



LONDON FIELDS
PRIMARY SCHOOL



P.E Policy

London Fields School aims to lay the foundations for a lifelong participation in physical activity by developing the physical skills of each child to their fullest potential and raising children and parent's awareness of the importance of physical activity.

Informed by the new national curriculum 2014.

Purpose of PE

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- ❖ 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.

Attainment targets

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.

Overview

| | AUTUMN 1 Ball skills and games | AUTUMN 2 Dance | SPRING 1 and SPRING 2 Gymnastics | SUMMER 1 BSF Olympics | SUMMER 2 Athletics |
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| R | Games I can... <ul style="list-style-type: none"> • Know how to find space • use simple hand-eye coordination skills with large objects • show body awareness | Dance I can... <ul style="list-style-type: none"> • explore simple ways of travelling • explore different body shapes • explore the speed of movements • Perform with confidence | I can... <ul style="list-style-type: none"> • Travel in different directions, avoiding other children or mats • Move on feet in different ways (tiptoeing, stamping etc) • Travel on hands and feet in different directions • Travel using different parts of my body (weight on hands etc) • Jump/bounce around the hall in different ways (feet apart, feet together, bunny hop etc) • take off and land a jump safely (using arms and bent legs) • Land safely from jumping off a low platform • Stretch body into different positions standing and on the floor | I can... <ul style="list-style-type: none"> • Begin to use the correct techniques to perform a javelin throw and a long jump • Show awareness of the body whilst sprinting • Begin to use techniques to jump effectively. | I can... <ul style="list-style-type: none"> • Begin to use the correct techniques to perform a javelin throw and a long jump • Show awareness of the body whilst sprinting • Begin to use techniques to jump effectively. |
| Y1 | Games I can... <ul style="list-style-type: none"> • Use varied movements • use space and different speeds when travelling • use hand-eye coordination skills | Dance <ul style="list-style-type: none"> • use a range of controlled movements • explore different body shapes • explore the speed of movements • copy a simple | I can... <ul style="list-style-type: none"> • Travel around the hall using hopping, bouncing, skipping, jumping in different directions • Copy different body shapes • Travel confidently on different body parts • Balance on different body parts • Work with a partner to balance • Roll in different directions using different body positions (tucked, pencil, | I can... <ul style="list-style-type: none"> • Use the correct techniques to perform a javelin throw and a tripple jump with some control • Consider the movement of arms and legs to improve sprinting technique • Use arms and legs in | I can... <ul style="list-style-type: none"> • Use the correct techniques to perform a javelin throw and a tripple jump with some control • Consider the movement of arms and legs to improve sprinting technique |

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| | | <p>sequence</p> <ul style="list-style-type: none"> • create own movements • Perform with confidence | <p>piked)</p> <ul style="list-style-type: none"> • Copy a sequences that include jump, land, roll, balance • Balance with body in a variety of positions (standing and on the floor) • | <p>improve jumping technique.</p> | <ul style="list-style-type: none"> • Use arms and legs in improve jumping technique. |
| Y2 | <p>Games I can...</p> <ul style="list-style-type: none"> • Use varied movements when travelling • know how to find a space • understand how to alter speed • use hand-eye coordination skills with some accuracy | <p>Dance I can...</p> <ul style="list-style-type: none"> • tap the beat • copy sequence of movements • move in unison • create own movements • consider space • Perform with confidence | <p>I can...</p> <ul style="list-style-type: none"> • Travel at different heights, in different ways • Balance with body at different heights • Travel using different pathways (straight, zigzag, curve) and use appropriate travelling movements for each pathway • Jump $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns • Turn in the air on apparatus • Roll on the floor in different directions using different body positions • Use twisting movements with different parts of body while others are stationary | <p>I can...</p> <ul style="list-style-type: none"> • Use the correct techniques to perform a javelin throw and a tripple jump with control and accuracy • use arms and legs to improve sprint technique • Consider body position when sprinting • Jump with control and accuracy, using arms and legs to improve technique | <p>I can...</p> <ul style="list-style-type: none"> • Use the correct techniques to perform a javelin throw and a tripple jump with control and accuracy • use arms and legs to improve sprint technique • Consider body position when sprinting • Jump with control and accuracy, using arms and legs to improve technique |
| Y3 | <p>Mixed invasion games I can...</p> <ul style="list-style-type: none"> • keep control and possession of a ball • pass and receive a ball with some accuracy and control using hands and feet • consider use of space | <p>Dance I can...</p> <ul style="list-style-type: none"> • copy simple sequences with control and in time with the music. • Explore different dynamics and | <p>I can...</p> <ul style="list-style-type: none"> • travel and jump fluently • hold balanced positions • demonstrate a variety of stretched and curled shapes • receive and transfer body weight safely in different situations • create a sequence with a partner • identify and use varied pathways • travel along different pathways using | <p>I can...</p> <ul style="list-style-type: none"> • Perform different netball passes with accuracy (chest, bounce and over-head pass) • Catch the ball and land without travelling • Perform a pivot on | <p>I can...</p> <ul style="list-style-type: none"> • sprint using the effective arm and leg techniques • pass and receive a relay baton • use the correct technique to throw a shot putt with some accuracy |

