



Physical Education

At Humshaugh C of E (Aided) First School, we are very proud of the amount of PE opportunities we provide for the children on a weekly basis. The children are offered Physical Education (PE) through different activities throughout the school week. The children in the Early Years Foundation Stage have continuous outdoor provision to improve gross motor skills and to develop movement patterns. Fine motor skills are then improved with tasks such as Funky Fingers and Dancing Doodles.

In Key Stage One, the children will have a Sports Specialist leading one of their P.E. sessions and have the class teacher for their other P.E sessions. In Key Stage One, skills are further developed by children being taught the foundations of movement, balance and co-ordination through sports skills, passing and receiving, dance, athletics, and striking and fielding.

Key Stage Two children then develop and apply these skills in team games such as football, dodge ball, cricket, tennis, netball, rounders and football. Children engage in a wide variety of competitions as part of the partnership with Active Northumberland.

Swimming

Children have weekly swimming lessons in Years 2-4 throughout the year. This is a vital life skill which we ensure all children participate in.

After School Clubs

We have weekly After School clubs including Sports Club, Dance, Yoga and Zumba. In addition, school organises special days such as Hoopstarz and Skipping.

We organise visits to school including inspirational Sports people to lead sporting activities and inspire our children.

Our School Council also organises fund raising activities such as Dance Marathons and Colour Runs.

Sports Leaders

Children in Years 3 and 4 have the opportunity to be Sports Leaders. Their role includes taking the lead as a lunch time playleader as they take responsibility for the equipment, games and encourage team building skills.

Overview

All pupils at Humshaugh First School will benefit from a Physical Education curriculum which motivates them to succeed and participate in sport, games and exercise. It will offer good and appropriate opportunities for pupils to develop their fundamental movements, improve skills, resilience, knowledge and understanding to promote their health and fitness. They will have opportunities to compete in a wide variety of sports, games and other activities which will build their character and help to embed values and qualities such as determination, endurance, perseverance, fairness and respect.

PE Statement of Intent, Implementation and Impact

Intent

1. To help children become physically active and to help them understand the importance of physical activity in promoting a healthy and active life.
2. To help children develop and apply appropriate skills as they participate in a broad range of physical activities.
3. To give children the opportunities to enjoy and engage in competitive sports, games and other physical activities in a range of increasingly challenging situations.
4. To help children develop fundamental movement skills and become increasingly competent and confident, accessing a broad range of opportunities to extend their agility, balance and coordination both individually and with others.
5. To teach all children to swim and know how to stay safe when they are near water.
6. To give children an opportunity to enhance experiences for outdoor learning within our outdoor provision.
7. To motivate children with personal best challenges and to take ownership of their own learning
8. To ensure that all children are involved in learning, leading and officiating in their PE lessons and activities.

Implementation

1. We will use the National Curriculum for Physical Education to underpin our teaching and learning.
2. We will teach children how to master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.
3. We will provide opportunities for all children to participate in team games and competitive games which will be modified where appropriate (tag rugby, netball, hockey, football, rounders, tennis, cricket) and apply basic principles suitable for attacking and defending both during in and out of school time hours.
4. We will provide opportunities for children to enjoy modern and cultural educational dance and to perform dances using simple movement patterns.
5. Pupils will be taught to apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
6. Appropriate physical activities will be used to develop flexibility, strength, technique, control and balance through all lessons.
7. Before they leave school, they will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes.
8. Pupils will be taught how to perform safe self-rescue in different water-based situations.
9. We will use our outdoor area to give valuable experiences in which children can explore natural spaces to enhance personal social and technical skills.

Impact

Through our physical education curriculum and Specialist coaching, pupils will develop an understanding of how to develop, apply and improve their knowledge, skills and understanding of physical education in different physical activities and sport. Children

will learn how to evaluate and recognise their own success. They will enjoy communicating, collaborating and competing with each other as they exercise their bodies and build their skills. Our children will learn how to compete with humility, grace and respect and aspire to be the best they can be. We want them to develop a love of sport and exercise through our curriculum and carry this through beyond their time at Humshaugh First School.

Active Northumberland Long Term Planning and Progression within the Primary PE Curriculum

By the end of each key stage, pupils are expected to **know, apply and understand** the matters, skills and processes specified in the relevant programme of study. The table below details the requirements of the new National Curriculum as we progress in learning across the Key Stages under specific headings.

