

**PE**

**Planning**

**Guidance for Staff**

**Pendeen School PE Principles**

**Intent**

At Pendeen our PE curriculum follows the EYFS 2021 and National Curriculum, with explicit teaching of Key PE Skills, followed using, applying and enjoying these skills in real sporting situations, including competition with other schools and also within our own school:

In the Early Years, Physical Development Physical activity is embedded in our activities and we understand it is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor skills are taught both explicitly and also through play. We have a focus on sensory explorations and the development of a child’s strength, co-ordination and positional awareness by creating games and providing opportunities for play both indoors and outdoors each day. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools allow children to develop proficiency, control and confidence and both fine and gross motor skills are a focus for both child lead exploration and direct and focused teaching from adults.

In Key Stages 1 and 2, we ensure all of our children, in a COVID aware world: develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities; lead healthy, active lives.

**In Key Stage 1, pupils are taught:**

* To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
* To participate in team games, developing simple tactics for attacking and defending
* To perform dances using simple movement patterns

**In Key Stage 2, pupils are taught:**

* To use running, jumping, throwing and catching in isolation and in combination
* To play competitive games including basketball, cricket, football, hockey, netball, rounders, rugby and tennis, and apply basic principles suitable for attacking and defending
* To develop flexibility, strength, technique, control and balance through athletics and gymnastics
* To perform dances using a range of movement patterns
* To take part in outdoor and adventurous activity challenges both individually and within a team
* To compare their performances with previous ones and demonstrate improvement to achieve their personal best.
* To swim competently, confidently and proficiently over a distance of at least 25
* To metres use a range of strokes effectively
* To perform safe self-rescue in different water-based situations.

**Implementation**

We will use REAL PE Scheme of work and each child will have at least 2 hours per week of explicitly taught and well resourced PE lessons.

All children have the opportunity to take part in 1 after school sports club each day

All children take part in our Sports Day, summer term

All children in UKS2 are taught to swim in a pool in the Autumn term (approx. 12 weeks) and are taught to swim, surf and surf life-save in the summer term (approx. 7 weeks)

Through consistent use of REAL PE and the application of skills in games, sports and real events, **by the end of KS1, our children will:**

Be aware of the changes to the way they feel when they exercise; Be aware of why exercise is important for good health: Say how their body feels before, during and after exercise; Use equipment appropriately and move and land safely; Observe and copy others; Explore and describe different movements; Begin to compare own movements and skills with those of others; Select and link movements together to fit a theme; Follow simple instructions; Understand and follow simple rules; Name some things they are good at; Begin to order instructions, movements and skills; With help, recognise similarities and differences in performance and explain why someone is working or performing well; Move confidently in different ways. Perform a single skill or movement with some control. I can perform a small range of skills and link two movements together; Perform a range of skills with some control and consistency; Perform a sequence of movements with some changes in level, direction or speed; Play with others and take turns and share with help; Work sensibly with others, taking turns and sharing; Help, praise and encourage others in their learning; Enjoy working on simple tasks with help; Follow instructions, practise safely and work on simple tasks by myself; Try several times if unsuccessful and ask for help when appropriate.

**By the end of Year 4, our children will:** Be able to describe how and why their body changes during and after exercise; Explain why we need to warm up and cool down; Make up their own rules and versions of activities; Respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression; Understand the simple tactics of attacking and defending; Explain what they are doing well and have begun to identify areas for improvement; Perform and repeat longer sequences with clear shapes and controlled movement; Select and apply a range of skills with good control and consistency; Show patience and support others, listening carefully to them about the work; Be happy to show and tell others about my ideas; Know where they are with their learning and have begun to challenge themselves.