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| | and direction when running | levels of movement <ul style="list-style-type: none"> • Perform with confidence | appropriate movements <ul style="list-style-type: none"> • construct sequences which use variations in speed, level and pathways. • move into and from a range of travelling, jumping and turning movements with control and accuracy • select and combine skills to create sequences showing change of direction • adapt and transfer skills safely onto more complex apparatus at every stage of learning | the spot <ul style="list-style-type: none"> • Seek space • Defend an opposing position using body position and hand movements • Shoot with some accuracy | <ul style="list-style-type: none"> • explore different techniques to jump successfully |
| Y4 | Mixed invasion games I can... <ul style="list-style-type: none"> • use range of ball passing techniques • consider use of space and direction when running • begin to use tactics to keep possession of the ball | Dance I can... <ul style="list-style-type: none"> • copy specific Tudor movements with control and in time with the music. • Create a sequence using the movements taught • Explore different dynamics and levels of movement • Create own movements similar to the Tudor style | I can... <ul style="list-style-type: none"> • identify and use different body parts to balance on and know which combinations produce stable or unstable shapes • balance and show specific planned body shapes • move into and from balances with control and accuracy • create a sequence of balances showing planned variations in shape, speed and levels • show a variety of travelling, jumping rolling and balancing skills • receive and transfer body weight safely in different situations • create sequences of balances, rolls, jumps and travelling methods showing contrasts of different shapes, speeds and levels • rotate and roll in different directions, | I can... <ul style="list-style-type: none"> • Pass a rugby ball backwards with some accuracy whilst running forwards • Seek space • Defend by marking and grabbing tags • Use above skills and apply them to a game situation | I can... <ul style="list-style-type: none"> • sprint using the effective arm and leg techniques • use the correct technique to move over a hurdle whilst running at speed • triple jump with accuracy using the correct technique • grip and throw a discus with confidence, using the correct technique |

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| | | <ul style="list-style-type: none"> • Perform with confidence | <p>showing different shapes, sizes and speeds</p> <ul style="list-style-type: none"> • create a sequence with a partner to show changes of front and direction, both on the floor and on apparatus • observe and describe the movements of others using appropriate language | | |
| Y5 | <p>Mixed invasion games</p> <p>I can...</p> <ul style="list-style-type: none"> • understand the difference between attacking and defending skills • consider use of space, speed and direction when running • apply these skills to small invasion games <p>Swimming</p> <p>Use a range of strokes effectively</p> <p>Swim with confidence over a distance of at least 25m</p> | <p>Dance</p> <p>I can...</p> <ul style="list-style-type: none"> • understand the features of different types of Caribbean dance • Create a sequence using the movements taught • Explore different dynamics and levels of movement • Consider relationships with other dancers (moving in canon, unison etc) • Perform with confidence | <p>I can...</p> <ul style="list-style-type: none"> • use different body parts to balance on, creating a bridge shape independently and with a partner • demonstrate a variety of high and low level bridges • join together bridges with travelling and rolls to create a sequence • move smoothly into and from a variety of bridges, creating a sequence with different levels, speeds and directions. • identify and demonstrate 5 basic jumps • take off and land safely from different directions • sequence 3 different jumps, landings and rolls together smoothly • work with a partner to show contrasting body shapes when jumping • demonstrate pushing or pulling against the floor or apparatus • identify and show various ways of gripping apparatus with hands and different body parts to climb, swing, spring onto/off/over apparatus • identify and demonstrate a variety of | <p>I can...</p> <ul style="list-style-type: none"> • Throw and catch accurately whilst moving • Dribble with a ball whilst moving • Block a ball using different body positions • Mark and evade an opposing player with speed and confidence • Seek space • Use correct handball technique of '3 steps then pass' • Apply skills to a handball game situation | <p>I can...</p> <ul style="list-style-type: none"> • use a crouch start when sprinting • pass and receive a relay baton accurately and with speed • use the correct technique to throw a shot putt with accuracy and power • explore different techniques to jump successfully • throw a javelin using correct technique with accuracy and power • |