Early Learning Goals

Pupils should:

Develop good control and coordination in large and small movements (**fine and gross**).

Learn to move confidently in a range of ways, safely negotiating space and handling equipment effectively

Know the importance for good health through physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

Play cooperatively, taking turns with others & take account of others ideas.

At Key Stage 1

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

PHYSICAL

(Hands, feet & body)



Developing Psychomotor Skills

COGNITIVE

(Head)



Making & applying decisions

SOCIAL & EMOTIONAL

(Heart)



Engagement, attitude, character / values, healthy active lifestyle

KEY: Black = N.C. PE programme of study; Red = REAL PE Cogs language Blue = School Games / Olympic Values links

Pupils should be taught to:

<ul style="list-style-type: none"> Develop Agility, Balance & Coordination skills Develop & master fundamental movement skills and basic movements including: running, jumping, throwing & catching (movement competence) Perform dances using simple <i>movement patterns</i> Develop & improve basic spatial awareness Handle equipment safely Perform a small range of skills with increasing control & consistency Perform & repeat longer sequences of movements with some control & consistency 	<ul style="list-style-type: none"> Develop competence & confidence Participate in team games & cooperative activities Engage positively in competitive physical activities (self & others) Begin to choose, order & apply basic movements & skills in a range of activities Develop & employ simple tactics for attacking & defending Observe with guidance, remember and copy others movements Describe what is "good" about a performance Identify <i>basic areas</i> for improvement Know, understand & follow simple safety codes & rules 	<p>Work individually & with others to:</p> <ul style="list-style-type: none"> Develop competence & confidence Learn about and develop Personal qualities and Values (School Games) e.g. Honesty, Determination, Teamwork, & Confidence Be active for sustained periods of time Know the importance of leading healthy, active lives Take turns in learning, sharing and playing fairly Know and follow simple instructions and rules Know & show how to play safely Help praise and encourage others in their learning. Acknowledge winning & losing
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Contexts

Fundamental movement activities, Team Games, a range of competitive situations (against self & others) in increasingly challenging contexts, Dance, Gymnastics and Swimming for Y2

At Key Stage 2

Pupils should continue to **apply 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 improve** in different physical activities and **sports** and learn how to **evaluate and recognise** their own success.

PHYSICAL (Hands , feet & body)



Developing skills

COGNITIVE (Head)



Making & applying decisions

SOCIAL & EMOTIONAL (Heart)



Engagement, attitude, character /
values, healthy active lifestyle

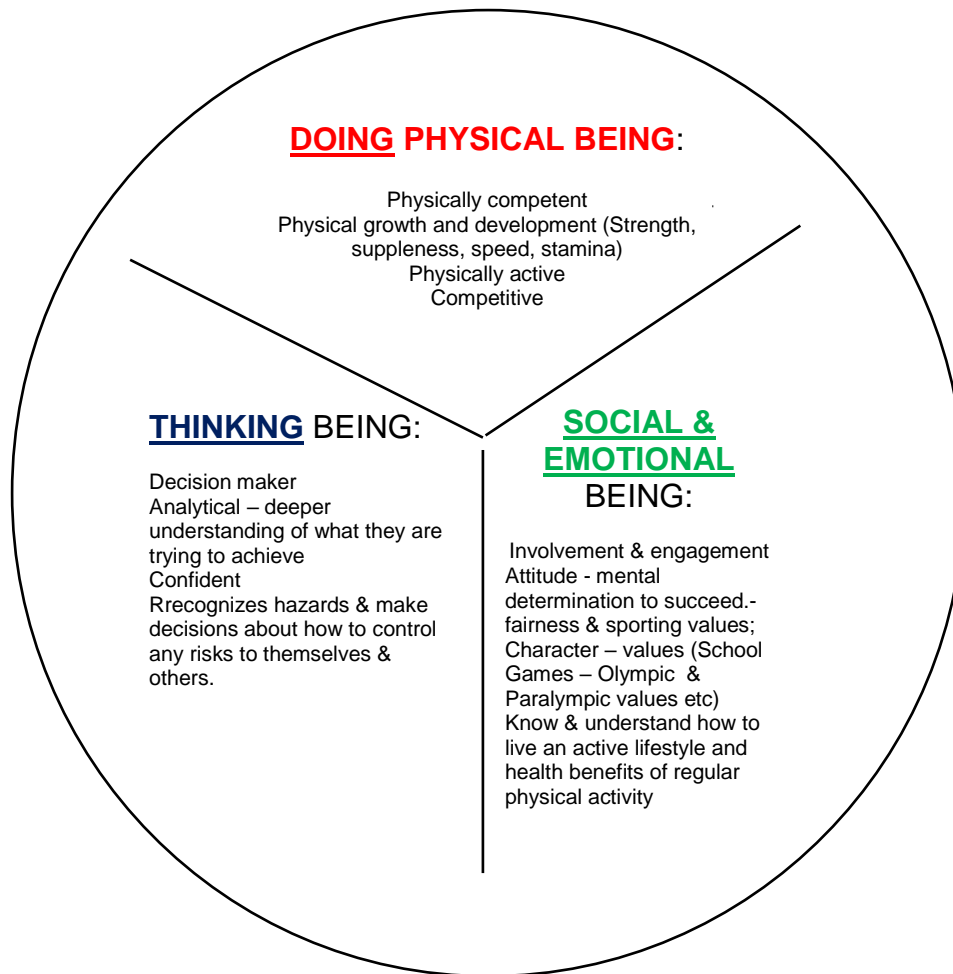
Pupils should be taught to (in combination) :

