

Curriculum Booklet

PE





Why is PE important ?

Physical Education is very important to us here at Bredbury St Marks as our children need support and understanding of the importance of the physical, mental and health side of living.

Our children live in a deprived area of Stockport and with the lack of parental support and encouragement can lead them to becoming solitary, creatures of indoor living and unhealthy habits.

We like to expose them to a variety of fitness, health and sports learning they can continue at home.

Physical and Mental Health

Our teachers ensure that the curriculum consists of age-appropriate activities that support growing minds and bodies. PE improves motor skills and increases muscle strength and bone density, which in turn makes our children more likely to engage in healthy activity outside of school. Furthermore it educates children on the positive benefits of exercise and allows them to understand how good it can make them feel.

Social Skills

Physical education that begins demonstrates the value of cooperation, while being part of a team gives them a sense of identity. Our children gain skills that pave the way for healthy interactions and relationships throughout life. This teaches them essential communication skills and social skills. It helps them become team players, work alongside a diverse range of team mates and be able to support others.



Self-Esteem and Character Development

Playing team sports in a structured setting reinforces leadership and good sportsmanship. Playing various roles on a team and gaining new skills encourage our children to respect themselves and their peers. It also teaches them to be understanding to others and support them through their difficulties.

Gestures such as a hand shake, a pat on the back or a high-five from a team-mate helps to build confidence and camaraderie, and earning praise from teachers or other players also helps to improve self-esteem. This then leads to increasing children's confidence to trust their abilities and to progress their skills within their sport. It is important for children to understand that self-esteem should not rely on winning or losing, but in the taking part and learning from every opportunity.

Better Academic Performance

The many benefits of PE carry over from the playing field or gymnasium into the classroom, leading to better academic performance. Children who take part in physical education are better able to regulate their behaviour and stay focused in class. Often sport gives children the opportunity to take their minds off their academic studies. It offers the chance for them to relax, release pent up emotions and to spend time having fun with their friends.



How is PE taught?

Here at Bredbury St Marks the children participate in a weekly indoor and outdoor session taught by a class teacher or a professional coach plus an extra session team taught by a professional coach and the class teacher.

Our PE is split into different sections and each year group cover each section every year:

Dance

Gymnastics

Athletics

Games and Skills

Working individually, partners or teams

Each section is broken down into sessions and then this is planned carefully with clear objectives, resources, learning opportunities, time to develop skills and then for them to put the taught skills into practice. Every session has a planned warm up, main activity, linked games and next steps. Within each area of the lesson there is an opportunity to differentiate lower and higher ability children.

Progression of skills, abilities and games have been plotted throughout the year and school.



How is PE taught?

We follow the iPEP PE programme which gives us yearly programmes to follow for each year group in all areas of PE.

Year Group: Year 1 **Topic:** Ball Control (Invasion)

Session: 1 | **Sports & Topics:** Various - Direction, Speed, Passing & Receiving



Lesson Overview

This lesson gives children the opportunity to develop their movements skills attempting to change direction and speed as well as attempt to move across different pathways.

Equipment Needed

Cones, small hurdles, witches hat cones, spots (see images), hula hoops & bean bags.

Safety Points

Ensure the space is checked and suitable for the session and children have appropriate kit. Discuss with children how they can safely move within the area and the importance of keeping their heads up whilst moving or how throwing various objects too far or hard could be dangerous.

STEP/SEND recommendations

Recommended Timing

Non-participant information

LEARNING OBJECTIVES

To move fluently, changing direction & speed easily
To use different movements, speeds & pathways

LA



Children to focus on travelling towards an area, changing pace when necessary.

MA



Must attempt to change direction with some pace as well as move fluently around cones.

HA



Children to demonstrate leadership during applicable activities as well as show some degree of fluency when travelling, changing direction and speed as they do so.