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| | | | rotations around 3 different axes using different shapes and speeds <ul style="list-style-type: none"> • transfer all of these skills to suitable apparatus | | |
| Y6 | Tennis I can... <ul style="list-style-type: none"> • Use controlled hand-eye coordination with racket • Perform a forehand and backhand confidently • Perform controlled hitting and receiving of the ball • consider ball placement when returning the ball | Dance I can... <ul style="list-style-type: none"> • create and perform sequences of movement in a group • Consider dynamics, space and relationships when creating and performing the dance • Move in time to the music • Perform with confidence | I can... <ul style="list-style-type: none"> • I understand and can use a variety of spatial relationships when working with a partner • work with a partner to create a sequence of linked balances, travelling, jumping and turning movements using a variety of speeds, levels and directions • understand and use the words synchronisation and canon. • move rhythmically with a partner or group, using synchronisation and canon. • produce a combination of balances emphasising different levels using synchronisation and canon with a partner or group. • travel under or over shapes made by a partner, with or without contact • identify and demonstrate counter-balance and counter tension • work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence • Adapt and transfer all of these skills onto apparatus | I can... <ul style="list-style-type: none"> • Throw and catch accurately whilst moving • Dribble with a ball whilst moving • Block a ball using different body positions • Mark and evade an opposing player with speed and confidence • Seek space • Use correct handball technique of '3 steps then pass' • Apply skills to a handball game situation | I can... <ul style="list-style-type: none"> • triple jump with accuracy and confidence using the correct technique • grip and throw a discus with confidence and power, using the correct technique • use the correct technique to confidently move over a hurdle whilst running at speed • understand how long distance running is different to sprinting • experiment with long distance running techniques |

Planning:

Each class has an allocation of 2 hours per week for PE which is done in class groups.

Units of work are structured throughout the year so that the children are receiving a broad and balanced curriculum. The planning is based on the National Curriculum. Planning for each half term in the PE subjects folder acts as a guide when planning individual lessons and is adapted to suit the class ability and individual children. Each year the skills learnt from the previous year's lessons are built upon and the variety of skills increased.

Teaching Approaches

A variety of teaching and learning styles are used in PE lessons. The main aim is to develop the children's knowledge, skills and understanding and this is done through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and encourage the children to evaluate their own work as well as the work of other children. Within lessons the children are given the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Differentiation:

In all classes there are children of differing physical ability. Teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies:

- ❖ setting common tasks that are open-ended and can have a variety of results
- ❖ setting tasks of increasing difficulty and children will complete different levels of the tasks
- ❖ grouping children by ability and setting different tasks for each group
- ❖ providing a range of challenge through the provision of different resources

Other adults:

Some activities will be delivered by external agencies. The school is responsible for verifying that these people have the skills, knowledge and understanding necessary to deliver their activity. The school also have the responsibility to ensure that these people have the necessary qualifications, child protection and safe guarding checks.

Any teaching students completing their PGCE/Schools Direct program who are teaching PE are overseen at all times by a qualified class teacher.

