



How we Plan, Teach and Assess

# Physical Education

# Intent



At Shinewater Primary School, our vision for Physical Education (PE) is that every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active and healthy. We offer a variety of sports including tennis, football, rugby, dance, gymnastics, basketball, handball, rounders, cricket and netball. This enables our children to experience a variety of different sports which can promote healthy, life-long habits along with an active passion for life.



# Intent

We also strive to give children the opportunity to participate in a variety of competitive sports during their school life. This not only develops social skills such as teamwork and communication, but also helps our children to become more resilient and confident throughout everyday life.

At Shinewater Primary School, we are committed to breaking down barriers of participation and making sport and PE as accessible as possible to every child by adapting our provision where appropriate.



# Implementation

Within our PE lessons, we aim to:

- Provide access to a specialist PE teacher.
- Follow a successive and developmental curriculum that builds on past experiences and incorporates new ones.
- Deliver lessons planned for progression and tailored to the children's individual needs.
- Enable children to participate in a variety of different sports and activities.
- Provide enrichment opportunities through PE including assemblies, visitors and guest coaches.
- Provide physical activity during breaks and lunch times on well-equipped playgrounds.
- Provide opportunities for pupils with SEND all the way through to those who excel at sport.

Through PE, children will:

- Develop and apply teamwork skills.
- Develop resilience, determination and.....
- Compete in a range of competitive events.
- Organise and lead their own activities, events and games where appropriate.
- Develop and model the skills of good sportsmanship including respect for rules and the ability to win or lose.

Through PE, teachers will:

- Model a positive attitude towards sports and physical activity as well as encourage active participation and engagement.
- Seek and embrace opportunities for their own CPD.
- Plan and lead a range of regular sporting clubs with opportunities to perform or compete at sporting events.
- Celebrate children's success and personal achievements in sports and physical activity,





# Impact

A baseline assessment is conducted at the beginning of every term. From this, lessons will be planned and adapted to the needs of the children in line with national curriculum expectations. Regular Pupil Voices are carried out with all groups of children to gain an understanding of both areas of enjoyment and areas of improvement.

PE at Shinewater boosts self-esteem, psychological and physical wellbeing and helps to reduce levels of anxiety. Not only that, our PE helps to promote teamwork and social skills which in turn supports positive behaviour and relationships. We want our children to be physical competent and have an understanding to value and take responsibility for engagement in physical activities for life.



“Progress over Perfection”

“The biggest limits are the ones we place on ourselves”

“You can do anything you set your mind to”



# PE Teaching by Year Group

## Nursery and Reception

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Both Nursery and Reception have one weekly PE session with a specialist PE teacher.

Over the year, the children learn new skills.

In Term 1, Movement Games (Body) - The start of the academic year will focus on the children's gross motor skills: running, walking, hopping, skipping, galloping, jumping, moving in different directions.

In Term 2, Movement Games (Equipment) - Using different sporting equipment to develop kicking, throwing, gripping, holding. The children will also revisit term 1 learning.

In Term 3, Gymnastics and Body Knowledge - This term, the children will have the opportunity to climb apparatus, balance on both wide and narrow surfaces and keeping control of their bodies.

In Term 4, Movement to Music - Allowing the children to express movement to different types of music.

In Term 5, Bat and Ball Activities - The children will learn to hold and use different types of bat and will further develop their throwing and rolling skills from term 2

In Term 6, Athletics (running, jumping and throwing) - The children will incorporate learning from terms 1 and 2 about body movement to focus on running, jumping over over hurdles and throwing. The EYFS children will also take part in Sports Day and Global Running Day in Terms 5 and 6.





# Teaching by Year Group

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## Year One and Two

Over the academic year, the children learn new skills, underpinned by the knowledge acquired in the previous learning.

### Term 1 - Movement Games (Body)

In Term 1, we start off the year focusing on movement games. These are games/activities which encourage the children to explore moving their bodies in different ways. Children will be taught the importance of warming up their bodies prior to doing physical activity and what happens inside the body during the warm up. In addition, children will explore different ways of moving such as walking, jogging, running, jumping, hopping, skipping, lunging; they will apply these methods of movement to different activities. The main focus of Term 1 will be developing and refining the gross motor skills listed above.

### Term 2 - Movement Games (Equipment)

In Term 2, movement will still be at the forefront of PE but we now start incorporating different sporting equipment such as footballs, tennis balls, rugby balls, bibs etc. By doing this, we focus on actions and movements which are important in sport such as kicking, throwing, rolling, catching and passing. As we progress throughout the term, the children are encouraged to develop these sport-specific skills whilst also reflecting on Term 1 learning of gross motor skills. Furthermore, some basic attacking and defending principles will be introduced towards the end of Term 2.

### Term 3 - Gymnastics

In Term 3, Children will develop key aspects of physical fitness such as strength, balance and body control/tension. This term will be used to increase knowledge of their bodies and develop key physical fitness components such as strength, control etc. Children will be taught how to do various rolls, jumps, balances, body shapes with correct technique and how to combine different movements effectively in a short sequence

#### Term 4 - Movement to Music

In Term 4, children have the opportunity to further develop their body tension and control as this term's focus will be Dance. Each year will have a specific theme and they will perform movements relevant to their theme, which will link their learning in another subject. Children will have the opportunity to develop their thinking in terms of applying appropriate movement to music.