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| <ul style="list-style-type: none"> ▪ <u>Develop</u> a broader range of skills (specifically running, jumping, throwing and catching in isolation and in combination) ▪ <u>Develop</u> and improve flexibility, strength, stamina, technique, control & balance (e.g. through athletics & gymnastics) ▪ <u>Create & perform</u> dances using a range of movement patterns ▪ <u>Use, link and perform</u> a range of skills fluently and accurately in <i>practice situations</i> ▪ <u>Perform</u> combinations of skills more confidently, consistently and effectively in challenging / competitive situations ▪ <u>Effectively transfer</u> skills and movements across a range of activities and sports | <ul style="list-style-type: none"> ▪ <u>Apply</u> a broader range of skills in different ways (specifically running, jumping, throwing & catching in isolation and in combination) ▪ <u>Link</u> skills to make actions and sequences of movement ▪ <u>Apply</u> principles for attacking & defending (with concentration & focus) ▪ <u>Recognise, apply and use</u> appropriate skills & tactics to outwit opponents ▪ <u>Recognize hazards and make decisions</u> to keep self & others safe ▪ <u>Make good decisions & judgements</u> (adapt / adjust) ▪ <u>Order instructions & knowledge</u> ▪ <u>Learn</u> how to evaluate and recognise their own success ▪ <u>Evaluate</u> own & others strengths & weaknesses ▪ <u>Understand</u> how to improve ▪ <u>Collaborate and plan to solve problems</u> ▪ <u>Compare</u> their performances with previous ones ▪ <u>Demonstrate</u> improvement to achieve their personal best. | <ul style="list-style-type: none"> ▪ <u>Enjoy communicating, collaborating and competing</u> with each other ▪ <u>Negotiate & collaborate</u> effectively with others in competition as part of a team ▪ <u>Know, understand & display</u> Personal qualities and School Games Values such as Determination, Teamwork, Honesty, Self-Belief, Respect ▪ <u>Engage</u> in opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect ▪ <u>Display</u> commitment and a desire to improve ▪ Be able to <u>receive & give</u> sensitive, positive feedback ▪ <u>Accept & act</u> on critical feedback ▪ Take responsibility for own learning ▪ <u>Take on</u> different roles and organise & motivate others ▪ Trust & welcome others support ▪ <u>Learn to cope</u> with winning & losing (accept success & failure) ▪ <u>Know, understand and explain</u> many long-term health benefits of regular PE, school sport and physical activity (lead healthy active lives) |
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Possible Contexts

Competitive games; Dance, Gymnastics; Athletics; Outdoor Adventurous challenges; different physical activities & sports (individual & team) & Swimming for Y2-4

The interlinked relationship between the key areas above:



Linking these areas

The revised programme of study for physical education has been constructed around these areas and describes the knowledge, skills, processes and understanding that should be taught.