**By the end of KS2, our children will:** Be able to describe the basic fitness components and explain how often and how long they should exercise to be healthy; Record and monitor how hard they are working; Link actions and develop sequences of movements that express own ideas; Change tactics, rules or tasks to make activities more fun or challenging; Understand ways (criteria) to judge performance and identify specific parts to continue to work upon; Use my awareness of space and others to make good decisions; Self-select and perform appropriate warm up and cool down activities; Identify possible dangers when planning an activity; Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others; Have a clear idea of how to develop own and others’ work. Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents; Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event; Plan and follow own basic fitness programme; Effectively disguise what they are about to do next; Use variety and creativity to engage an audience; Review, analyse and evaluate own and others’ strengths and weaknesses and read and react to different game situations as they develop; Perform a variety of movements and skills with good body tension; Link actions together so that they flow in running, jumping and throwing activities; Cooperate well with others and give helpful feedback; Help organise roles and responsibilities and guide a small group through a task; Cope well and react positively when things become difficult; Persevere with a task and improve my performance through regular practice; Use combinations of skills confidently in sport specific contexts; Perform a range of skills fluently and accurately in practice situations; Give and receive sensitive feedback to improve self and others; Negotiate and collaborate appropriately; See all new challenges as opportunities to learn and develop; Recognise strengths and weaknesses and can set appropriate personal targets; Effectively transfer skills and movements across a range of activities and sports; Perform a variety of skills consistently and effectively in challenging or competitive situations; Involve others and motivate those around me to perform better; Create my own learning plan and revise that plan when necessary; Accept critical feedback and make changes.

**Impact**

Summative assessment is completed by using the TPAT designed “PE Wheel” to assess every child on entry and exit. Assessment is carried out by class teachers and collated by PE Lead Chris Wilson. Dates for 2021/22 are: 18/10/21 and 10/07/22. We assess formatively every 4 weeks when all staff discuss the progress and barriers of all children in PE and appropriate interventions follow.

At weekly SMT meetings, we measure the impact of our PE programme in 3 ways:

**Whole-school** – participation, fitness, enjoyment, progress of the individual, cohort and school –

**Targeted** – impact of interventions, including fun-fit and bespoke interventions as and when appropriate

**Wider –** any structural barriers to progress of individuals, cohorts and the whole school including the impact of COVID.**Programme – Year A – 2021 / 22 SPORTS TO INCLUDE 1: basketball 2: cricket, 3: football, 4: hockey, 5: netball, 6: rounders, 7: rugby, 8: tennis, 9: Gym Work, 10: Dance, 11: Swimming, 12: surfing / surflife-saving in UKS2 – 12 sports or activities - 1 per half term over 2 year rolling cycle in Y5/6 and 10 over 12 half terms in EYFS / Y1 and Y2 and Y3 / Y4**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| Kynsa(YR)WITH Y1/2 | Co-ordination footworkStatic Balance (one leg)GYM WORKFUNS 10, 1GYM – REAL GYMBalance, travel, flight, rotation | Dynamic Balance to agility - Jumping and LandingStatic Balance (seated)FUNS 6, 2 DANCE – REAL DANCEShape and circle solo, partnering circles, artistry | Dynamic balance – on a lineStatic Balance (stance)FUNS 5, 4NETBALL – needs link | Co-ordination – ball skillsCounter Balance (with a partner)FUNS 9, 7FOOTBALL – needs link | Co-ordination – sending and receivingAgility – reaction / responseATHLETICSFUNS 8, 12 | Agility – ball chasingStatic Balance (floor work)ROUNDERS – needs linkSPORTS DAY – ATHLETICSFUNS 11, 3 |
| Nessa (Y1/2)WITH YR | Co-ordination footworkStatic Balance (one leg)GYM WORKFUNS 10, 1GYM – REAL GYM Balance, travel, flight, rotation | Dynamic Balance to agility - Jumping and LandingStatic Balance (seated)FUNS 6, 2 DANCE – REAL DANCE or Scheme of work | Dynamic balance – on a lineStatic Balance (stance)FUNS 5, 4NETBALL – needs link or Scheme of work | Co-ordination – ball skillsCounter Balance (with a partner)FUNS 9, 7FOOTBALL – needs link or Scheme of work | Co-ordination – sending and receivingAgility – reaction / responseFUNS 8, 12ATHLETICS | Agility – ball chasingStatic Balance (floor work)FUNS 11, 3ROUNDERS – needs link or Scheme of workSPORTS DAY – ATHLETICS |
| Teyr (Y3/4)  | Co-ordination: FootworkStatic Balance (one leg)FUNS 10, 1RUGBY  | Dynamic Balance to agility - Jumping and LandingStatic Balance (seated)FUNS 6, 2BASKETBALL  | Dynamic balance – on a lineCo-ordination – ball skillsFUNS 5, 9FOOTBALL  | Co-ordination – sending and receivingCounter Balance (with a partnerFUNS 8, 7HOCKEY  | Agility – reaction / responseStatic Balance (floor work)FUNS 12, 3CRICKET  | Agility – ball chasingStatic Balance – stanceFUNS 11,4ATHLETICSSPORTS DAY - ATHLETICS |
| Peswara (Y5/6)  | Co-ordination – ball skills; Agility – reaction / response FUNS 9, 12SWIMMING –https://www.swimming.org/learntoswim/swim-england-learn-to-swim-awards-1-7/FOOTBALL  | SwimmingStatic Balance (seated)Static Balance (floor work)SWIMMING (POOL)https://www.swimming.org/learntoswim/swim-england-learn-to-swim-awards-1-7/NETBALL  | Dynamic balance – on a lineCounter Balance (with a partnerHOCKEYFUNS 5, 7 | Static Balance (one leg)Dynamic Balance to agility - Jumping and LandingBASKETBALLFUNS 1,6 | Co-ordination: FootworkStatic Balance: stanceCRICKETFUNS 4,10  | SPORTS DAY – ATHLETICSSURFING / SWIMMINGFUNS 11,8ANY NONE SWIMMERS REMAINING IN Y6 have intensive swimming lessons in summer 2 as part of surf-lifesaving |