#### Term 5 - Striking and Fielding

Striking and Fielding will be the main focus of the children's learning. Activities will be planned to focus on key skills in striking and fielding sports such as cricket, rounders, scatter rounders and more. These skills include throwing, catching, fielding and finally hold to correctly hold and strike a ball with different types of bats. Traditional S&F sports such as cricket and rounders will be adapted so that the children can apply their learning on throwing, catching, striking and fielding to game-like scenarios. Popular adaptations we can do here at Shinewater are scatter rounders and multi-sport cricket.

#### Term 6 - Athletics (running, jumping and throwing)

In Term 6, we end the academic year with Athletics. Not only will the children revisit key components of fitness such as strength and power that would've been introduced in Term 3, we explore more technical aspects of athletics such as pacing for both short and long distance running, jumping from a standing position and throwing different types of athletics equipment. This term will coincide with school-wide Sports Days and fitness events such as Global Running Day.

# PE Teaching by Year Group

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## Year One and Two

Over the academic year, the children learn new skills, underpinned by the knowledge acquired in the previous learning.



# PE

## Teaching by Year Group

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### Year Three, Four, Five & Six

Over the academic year, the children learn new skills, underpinned by the knowledge acquired in the previous learning.

#### Term 1 - Invasion Games (Tactics/attack vs defense/Teamwork)

In Term 1, years 3-6 will focus on invasion games. The children are put into their houses and take part in a range of invasion activities in the first lesson. From this, lessons will be adapted to cover different aspects of invasion games such as tactical thinking, attack vs defence, using/creating space, communication etc.

Numerous sports such as football, tag-rugby and benchball will be used as "vehicles" to learn and develop the aspects listed above; match scenarios and gameplay are introduced towards the end of the term to link with the learning in Term 2.

#### Term 2 - Invasion Games (Gameplay/match scenarios)

In Term 2, gameplay and match scenarios will be the main focus. Years 5 and 6 will commence gameplay in lesson 1, whereas years 3 and 4 will have a full recap lesson on the learning acquired in Term 1. Tactical aspects developed in Term 1 will be developed throughout Term 2 and social skills will be developed alongside. Learning important skills such as working as part of a team, resilience and positive communication will be integrated into the gameplay taught in this term along with the tactical aspects introduced in Term 1.

#### Term 3 - Gymnastics

In Term 3, gymnastics will be the focus for years 3-6. Children will develop key aspects of physical fitness such as strength, balance and body control/tension. These physical components will be driven through both solo and pair/group work, including counter-balance, counter-tension, mat work and apparatus work. Children will be taught how to do various rolls, jumps, balances, body shapes with correct technique and how to combine different movements effectively in a sequence; with the end goal for each KS2 year group constructing some gymnastics sequences via group work.

PE

# Teaching by Year Group

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Year Three, Four,  
Five & Six



## Term 4 - Dance

In Term 4, children have the opportunity to further develop their body tension and control as this term's focus will be Dance. Each year will have a specific theme and they will perform movements relevant to their theme, which will link their learning in another subject. In years 5 and 6, they will be encouraged to develop their own choreography via group work and discussion.

## Term 5 - Striking and Fielding

In Term 5, the learning will switch to striking and fielding games. More specifically, cricket and rounders. Throwing, catching, batting and fielding will be the main focus of the children's learning; as in Term 1, cricket and rounders will be the main vehicles to help the children develop these skills. Variations of cricket and rounders will be played and explored consistently throughout this term to allow the children to use the skills in gameplay. Furthermore, learning from Term 1 on teamwork and positive communication will be revisited here.

## Term 6 - Athletics

In Term 6, we end the academic year in KS2 with Athletics. Not only will the children revisit key components of fitness such as strength and power that have been introduced in Term 3, we explore more technical aspects of athletics such as pacing for both short and long distance running, jumping from both a standing position and in the form of a triple jump and throwing different types of athletics equipment. The children will utilise knowledge and learning acquired in previous years and apply them to these athletics sessions e.g. pacing, leg drive and momentum, throwing technique. This term will coincide with school-wide Sports Days and fitness events such as Global Running Day.



# Clubs and Enrichment Activities

Shinewater offers numerous sporting enrichment opportunities throughout the year. These range from sporting events to school trips.

At Shinewater, we take part in the 'Daily Mile' which enables the children to participate in physical activity outside of PE.

Coaches and visitors are invited to school to work with the children, give talks in assemblies and deliver bespoke sport and fitness sessions.

We run a number of whole-school PE/fitness days such as a Santa Dash, Colour Run and multiple Sports Days.



We are proud to offer a variety of extra-curricular sporting clubs throughout the school year for both KS1 and KS2. These include:

- Football
- Netball
- Dance
- Basketball
- Tennis
- Multi-Sports
- Fitness
- Cricket/Rounders
- Athletics/Run Club



# Assessment

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The progression of PE throughout the year groups here at Shinewater allows for constant challenge and development of our children. Our End of Year Expectations document outlines skills and aspects of PE that the children are expected to master/be confident in by the end of the academic. These expectations are used to guide assessment through the year and the baseline assessment lessons at the start of each term will show the PE team the specific aspects which will need addressing during the term.

For example, the baseline assessment for an invasion games term may show that the children are not confident in attacking and defending and/or tactical thinking. These will be addressed and planned for during the term and the children will be assessment on this skills; both as a individual skill or together with other skills such as teamwork.

Throughout the year assessment is used as a tool to make sure the children are always developing and giving them opportunities to excel whenever possible.

