Holyport CE (A) Primary School and Foundation Unit
'Love Learning, Love Life'

Physical Education (PE) Structure

Physical Education (PE) at Holyport Primary School has been developed in guidance with National Curriculum (2013) in England for Key Stages 1 and 2.

Aims

The school aims to provide all pupils with an opportunity to succeed and excel in a range of competitive sports and physical activities. Pupils will be encouraged to explore their physical abilities while reflecting on their strengths and weaknesses. They will learn how to develop their key fundamental skills and emphasis will base on pupils working towards their personal best (PB). Pupils will learn how to play traditional competitive sports, while respecting opposition and showing values of fair play. The school will also aim to provide pupils with an understanding of the importance of physical activity, health and the impact that sports can have on individuals.

The following aims have been set at Holyport for PE in Key Stages 1 and 2. To ensure all pupils are provided with:

- a positive early experience in sport through high quality PE
- an opportunity to explore their physical abilities and work towards improving their personal best
- the opportunity to learn and play a range of competitive sports and physical activities in a safe environment
- at least 2 PE sessions a week
- an opportunity to participate in extra- curricular clubs and activities
- an understanding of how to live healthy active lives
- an understanding of good values and playing sport in the correct spirit

Phase 1- Fundamental Movement Skills (FMS)

Foundation Stage 1 to Year 2

In this phase pupils will develop their fundamental movement skills (running, throwing, jumping, and catching). Pupils will look to explore different methods of travelling at different speeds (crawling, walking, skipping, jogging, sprinting, side stepping, backwards). Emphasis will base upon developing basic motor skills which are used in sports.

Example:

Improving a technique of side stepping- This will help pupils become more agile on their feet and aid them in dodging tackles in a game of Rugby.

Pupils will be taught to:

- explore and master their fundamental movement skills
- develop ABCs (Agility, Balance and Coordination) and apply these in a range of activities
- develop basic skills used in different sports (e.g. tagging, dodging)
- use different sports equipment safely
- play and begin to compete fairly and safely
- participate in team games
- develop simple tactics for attacking and defending
- perform dances using simple movement patterns
- understand the importance of being healthy and physically active
- understand the basic effects that physical activity can have on the body (e.g. running= heart beating faster)

PE will be delivered with the children actively involved within the session, with an emphasis around fun and enjoyment. Lessons will be themed, encouraging children to use their imagination while exploring different physical activities.

Phase 2- Skill Practice

Years 3 to 4

Skill practice will involve engaging activities and games which will aim at improving sport specific skills (e.g. dribbling, passing, shooting, striking and fielding). Pupils in this phase will look to combine the FMS they have learnt in phase 1 and apply them to sport specific skills.

Example:

Running and bouncing a ball (Phase 1) = Dribbling (Phase 2)

Pupils will learn to:

- apply FMS to sport specific skills
- play in a range of individual and team based sports
- understand the basic rules involved in different sports
- respect the opposition and develop understanding of fair play
- develop a deeper understanding of tactics in attacking and defending
- develop flexibility, strength, technique, control and balance (gymnastics and athletics)
- perform dances using a range of movements and patterns
- take part in Outdoor Adventure Activities (OAA) working individually and in a team
- understand the importance of healthy living
- Develop a competent understanding of the basic effects of exercise on the body (e.g. physical activity increase pulse rate).
- swim competently (Year 3);
    - over a distance of at least 25 meters
    - using a range of different strokes effectively
    - and perform safe self-rescue in different water based situations

Emphasis in this phase will be on skill practice and learning how to compete. Pupils will be challenged to reflect upon their own skills and abilities and work towards their personal best (PB).

Phase 3- Game Related Practice

Years 5 to 6

By this phase pupils should be competent in FMS and able to apply them to sport specific skills. This final phase will look to challenge pupils by testing skills in a competitive environment. Pupils will be challenged to work towards PB and to improve technical ability. They will also be challenged to think more tactically in game related practices.

Example

Unopposed Skill- football shooting (Phase 2) = Opposed Skill- being able to shoot in an opposed game while thinking tactically; when to shoot, where to shoot, what technique to use? (Phase 3)

Pupils should gain a competent understanding of a range of sports. They should be able recognise the specific skills needed in different sports and be able to apply them in competition.

By the end of this final phase, pupils should:

- Play competitively in a range of different sports, individually and in a team.
- have a competent understanding of rules involved in different sports
- play sports competitively while respecting the opposition and showing fair play
- develop a deeper understanding of attacking and defending effectively in different sports
- gain an understanding of tactics within games
- continue to develop flexibility, strength, technique, control and balance (gymnastics and athletics) working towards PB
- be able to perform dances using a range of movements and patterns
- take part in Outdoor Adventure Activities (OAA) working individually and in a team
- understand and be able to explain the importance of healthy living
- Have a good understanding of the effects of exercise on the body (e.g. physical activity increase heart rate, increased heart rate- increases blood flow, more oxygen and food to active muscles).



Assessments

All pupils will learn and develop through the different phases at different speeds. Sessions will be differentiated to the needs and ability of all pupils. Self-reflection of performance and ability will be a constant theme throughout PE. Pupils will be required to analyse their performances with previous experiences and demonstrate improvement to achieve their personal best.

At the beginning and end of each term, baseline and final assessments will be carried out to identify children's understanding, knowledge and ability in the specific PE topic that they are focusing on that term. These assessments will show which children have made progress by meeting different success criteria.

Baseline Example

Working towards	Achieving	Working at a greater depth
• Can use apparatus safely • Can travel in different ways on apparatus • Can perform basic skills such as shapes balances and jumps on the apparatus	• Understands the safety points when using the apparatus • Can travel on the equipment with control and confidence • Shows confidence when performing key skills such as jumps, shapes and balances.	• Can move apparatus safely • Can be creative when travelling on apparatus, performing their own skills • Is able to structure a routine using the apparatus by linking up their skills
Joe Bloggs		

Final Assessment Example

Working towards	Achieving	Working at a greater depth
• Can use apparatus safely • Can travel in different ways on apparatus • Can perform basic skills such as shapes balances and jumps on the apparatus	• Understands the safety points when using the apparatus • Can travel on the equipment with control and confidence • Shows confidence when performing key skills such as jumps, shapes and balances.	• Can move apparatus safely • Can be creative when travelling on apparatus, performing their own skills • Is able to structure a routine using the apparatus by linking up their skills
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