



Brookside Primary School

Learn Together - Achieve Together

Teaching of Physical Education at Brookside Primary School



The intent, implementation and impact for the learning of
Physical Education at Brookside Primary School

Why is Physical Education important at Brookside Primary School?

- Children will have the opportunity to be physically active for sustained periods.
- Children will be able to concentrate for sustained periods of time as they have been given the opportunity to release energy through planned physical activity.
- Children will become more physically literate and move confidently and with control in a wide range of physical activities.
- PE gives children information that helps shape a brighter and safer future by keeping children healthy and teaching them healthy habits.
- Children will have the opportunity to play in team sports and work in unison. Understanding that it is not about winning and losing, but about working collaboratively.
- PE allows the opportunity for children to feel part of an inclusive environment.
- By the end of Year 5, children learn how to swim and gain an understanding of the importance of water safety.

What are the key knowledge concepts in PE at Brookside Primary School?

| Competitive | Skills | Knowledge |
|---|--|---|
| Range of sports: Handball Hockey Cricket Netball Rounders Tennis Athletics Boccia | Control Flexibility Agility Balance Coordination Patterns Problem solving Communicating Technique | Evaluating Comparing Tactics Safety Reflecting Analysing |
| Movement | Teamwork | |
| Running Throwing Jumping Catching Roll Sequence | Defending Attacking Collaboration Planning | |

What are the key PE subject discipline skills?

- Develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.
- Children can engage in competitive and cooperative physical activities in increasingly challenging situations.
- Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination.
- Children can participate in team games, developing simple tactics for attacking and defending.
- Children can perform dances using simple movement patterns.
- Children will enjoy communicating, collaborating and competing with each other.
- Children will develop an understanding of how to improve in different physical activities and sports.
- Children will learn how to evaluate and recognise their own success.
- Children will develop flexibility, strength, technique, control and balance.
- Children will take part in outdoor and adventurous activity challenges.
- Children will be able to swim competently, confidently and proficiently over a distance of at least 25 metres.

How does Brookside Primary School ensure progression in our key knowledge and concepts in PE?

- Curriculum identifies points where comparisons can be made.
- Key concepts are revisited to consolidate pupils understanding.
- Knowledge taught builds on prior learning and is therefore more in-depth.
- Increasing complexity of skills and movement and precision is expected – see skills progression ladder.
- Children are able to evaluate and improve their performance with more precision.
- Children are physically confident in a way that supports their health and fitness.
- Children are able to take part in physically demanding activities.
- Children will develop a range of skills across a variety of games and activities which will build character and embed values such as fairness and respect.

How do we know our children have made progress?

End of EYFS - 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.

End points KS1

Children can:

- Master basic movements including running, jumping, throwing and catching.
- Develop balance, agility and coordination 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.
- Build character and embed values such as fairness and respect.

End points KS2

Children can:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example basketball, cricket, hockey, netball, rounders, football and tennis) and apply basic principles suitable for attacking and defending.
- Develop their flexibility, strength, technique, control and balance 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.
- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively, perform safe, self-rescue in different water-based situations.

PE Curriculum Plan KS2

Curriculum plan based on 2 x 60 minutes sessions a week.

| KS2 | Autumn 1 | | Autumn 2 | | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | | | |
|-------------------|---------------------------------|------------|---------------------------|------------|-----------|-------------------------|---------------|-------------------|---------------|-----------------|---------------|-------------------|-------------------|------------|---------------|
| Year 3/4 Barn | Strike & Field Rounders | Gymnastics | Invasion Basketball | Gymnastics | Swimming* | Invasion Hockey | Dance | Invasion Handball | Dance | Indiv Athletics | Forest School | Net & Wall Tennis | Forest School | | |
| Year 4/5 Eagle | Strike & Field Rounders Cricket | Dance | Invasion Basketball Rugby | Dance | Swimming* | Invasion Netball Hockey | Forest School | Invasion Handball | Forest School | Indiv Athletics | Gymnastics | Net & Wall Tennis | Gymnastics | | |
| Year 5/6 Bay | Strike & Field Rounders Cricket | Dance | Invasion Basketball Rugby | Dance | Swimming* | Invasion Netball Hockey | O&A | Invasion Handball | O&A | Indiv Athletics | Gymnastics | Forest School | Net & Wall Tennis | Gymnastics | Forest school |

Outdoor Games– taught by Stockport County FC

Dance – taught by UK Sports

Gymnastics - taught by UK Sports

*Swimming – daily lessons for 2 weeks through November held at Brookside Primary School.