WARM UP	MAIN ACTIVITY	LINKED GAMES	NEXT STEPS
<p>'Mr. Frostie and Mrs. Sunshine' - Children to travel around the area in a variety of ways e.g. running, bouncing or skipping. When the teacher calls 'Mr. Frostie' pupils FREEZE. When the teacher calls 'Mrs. Sunshine' pupils travel. Repeat several times encouraging the children to travel in different ways across a space. (SEE VIDEO 1).</p> <p>Teacher Tips When 'Mr. Frostie' is called, children stop and freeze on one foot.</p> <p>Additional Tips Allow children adequate time between calls for exploration of movement and creativity.</p> <p>Teaching Points Remind children to look for space and travel towards that space when moving around the area.</p> <p>Progression Vary the times between shouting 'Mr. Frostie' and 'Mrs. Sunshine' 3, 5 or 7 seconds between calls.</p>	<p>'Slalom Relay' - Place children into mixed ability groups of 4-5 and ask children to line up one behind the other with a cone on the ground in front of the first member of the group. Place four cones in a zig zag slalom pattern (1-2 metres between each cone) in front of each group and a small hurdle at the very end. On teacher's command 'Ready, Set, Go' the first child in the group must zig zag travel through the cones, jump over the hurdle at the end and return to the back of their group for the next child to go. (SEE VIDEO 2).</p> <p>Teacher Tips Ask children to slow down as they approach a cone but speed up on exiting the cone.</p> <p>Teaching Points Can the children change their speed and direction fluently?</p> <p>Progression Narrow the distance between cones (increases agility levels).</p> <p>STEP/SEND recommendations</p> <p>Suggested Timings</p>	<p>'The Obstacle Course' - Place children into different groups of 4-5 with a variety of equipment to choose from: Cones, small hurdles, witches hat cones, spots, hula hoops and bean bags. Ask children to attempt to create their own obstacle course. The course must include a jumping element, change in speed (walk to run) and direction.</p> <p>Teacher Tips Encourage children to be creative throughout.</p> <p>Teaching Points Can the children change their pathway when turning as well as change their rate of speed?</p> <p>Progression Introduce a throwing element (using beanbags and hoops).</p> <p>STEP/SEND recommendations</p> <p>Suggested Timings</p>	<p>'The Blob' - A different version of tag: Two children begin as taggers, they must be holding hands. Other children find a space within a given area, the two taggers (the blob) then attempt to 'tag' the other children whilst holding hands, when another child is tagged they then join 'the blob'. The game ends when all children are caught. (SEE VIDEO 3)</p> <p>Teacher Tips Repeat with different taggers each time.</p> <p>Teaching Points Remind the children of the importance of locating space and then travelling towards that space.</p> <p>Progression Challenge 'The Blob' - Hopping or skipping only!</p> <p>STEP/SEND recommendations</p> <p>Suggested Timings</p>
<p>HA ↑ Children to be creative across all levels (high, middle and low) when travelling.</p>	<p>HA ↑ Head up with a bend on elbows.</p>	<p>HA ↑ Must take a lead role in creating the obstacle course.</p>	<p>HA ↑ Should be challenged to escape 'The Blob' by changing pace, direction and level.</p>
<p>LA ↓ Can stop and freeze on two feet.</p>	<p>LA ↓ Must attempt to run from heel to toe.</p>	<p>LA ↓ Work within a mixed ability group.</p>	<p>LA ↓ Children to utilise the opportunity of a 'safe zone' if necessary.</p>
<p>Cool Down / Conclusion</p> <p>Follow me - Children to work in pairs. Child number 1 performs an action or movement and child 2 must attempt to copy that movement. Children then switch roles. Encourage different ways of travelling and jumping.</p>			



Assessment of Art and Design

Assessments are made for the skills and ability the children are taught throughout the year.

Class and individual pupil assessments are carried out termly and the PE lead analyses the data to look for strengths, areas of development or any professional development opportunities. The children are graded to be emerging, developing or secure. Children who are regarded as being exceeding would be acknowledged to the PE Lead and added to their register.

The feedback you will see in our PE sessions is verbal, through discussions with the children about their own work and that of others. Asking a variety of open questions to allow the children to evaluate their own learning.

The children self and peer assess their achievements against the lesson objective, the teacher will then mark against the same objective.

The PE lead gathers pupil voice to inform our planning and future learning of skills and knowledge.

We collect summative assessments at the end of every term and year to analyse cohort and individual children's progress of knowledge and skills and abilities.

This demonstrates where children are in particular skills or knowledge assessing them as well below, emerging or expected.



PE Class Assessment Grid - Excel

Andy Spreckley AS

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
1	Name	Gymnastics			Dance		Athletics			Games												
2		A2			A1																	
3	Tihami A																					
4	Jaden A																					
5	Scarlett B																					
6	Ciaran E																					
7	Oliver F																					
8	Jack F																					
9	Elijah FJ																					
10	Violet H																					
11	Bradley H																					
12	Jaicee M																					
13	Evie M O																					
14	Oscar P																					
15	Ellie P																					
16	Rhianne S																					
17	Teeyana TJ																					
18	Ivy T																					
19	Michael W																					
20																						
21																						

Key

- Well Below
- Emerging
- Expected



Parental Involvement

We are passionate about involving our parents in their child's curriculum and learning and therefore like to inform them as much as possible about the areas of PE we cover and the skills and knowledge they learn.

We have created opportunities within the year for parents to come and view their children's skills and abilities through a Sports Week/Day event. This allows the children to view their peers work as well as sharing their achievements with their parents. The children also enjoy looking at the future sports, activities and being inspired to the skills and games they will be covering in the higher year groups.

We also gather parental voice to enable us to find out how best to support our parents and what they feel comfortable being involved with and how best to share their child's progress and achievements.



Sports Weeks

We are passionate about celebrating the children's skills, abilities and achievements. We plan and deliver a yearly Sports Week.

During this week the children are exposed to a variety of different sports and activities run by the teachers in school. They work together and encourage one another for their achievements.

At the end of the week the children are nominated for team work participation, team spirit, team leadership achievement awards.

This is awarded during an end of week ceremony celebration.



Special Educational Needs

For any pupils who require different support, art lessons may be adapted in the following ways in order to help meet the needs of individual or groups of children by:

- Having appropriate levels of adult support / guidance.
- Ensuring the child are at the front when modelling a technique. Allow the children some free time to explore and experiment with the materials and tools (sensory needs).
- Showing the children the materials and tools to be used before the lesson begins.
- Supporting with or different methods of recording any written ideas.
- Giving extra time to complete lessons.
- Providing a quieter space to complete lessons.

- The objectives for the lesson may be adapted to set suitable learning challenges and goals.
- To ensure appropriate workspace, including easy reach of all tools and materials and address any lighting issues if needed.
- To use different coloured paper to provide printed work on.
- To use specialist equipment such as cutting tools or frames to hold work in place.
- To use visual and kinaesthetic teaching methods used to help appeal to all learning types.
- To recap skills learnt in previous lessons and revisit key points.