out in this document. Teacher assess all through the year and helps to form a 'teacher assessment.' There are no formal tests administered in PE. End of year judgements for PE are communicated in the end of year report for children in

Years 1-6. A judgement is made in Nursery or Reception but the subject may be referred to in comments on end of year reports. The assessment overview is updated against unit targets.

Supporting all learners

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised equipment to support them with succeeding such as a more heavily weighted ball (whatever will support with accessing the activity). There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with other areas).

Website links in Physical Education

Healthy eating websites:

www.nhs.uk/live-well/eat-well/eight-tips-for-healthy-eating/

Local PE clubs and areas:

www.brentschoolsfa.org.uk

www.1life.co.uk (Willesden-Sports-Centre)

www.queensparkharriers.org.uk/

southhampsteadcc.org.uk (South Hampstead Cricket Club)

www.parkrun.org.uk/queensparklondon-juniors

Recommended providers:

www.youthsporttrust.org

www.sportengland.org