PE Curriculum Plan KS1

Curriculum plan based on **2 x 60 minutes sessions a week.**

| KS1 | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|-----------------------|------------------|---------------|----------------------------------|---------------|------------------------------|------------|--|------------|--|-----------------|--|-----------------|
| Nest | Sensory Circuit | Gymnastics | Sensory Circuit | Gymnastics | Sensory Circuit | Dance | Sensory Circuit | Dance | Forest School | Sensory Circuit | Forest School | Sensory Circuit |
| Reception Hoot | Fundamentals | Forest School | Fundamentals SAQ | Forest School | Fundamentals SAQ | Gymnastics | Fundamentals/ SAQ Basic handling skills | Gymnastics | Fundamentals/ SAQ Basic foot skills | Dance | Fundamentals/ SAQ Basic foot skills | Dance |
| Year 1/2 Tawny | Fundamentals SAQ | Forest School | Basic handling skills (Handball) | Forest School | Basic foot skills (Football) | Gymnastics | Intro to team games (Hockey) | Gymnastics | Intro to individual (Athletics) | Dance | Intro to Net/Wall (Tennis) | Dance |

Outdoor Games– taught by Stockport County FC

Dance – taught by UK Sports

Gymnastics - taught by UK Sports

PE Progression of Skills

Key Stage 1

End of KS1 Expectations:

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

| | Hoot (Reception) | Tawny Owl (Years 1 and 2) | End of Key Stage Expectations |
|--|---|--|---|
| Health and fitness | I can describe how my body feels before, during and after an activity. | I can describe how my body feels before, during and after an activity. I can show how to exercise I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy. | |
| Acquiring and developing skills | I can copy actions. I can repeat actions and skills. | I can move with control and care. I can copy and remember actions. I can copy and remember actions. I can repeat and explore actions with control and coordination. | Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| Evaluating and improving | I can talk about what I have done. I can describe what other people did. | I can describe what other people did. I can say how I could improve. I can talk about what is different between what I did and what someone else did. I can say how I could improve. | |

| | | | |
|---|---|--|--|
| <p>Dance</p> | <p>I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space freely.</p> | <p>I can copy dance moves. I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction I can change rhythm, speed, level and direction. I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.</p> | <p>Pupils should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills</p> <ul style="list-style-type: none"> •change rhythm, speed, level and direction of their movements •create and perform dances using simple movement patterns, including those from different times and cultures •express and communicate ideas and feelings |
| <p>Gymnastics</p> | <p>I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways.</p> | <p>I can make my body tense, relaxed, curled and stretched. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements. I can use contrast in my sequences. My movements are controlled. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence.</p> | |
| <p>Games incl: Striking and Fielding Invasion Net and Wall</p> | <p>I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can they kick in different ways.</p> | <p>I can hit a ball with a bat. I can throw in different ways. I can use hitting, kicking and/or rolling in a game. I can follow rules. I can stay in a 'zone' during a game. I can decide where the best place to be is during a game.</p> | <p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending</p> |

| | | | |
|--|--|--|--|
| | | I can use one tactic in a game. I can follow rules. | |
|--|--|--|--|

Key Stage 2

End of KS2 Expectations:

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

| | Barn Owl (Year 3 and 4) | Eagle Owl (Year 4 and 5) | Bay Owl (Year 5 and 6) | End of Key Stage Expectations |
|--|---|---|--|---|
| Health and fitness | I can explain why it is important to warm-up and cool-down. I can identify some muscle groups used in gymnastic activities. I can explain why warming up is important | I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body I can choose appropriate warm ups and cool downs | I can explain some important safety principles when preparing for exercise. I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise. | |
| Acquiring and developing skills | I can move and use actions with co-ordination and control. I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game. | I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game. I can show good control in my movements. | I can link skills, techniques and ideas and apply them accurately and appropriately. I can show precision, control and fluency. | Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination. |