Learning Environment and Resources:

Children are involved in their own learning and should learn through observation, practice and consolidation.

The physical learning environment (hall or playground) is managed effectively to enable the fulfilment of the stated success criteria of each lesson.

Throughout the year children have experience of learning in both the hall and the outside and staff choose the environment according to the suitability of the activity.

All small PE resources are stored in the PE cupboard situated on the first floor. This door is kept locked and the room should not be accessed by anyone apart from teaching staff. It is the staff's responsibility to ensure equipment is stored tidily and safely after they have used it. Any lost or damaged equipment should be reported to the PE coordinator as soon as possible.

Large apparatus are stored at the back of both halls and should be kept clear of all other obstacles. All staff ensures that they and pupils have safe access to all apparatus. Pupils are taught how to handle apparatus safely to and from storage positions (4 children carrying a bench, table or mat and all facing forwards).

Health related fitness:

Across all activities there is a focus on the main components of fitness. Children are taught about the benefits that come with regular exercise. Children are taught to understand the importance of

- ❖ a warm-up and cool down

- ❖ a healthy heart and lungs
- ❖ muscles

Health related fitness is taught in PE and Science in each year group.

Health messages to parents and carers are displayed in the office, sent out in the newspaper or as a letter.

Health and Safety:

Clothing and Jewellery

- ❖ Teachers ensure that children understand the potential dangers of inappropriate footwear and clothing and the presence of jewellery in a PE lesson.
- ❖ Children change into appropriate clothing and footwear for every PE lesson. Jewellery is removed, including studs. If this is not possible then piercings should be taped up.
- ❖ Long hair is tied up.
- ❖ Staff should make the appropriate risk assessments regarding religious and cultural clothing.
- ❖ Staff also consider their own and children's safety by wearing appropriate clothing and by removing any jewellery that could pose as a hazard to the children.

Working Environment

- ❖ Potential hazards are considered/recognised before lessons and removed/coned off
- ❖ Children are taught to recognise potential hazards in an area that they are about to use, showing awareness of their own safety and that of others.
- ❖ When in the playground (sheep lane especially where there is a large corner) teachers ensure that they set up the activities so that they can see and monitor all groups of children.

Equipment

- ❖ Children are made aware of the correct handling and lifting of both small and larger items of equipment and apparatus. Children are gradually be encouraged to be more responsible for this.
- ❖ All gymnastic apparatus are inspected annually by an outside agency.
- ❖ A demonstration of how to safely take out and put away the wall bars is given at the beginning of the second half of the spring term every year for new staff.

First aid

- ❖ Staff refer to the whole school health and safety policy regarding the procedure for accidents and first aid kits.

Equal Opportunities:

All pupils have an equal opportunity to take part in all PE activities as long as it is safe for them to do so. Staff follow the whole school equal opportunities policy.

PE lessons and other experiences reflect the school policy with regards to equal opportunities in terms of organisation and access to the resources.

Pupils, through school council are given opportunities to voice their opinion of PE and sporting activities in the school.

SEN:

All teachers are responsible for ensuring that all special educational needs of their pupils are met. Teachers ensure that they put in place any extra provisions needed to ensure maximum participation of all children in PE. Individual teachers consult with the parents/carers with regard to the specific needs of SEN children which are supported, within health and safety boundaries.

Non-participants:

Non-participants whenever possible are involved in the non-performance aspects of the activity. They work with individuals or groups, helping with the planning and evaluating aspects of the tasks. Non-participants change into appropriate footwear when possible.

Notes from parents should be received if a child is unable to participate in PE for any short term or long term health reason.

Extra-curricular activities:

Provisions are made for a broad range of extra-curricular activities. The school currently provides the following extra-curricular physical activities:

- ❖ KS1 and 2 football
- ❖ Tag rugby

- ❖ Cricket
- ❖ Netball
- ❖ Ballet
- ❖ Karate
- ❖ Street dance
- ❖ Athletics

Outside agencies are invited to the school to perform workshops to increase the range of experiences in PE that the children receive. These extra-curricular activities encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. Teams also play regular fixtures against other local schools and participate in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.