**Programme – Year b – 2022 / 23 SPORTS TO INCLUDE 1: basketball 2: cricket, 3: football, 4: hockey, 5: netball, 6: rounders, 7: rugby, 8: tennis, 9: Gym Work, 10: Dance, 11: Swimming, 12: surfing / surflife-saving in UKS2 – 12 sports or activities - 1 per half term over 2 year rolling cycle in Y5/6 and 10 over 12 half terms in EYFS / Y1 and Y2 and Y3 / Y4**

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| Kynsa(YR) | Co-ordination footworkStatic Balance (one leg)FUNS 10, 1RUGBY | Dynamic Balance to agility - Jumping and LandingStatic Balance (seated)FUNS 6, 2 HOCKEY | Dynamic balance – on a lineStatic Balance (stance)FUNS 5, 4BASKETBALL | Co-ordination – ball skillsCounter Balance (with a partner)FUNS 9, 7REAL GYM – BALANCE, TRAVEL, FLIGHT, ROTATION | Co-ordination – sending and receivingAgility – reaction / responseFUNS 8, 12ATHLETICS | Agility – ball chasingStatic Balance (floor work)FUNS 11, 3TENNIS - [LTA](https://lta-tennis.force.com/schools/s/pe-lesson-plan)SPORTS DAY – ATHLETICS |
| Nessa (Y1/2) | Co-ordination footworkStatic Balance (one leg)FUNS 10, 1RUGBY | Dynamic Balance to agility - Jumping and LandingStatic Balance (seated)FUNS 6, 2 HOCKEY | Dynamic balance – on a lineStatic Balance (stance)FUNS 5, 4BASKETBALL | Co-ordination – ball skillsCounter Balance (with a partner)FUNS 9, 7REAL GYM – BALANCE, TRAVEL, FLIGHT, ROTATION | Co-ordination – sending and receivingAgility – reaction / responseFUNS 8, 12ATHLETICS | Agility – ball chasingStatic Balance (floor work)FUNS 11, 3TENNIS - [LTA](https://lta-tennis.force.com/schools/s/pe-lesson-plan)SPORTS DAY – ATHLETICS |
| Teyr (Y3/4)  | Co-ordination: FootworkStatic Balance (one leg)FUNS 10, 1GYM – REAL GYM – Travel, Rotation, Flight, Balance | Dynamic Balance to agility - Jumping and LandingStatic Balance (seated)FUNS 6, 2 DANCE – REAL DANCE – Shape solo, circle solo, partnering shapes, partnering circles, artistry | Dynamic balance – on a lineCo-ordination – ball skillsFUNS 5, 9 NETBALL | Co-ordination – sending and receivingCounter Balance (with a partner)FUNS 8, 7 ATHLETICS - AVIVA | Agility – reaction / responseStatic Balance (floor work)FUNS 12, 3ROUNDERS  | Agility – ball chasingStatic Balance - stanceFUNS 11, 4TENNIS - [LTA](https://lta-tennis.force.com/schools/s/pe-lesson-plan) |
| Peswara (Y5/6)  | Co-ordination – ball skillsAgility – reaction / responseFUNS 9, 12RUGBY | Static Balance (seated)Static Balance (floor work)FUNS 2, 3REAL GYM – Hand apparatus, low apparatus, partner work, high apparatus | Dynamic balance – on a lineCounter Balance (with a partnerFUNS 5, 7REAL DANCE – Shape solo, circle solo, artistry – abstraction and musicality, partnering | Static Balance (one leg)Dynamic Balance to agility - Jumping and LandingFUNS 1,6ROUNDERS | Co-ordination: FootworkStatic Balance: stanceFUNS 4,10TENNIS - [LTA](https://lta-tennis.force.com/schools/s/pe-lesson-plan) | SPORTS DAY – ATHLETICSSURFING / SWIMMINGFUNS 11,8ANY NONE SWIMMERS REMAINING IN Y6 have intensive swimming lessons in summer 2 as part of surf-lifesaving |