| | | | | |
|--|---|--|--|--|
| Evaluating and improving | <p>I can explain how my work is similar and different from that of others.</p> <p>I can use my comparison to improve my work.</p> | <p>I can explain how my work is similar and different from that of others.</p> <p>I can use my observations to improve my work.</p> <p>I can compare and comment on skills, techniques and ideas that I and others have used.</p> | <p>I can analyse and explain why I have used specific skills or techniques.</p> <p>I can create my own success criteria for evaluating.</p> <p>I can modify use of skills or techniques to improve my work.</p> | <p>Pupils should be taught to compare their performances with previous ones to achieve their personal best.</p> |
| Dance | <p>I can improvise freely, translating ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and in small groups.</p> <p>I can repeat, remember and perform these phrases in a dance.</p> <p>I can use dance to communicate an idea.</p> <p>I can take the lead when working with a partner or group.</p> <p>I can make sure my dance moves are clear and fluent.</p> | <p>I can work on my movements and refine them.</p> <p>I can compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p> <p>I can perform to an accompaniment, expressively and sensitively.</p> | <p>I can perform to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency</p> <p>I can develop imaginative dances in a specific style.</p> <p>I can choose my own music, style and dance.</p> | <p>Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures</p> <ul style="list-style-type: none"> •Respond to a range of stimuli and accompaniment •Through dance, develop flexibility, strength, technique, control and balance •Perform dances using a range of movement patterns |
| Games incl: Net and Wall Striking and Fielding Invasion | <p>I can throw and catch with control when under limited pressure.</p> <p>I know and use rules fairly to keep games going.</p> <p>I am aware of space and use it to support team-mates and cause problems for the opposition.</p> <p>I can catch with one hand.</p> | <p>I can hit a ball accurately and with control.</p> <p>I can throw and catch accurately.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can choose the best tactics for attacking and defending.</p> | <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racquet.</p> <p>I can field.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p> <p>I can explain complicated rules.</p> | <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p> |

| | | | | |
|-------------------|--|--|--|---|
| | I can move to find a space when they are not in possession during a game. | | I can make a team plan and communicate it to others. I can lead others in a game situation. | |
| Gymnastics | I can adapt sequences to suit different types of apparatus and their partner's ability. I can work in a controlled way. I can work with a partner to create, repeat and improve a sequence with at least three phases. | I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape. | I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent. I can combine my own work with that of others. I can link my sequences to specific timings. | Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics. |
| Athletics | I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do. | I can link running and jumping activities with some fluency, control and consistency. I can throw a variety of objects, changing my action for accuracy and distance. I can run over a long distance. I can follow specific rules | I can sprint over a short distance. I can throw in different ways with accuracy I can hit a target with accuracy. I can jump in different ways. I can combine running and jumping. I can demonstrate stamina. I can use my skills in different situations. | |

| | | | | |
|---|---|--|---|--|
| <p>Swimming and Water Safety</p> | <p>Lower Attainers</p> <p>I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.</p> | <p>Mid Attainers</p> <p>I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges. I can suggest activities and practices to help improve my own performance.</p> | <p>Higher Attainers</p> <p>I can swim further than 100 metres. I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.</p> | <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> •swim competently, confidently and proficiently over a distance of at least 25 metres •use a range of strokes effectively such as front crawl, backstroke and breaststroke •perform safe self-rescue in different water-based situations. |
|---|---|--|---|--|



Inclusive Practice

Physical Education Subject Graduated
Response for SEND and children not working
at ARE

Buff paper, Screen Share, Seating Plan, Move and sit cushion, weighted blanket, Timetable/timelines, Letter/number formation cards/orientation sheets, Access to word processing/alternative recording, Individual reward chart, Time out cards, Home School communication books, Magnifying glass, Social stories, TEACCH trays for independence. **Competition, designated quiet space/time out area, length of activity – shorter tasks, adapted lesson goals/outcomes, Physio, Physical barriers considered- size of mat, gymnastics tables, benches.**

Writing Grips, Chunky pencils, Fidget toys, Targeted TA or Teacher Support, enlarged fonts, coloured overlays, High frequency word mats, Printed date and LO, Opportunities to report in different ways, check ins throughout the lesson, **Gross motor group, PLPs intervention, Motor skills United, adapted equipment- racket sizes, ball shape, goals/nets, gym equipment, extra time on drills, Pre teach Vocab, Differentiated Questions, considered ways of keeping them active/being involved.**

Visual Timeline, **Kagan** Cooperative Strategies, Pre-teaching Vocabulary, Mini White boards, Rephrasing questions or content, WAGOLLs, highlighting key points, Dyslexia friendly font- comic Sans, Paired Reading, Verbal reminders and modelling of presentation, Word mats, scaffold sheets, Vocabulary and wall displays (e.g. Phonics), Share question you want them to answer before the information, Achievement certificates, Individual spellings, Movement breaks, Visual prompts, Whiteboard non-white background, Tokens for rewards, I do, we do, you do. **Vocab displays/visuals in hall/before lesson, oral rehearsal of vocab, Modelling skills, Revisit skills, time to practice new skills before matches, visual/animations on screen, Audio visual explanations, key words/expectations of task.**

INDIVIDUALISED
PROVISION

TARGETED
PROVISION

UNIVERSAL
PROVISION