

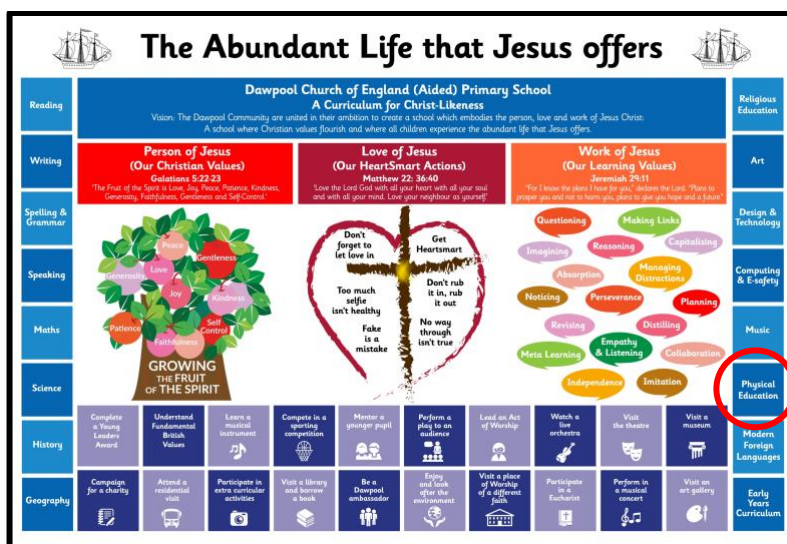


DAWPOOL

Dawpool C.E. (Aided) Primary School

A Dawpool Sports Person

Physical
Education



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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Why is Physical Education Important?

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Dawpool's Vision for PE

On completion of the PE curriculum at Dawpool, pupils will have developed:

- *The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve good levels of performance.*
- *Good levels of physical fitness.*
- *A healthy lifestyle, achieved by eating sensibly, exercising regularly and making healthy lifestyle choices.*
- *The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.*
- *The ability to take the initiative and become young leaders.*
- *Developing levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.*
- *A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.*
- *The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.*

National Curriculum for PE

The National Curriculum for Physical Education at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

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Key stage 1

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

Pupils should be 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Education Recovery in Physical Education (PE)

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **Physical Education (PE)** curriculum, we have focused on our vision for PE which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the PE curriculum.



A Foundation Stage Sports Person

Foundation Stage PE	
Class	Development Matters Statements Physical Development – Gross Motor
Foundation 1	<ul style="list-style-type: none">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.• Go up steps and stairs, or climb up apparatus, using alternate feet.• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Start taking part in some group activities which they make up for themselves, or in teams.• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Foundation 2	<ul style="list-style-type: none">• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing• Progress towards a more fluent style of moving, with developing control and grace• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Combine different movements with ease and fluency.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop overall body-strength, balance, co-ordination and agility.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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Early Learning Goals	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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Term & Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
<u>Autumn Term</u> Getting to Know You	<ul style="list-style-type: none"> Children are encouraged to play and explore many activities whilst lying on their stomachs. This increases their core strength. Continuous provision includes the outdoor environment, where all children are able to access large scale construction materials; have tyres to climb and balance on; walk and run on different surfaces which aids core stability; write with large sweeping motions using paint brushes and ribbons.
<u>Spring Term</u> Superheroes	<ul style="list-style-type: none"> Time is provided in each session for the children to use the field and large playground to run around in and practice different ways of moving. Children are able to access the bikes, scooter, balls and hoops to support their gross motor skills.
<u>Summer Term</u> Disney Around the World	<ul style="list-style-type: none"> Children access Forest School which gives them the opportunity to walk and manoeuvre around on the uneven surfaces and construct with large scale resources. In addition to these, Foundation Stage children have a specific PE lesson each week in the hall, where they are taught different ways of moving, ball skills, circle games, team games, dance and gymnastics. We currently use the Twinkl scheme of work.

A Year 1 Sports Person at Dawpool

Games

- I can throw underarm.
- I can hit a ball with a bat.

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- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.

Gymnastics

- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

Dance

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

General

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.

underarm	overarm	bat	ball
stop	move	throw	catch
kick	curl	tense	stretch
relax	control	travel	balance
copy	repeat	sequence	roll

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balance	space	perform	safe
one hand	both hands		

A Year 2 Sports Person at Dawpool

Games

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

Gymnastics

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

General

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.

<ul style="list-style-type: none">• Movement, speed, copy, repeat	Sequence, improvise, travel, teamwork	Relax, curl. Fast, slow, shape	Roll, travel, stretch, hold,
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Direction, control, balance, tense	Resilience, patience, strength,	Underarm, overarm	Rules, attack, defend
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A Year 3 Sports Person at Dawpool

Games

- I can throw and catch with control.
- I am aware of space and use it to support team-mates and to cause problems for the opposition.
- I know and use rules fairly.

Gymnastics

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastic sequences.

Dance

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.

Athletics

- I can run at fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.

Outdoor and adventurous

- I can follow a map in a familiar context.
- I can use clues to follow a route.
- I can follow a route safely.

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Space	Repetition	Action and reaction	Pattern
Dance style	Technique	Keep possession	Scoring goals
Keeping score	Making space	Pass/send/receive	Travel with a ball
Make use of space	Points/goals	Rules	Tactics
Batting	Fielding	Defending	Hitting
Relay	Direction	Route	Stretch
Push	Pull	Crawl	Slowly
Tall	High	Low	Roll
Jump	Land	Balance	Copy
Forwards	Performance	Strength	

A Year 4 Sports Person at Dawpool

Games

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

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Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

Outdoor and adventurous

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.

pass	send	receive	travel
tactics	batting	fielding	defending
hitting	dance	style	technique
pattern	rhythm	variation	unison
canon	action	reaction	stretch
push	pull	step	spring
crawl	roll	land	balance

A Year 5 Sports Person at Dawpool

Games

- I can gain possession by working a team.
- I can pass in different ways.
- I can use forehand and backhand with a racket.

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- I can field.
- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

Gymnastics

- I can make complex extended sequences.
- I can combine action, balance and shape.
- I can perform consistently to different audiences.

Dance

- I can compose my own dances in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

Athletics

- I can controlled when taking off and landing.
- I can throw with accuracy.
- I can combine running and jumping.

Outdoor and adventurous

- I can follow a map in an unknown location.
- I can use clues and a compass to navigate a route.
- I can change my route to overcome a problem.
- I can use new information to change my route.

Warm up	Cool down	Team work	Dodging
Dribbling	Controlling	Rules	Cones
Goals	Partner	Marking	Attacking
Defending			



A Year 6 Sports Person at Dawpool

Games

- I can play to agreed rules.
- I can explain rules.
- I can umpire.
- I can make a team and communicate plan.
- I can lead others in a game situation.

Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific timings.

Dance

- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and adventurous

- I can plan a route and a series of clues for someone else.
- I can plan with others taking account of safety and danger.

Athletics	Dance/gymnastics	warm up	foul
athlete	rhythm	stretch	guard
baton	dynamics	pulse rate	possession
discus	sequence	muscles	rebound

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hammer	movements	ligaments	opposition
hurdles	spatial awareness	oxygen	mark
javelin	choreograph	blood	tackle
lap	style	cramp	shoot
relay	routine	lactic acid	defend
sprint	repetition	Games	attack
personal best	improvise	intercept	puck
track/field	mirror	mark	pitch
equipment	freestyle	pass	teamwork
obstructions	change	throw	inning
bases	pace	dribble	

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