**Lesson Structure**

Lesson structure will vary, dependent upon the Key Stage, the activity, the lesson as part of the wider remit and the learning outcome however all children will be taught skills using the REAL PE Scheme of Work and then the application of those skills through participation in sports including basketball, cricket, football, hockey, netball, rounders, rugby and tennis. Swimming / surfing / surf life-saving in UKS2. Children will be offered 1 after school sports club per day and we will take part in as many inter-school Sports Competitions as possible. All children will take part in a Sports Day each summer term where they will gently compete in Athletics events in front of an audience of parents and families.

**Non-negotiables:**

2 hours of PE per week including daily “daily mile” and Sports Day

Rigorous following of the REAL PE Scheme to build and enhance skills year on year

Application of skills to be taught / experienced through sports including, but not exclusively basketball, cricket, football, hockey, netball, rounders, rugby and tennis. Swimming / surfing / surf life-saving in UKS2

PE lessons should feel like ‘fun’

PE kit will not be a barrier and all children will take part

PE posters should be on display in every classroom.

PE is an active event and will not be recorded apart from by using the TPAT PE wheel. Under and over performance will however be discussed in staff meetings every 4 weeks where all staff have an input.

**Resources:**

Standard PE Equipment that meets needs of all REAL PE lessons, REAL DANCE AND REAL GYM

REAL PE <https://real.jasmineactive.com/> user names: head@pendeen.cornwall.sch.uk and password @Pendeen2020

Spare PE KIT – stored in secretaries office

FULLY FUNDED Surf life-saving including transport and equipment (SPORTS PREMIUM)

EXAMPLE OF FUNS CARD <https://real.jasmineactive.com/pe/year/2/unit/1/lesson/1/warmup/rock-paper-scissors>

Schemes of work for [swimming](https://www.swimming.org/learntoswim/swim-england-learn-to-swim-awards-1-7/), [Tennis,](https://www.lta.org.uk/play/parents-area/lta-youth-schools/#:~:text=Designed%20specifically%20for%20schools%20to,teachers%2C%20and%20it's%20all%20free.) football, netball, hockey, rounders, rugby, basketball, [athletics](http://www.free-teaching-resources.co.uk/teacher-resource/aviva-athletics-academy/index.html) and cricket