They should be seen as:

- **Connecting – Interrelating - Impacting upon each other**
- **They provide the platform for planning for progression, teaching, assessing for learning**

PROGRESSION IN GYMNASTICS

	Head	Heart	Hands
EYFS	<ul style="list-style-type: none"> Know the importance for good health through physical exercise and a healthy diet. Talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> Play cooperatively, taking turns with others & taking account of others' ideas. 	<ul style="list-style-type: none"> Have good control and coordination in large and small movements (fine and gross). Move confidently in a range of ways, safely negotiating space and handling equipment effectively
KS1	<ul style="list-style-type: none"> Recognise & describe what their bodies feel like during gymnastic activity Observe others & say / describe what is good about a performance Identify basic areas for improvement Know, understand follow simple safety codes rules i.e. handle equipment safely (on own & within a team) 	<ul style="list-style-type: none"> Be active for sustained periods of time and know why it is important to lead a healthy, active lifestyle Take turns in learning sharing equipment fairly Help and praise others in their learning. Understand the meaning of show personal qualities e.g. Determination, Teamwork, Confidence 	<ul style="list-style-type: none"> Perform a range of Gymnastics skills with increasing control & consistency Remember & repeat simple skills, movements showing contrast in shape Perform basic gymnastic actions with agility, balance, coordination, control and variety Perform repeat a short sequence with some fluency & consistency.
Lower KS2	<ul style="list-style-type: none"> Understand the need for warming up and cooling down (to improve strength, tone & flexibility etc) Compare their performances with previous ones and be able to receive & give sensitive, helpful feedback 	<ul style="list-style-type: none"> Take responsibility for own learning Understand how gymnastic activity helps their overall health 	<ul style="list-style-type: none"> Adapt a performance / sequence to include apparatus using their knowledge of safe practice risk

PROGRESSION IN GAMES

	Head	Heart	Hands
EYFS	<ul style="list-style-type: none"> ● Know how important good sleep, exercise and diet are important for healthy living ● Know how to keep themselves and others safe when playing games ● Talk about what they have done well ● Talk about what others have done well 	<ul style="list-style-type: none"> ● Play cooperatively, taking turns with others & taking account of others ideas. 	<ul style="list-style-type: none"> ● Show good agility, balance and coordination in games ● Perform basic dribbling, hitting, rolling, throwing and catching skills in a range of activities ● Move confidently in a range of ways (e.g. forward running, side stepping, running backwards etc.), safely negotiating space and others ● Safely handle equipment
KS1	<ul style="list-style-type: none"> ● Know why it is important to lead a healthy, active lifestyle and how game activities contribute to health and fitness ● Know the rules of simple or modified games, especially ones related to keeping themselves and others safe ● Recognise & describe what their bodies feel like during game activities ● Observe others and say what is good about their performances, and some of the things 	<ul style="list-style-type: none"> ● Encourage and help others to behave well and work to the best of their ability, giving praise to those who deserve it ● Listen and follow instructions promptly ● Work well individually and with others ● Competitive but play to the rules and play with fair play and sports person ship ● React appropriately to winning and losing ● Praise others when they have worked hard, showed improvement or demonstrated good performances ● Take turns in learning 	<ul style="list-style-type: none"> ● Show good athleticism when playing games ● Perform a range of skills with increasing control and consistency (e.g. kicking, dribbling, hitting, rolling, throwing and catching skills in a range of activities) ● Show good cardiovascular and muscular endurance, enabling quick recovery after intense periods of play, as well as able to last a match without undue fatigue ● Move confidently in a range of ways (e.g. forward running, side stepping, running

