

# PHYSICAL EDUCATION

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## PE INTENT STATEMENT

At Oldbrook First School and Nursery, we embed physical activity in school life with an emphasis on developing a wide range of physical competences, while encouraging healthy competition and team work. We strive for all children to participate in a wide range of sports and activities that support the development of our school culture that is unpinned by the 'inspire, develop, challenge' approach. We aim for all children to recognise the importance of physical education and celebrate their successes, personal achievements and the promotion of 'good sportsmanship'.

## PE IMPLEMENTATION

The PE curriculum ensures that all teachers are equipped with secure subject knowledge required to deliver high-quality PE lessons. The lessons we offer model technical vocabulary, progressive skills and subject knowledge. Our overarching aim is for teachers to have an awareness of how to meet the needs of children with varying degrees of physical competency. Lesson structures follow a consistent sequence where the children will revisit and build on their prior learning and experiences. We follow the 'Primary PE Planning' scheme. Teachers will ask key assessment questions which allow for different levels of understanding and recap concepts. Areas covered are provided in our curriculum overview. Lesson plans are followed to meet the National Curriculum and our whole school progression of skills document. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. The children compete in a whole-school Active Week to promote the importance of participation in exercise to keep fit and healthy. We offer this near the end of the academic year to allow opportunities for children to demonstrate the skills they have learnt so far.

## PE IMPACT

Pupils at Oldbrook First School will experience memorable PE lessons where they will develop detailed knowledge and skills across the full breadth of the curriculum. We incorporate cross-curricular links to other subjects to increase levels of engagement and understanding. Children are encouraged to use technical language within each area of PE. We want children to feel motivated to participate in a variety of sports through quality teaching that is fun and engaging. We offer children opportunities to participate in competitive sports to support them with understanding the necessary skills and ethos of individual, team and whole school sportsmanship. Teachers carry out end of unit assessments using an assessment criterion developed by Primary PE planning in line with the National Curriculum. This can then be tracked by the subject leader and data can be analysed based on SEN, PP ,gender etc. Age related expectation levels are reported to parents at the end of the academic year.

## CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	Continuous provision for physical development inside and outside					
<b>Reception</b>	<b>First PE</b>	<b>Gymnastic</b> Basic skills & Balances	Winter Dance  Chinese New Year • 2 year rotation	Multi Skills	<b>Athletics</b>	Superhero Dance  Dinosaur Dance • 2 year rotation
	Continuous provision for physical development inside and outside					
<b>Year 1</b>	Fairy tale Dance	<b>Gymnastics</b>	<b>Olympic Dance</b>	<b>Gymnastics</b>	<b>Athletics</b> (sports day focus)	<b>OAA</b> Orienteering
	Multi skills	<b>Ball Skills</b>	<b>Ball games</b>	<b>Indoor Athletics</b>	<b>Athletics</b>	<b>Fitness/Sports Day</b>
<b>Year 2</b>	Indoor Athletic	<b>Gymnastics</b>	<b>Space Dance</b>	<b>Football fundamentals</b>	<b>Outdoor Athletics</b>	<b>OAA</b> Orienteering
	Pirate fitness	<b>Great Fire of London Dance</b>	<b>Tennis</b>	<b>Dodgeball</b>	<b>Rugby Fundamentals</b>	<b>Gymnastics</b>

## CULTURAL CAPITAL OVERVIEW

	Physical Literacy	PE values	People and PE	PE in the news	Out of school PE	PE is everywhere
<b>Nursery</b>	'Sticky kids' children take part in moving to music and following/listening to active instructions			Dental hygiene- how to brush our teeth  Healthy living week (November)	Whole School participation in 'National Active Week' Personal: • Prizes and awards to be received for success, effort and participation. Social: • Children to collect points for their participation and	Outdoor equipment which enables children to practise skills such as: balancing, climbing, jumping.  Parents are welcomed in at the end of half terms to see a movement performance from the children.

<b>Reception</b>		Our school values are incorporated within our PE lessons-	Inspiring visit- visit from MK lightning ice hockey team to raise awareness of ice hockey and inspire athletes	Dental hygiene- how to brush our teeth	success in team sports/games/activities. House points to be awarded to allocated groups and collated for an overall winning team.	Ice hockey inspiring visit from MK lightning team
<b>Year 1</b>		Respect Responsibility Teamwork Kindness Friendship Honesty		Year 1 -The Olympic dance unit teaches children about the Olympic games and exposes children to the competitive sports.	Physical: <ul style="list-style-type: none"> <li>• Compete in races, obstacle courses and individual activities.</li> </ul>	MUGA- MUGA games provided every week during lunchtimes to encourage children to play team games and learn rules from a range of sports. This is run by LSAs and our sports coach.
<b>Year 2</b>		These values are celebrated during Golden assembly				Movement breaks incorporated within the school day  Sensory circuits provided (before school) for children identified as needing extra sensory movement.

## PE PROGRESSION OF SKILLS

### GYMNASTICS

	Early Years Foundation Stage	Year One	Year Two
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
<b>Acquiring and Developing Skills in</b>	Create a short sequence of movements.	Create and perform a movement	Copy, explore and remember actions and

<b>Gymnastics (General)</b>	Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.
<b>Rolls</b>	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll
<b>Jumps</b>	Straight jump Tuck jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle
<b>Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table</b>		Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard
<b>Handstands, Cartwheels and Round-offs</b>	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick Handstand
<b>Travelling &amp; Linking Actions</b>	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn
<b>Shapes and Balances</b>	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes

			Front and back support
<b>Compete/Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.

## GAMES

	Early Years Foundation Stage	Year One	Year Two
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
<b>Striking and Hitting a Ball</b>	Hit a ball with a bat or racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.
<b>Throwing and Catching a Ball</b>	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.
<b>Travelling with a Ball</b>	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.
<b>Passing a Ball</b>	Kick an object at a target.	Pass the ball to another player in a game.	Know how to pass the ball in different ways.

		Use kicking skills in a game.	
<b>Using Space</b>	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.
<b>Attacking and Defending</b>	Play a range of chasing games.	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.
<b>Tactics and Rules</b>	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.
<b>Compete/Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.

## DANCE

	Early Years Foundation Stage	Year One	Year Two
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.

<b>Dance Skills</b>	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.
<b>Compete/Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done. Watch and talk about dance and performance art, expressing their feelings and responses.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.

## ATHLETICS

	Early Years Foundation Stage	Year One	Year Two
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.
<b>Running</b>	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run

			over different distances.
<b>Jumping</b>	Jump in a range of ways, landing safely.	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>
<b>Throwing</b>	<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>
<b>Compete/Perform</b>	<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>
<b>Evaluate</b>	<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>