	<p>they can do to improve</p> <ul style="list-style-type: none"> • Talk about differences between their work and others work • Know some basic tactics and strategies from each game 	<p>sharing equipment fairly</p>	<p>backwards etc.), safely negotiating space and others</p> <ul style="list-style-type: none"> • Safely handle equipment • Show fundamental movement skills and basic movements including: running, jumping, throwing and catching
Lower KS2	<ul style="list-style-type: none"> • Understand the need for warming up (e.g. enhance performance, reduce injury etc.) and cooling down (to reduce muscle soreness) • Know some tactics and strategies from each game (e.g. attacking and defending) • Knows the rules of games, especially ones related to keeping themselves and others safe, and can effectively officiate their own matches • Able to observe and evaluate performances, using basic vocabulary, giving some strengths and areas for improvement 	<ul style="list-style-type: none"> • Works well on their own or with others • Has a positive approach to learning, displaying a desire to improve and shows resilience and perseverance • Encourage and help others to behave well and work to the best of their ability, giving praise to those who deserve it • Praise others when they have worked hard, showed improvement or demonstrated good performances • React appropriately to winning and losing (success and failure) • Understands how participation in game activities improves health and fitness • Knows that different games require different levels of fitness 	<ul style="list-style-type: none"> • Show good athleticism when playing games • Perform a range of basic and some advanced skills with increasing control and consistency (e.g. kicking, dribbling, hitting, rolling, throwing and catching skills) • Show good cardiovascular and muscular endurance, enabling quick recovery after periods of play.

PROGRESSION IN ATHLETICS

	Head	Heart	Hands
EYFS	<ul style="list-style-type: none"> ● Talk about how important for good health exercise is. ● Talk about ways to keep healthy and safe. 	<ul style="list-style-type: none"> ● Play cooperatively, taking turns with others ● Take account of others' ideas. 	<ul style="list-style-type: none"> ● Move confidently in a range of running and jumping ways. ● Safely negotiating space and handle throwing equipment effectively
KS1	<ul style="list-style-type: none"> ● Observe with guidance, remember and copy others movements ● Describe what is “good” about a performance ● Identify basic areas for improvement ● Know, understand & follow simple safety codes & rules 	<ul style="list-style-type: none"> ● Work individually & with others ● Know and follow simple instructions and rules ● Acknowledge winning & losing ● Praise and encourage others in their learning/performance s. 	<ul style="list-style-type: none"> ● Demonstrate their Agility, Balance & Coordination skills through a variety of running, jumping and throwing activities ● Demonstrate & master fundamental movement skills and basic movements including: running, jumping, throwing ● Perform a small range of skills with increasing control & consistency e.g. shoulder pass
Lower KS2	<ul style="list-style-type: none"> ● Recognize hazards and make decisions to keep self & others safe ● Evaluate and recognise their own success 	<ul style="list-style-type: none"> ● Enjoy communicating, collaborating and competing with each other ● Cope with winning & losing (accept success & failure) 	<ul style="list-style-type: none"> ● Show a range of skills (specifically different types of running, jumping, throwing in isolation) ● Use, link and perform a range of skills fluently and accurately in practice situations

PROGRESSION IN DANCE

	Head	Heart	Hands
EYFS	<ul style="list-style-type: none"> ● Create a short movement phrase which demonstrates their own ideas. ● Talk about what they have done. ● Talk about what others have done. 	<ul style="list-style-type: none"> ● Say what others have done well ● Take it in turns to share ideas 	<ul style="list-style-type: none"> ● Join a range of different movements together. ● Change the speed of their actions. ● Control their body when performing a sequence of movements.
KS1	<ul style="list-style-type: none"> ● Copy and repeat actions. ● Improve the timing of their actions. ● Watch and describe performances. ● Use what they see to improve their own performance. ● Talk about differences between their work and others' work. ● Know how dance can keep them healthy 	<ul style="list-style-type: none"> ● Work with a partner or a small group ● Follow instructions from others ● Show confidence when performing 	<ul style="list-style-type: none"> ● Put a sequence of actions together to create a motif. ● Move in time to music. ● Use simple choreographic devices such as unison, canon and mirroring. ● Change the speed and level of their actions. ● Perform using a range of actions and body parts with some coordination. ● Perform learnt skills with increasing control.
Lower KS2	<ul style="list-style-type: none"> ● Use different stimuli to create a motif. ● Begin to compare and adapt movements and motifs to create a larger sequence. ● Use simple dance vocabulary to compare and improve work. ● Confidently improve the dance with a partner or on their own. 	<ul style="list-style-type: none"> ● Work with others to choreograph a routine ● Show determination when learning new and more complex skills ● Take on different roles and organise and motivate others. ● Display desire to improve ● Give positive feedback to others. 	<ul style="list-style-type: none"> ● Compose longer dance sequences in a small group. ● Perform learnt skills and techniques with control and confidence. ● Perform and create sequences with fluency and expression.

	<ul style="list-style-type: none">● Describe how their performance has improved over time.● Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.		
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