

# PE

# Parent Information



# What is PE?

Physical Education is "education through the physical". It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

At Heptonstall, we deliver a skills-based sport focus approach to Physical Education (PE), focusing primarily on the fundamentals of movement (agility, balance and co-ordination) which will start in EYFS. Physical Education aims to improve the wellbeing (including mental health) and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes

# Who learns PE?

Children in Reception to Year 6 have two curriculum timetabled PE sessions per week. All areas of PE are covered over a 2-year rolling programme within each key stage (KS1, LKS2, UKS2)

All children are taught using the scheme 'PE Planning' which covers a variety of different specific sports, gymnastics, dance, athletics and Outdoor & Adventurous activities.

# Who leads PE?

Miss Robertshaw



# PE at Heptonstall



## PE Long Term Plan

(2 lessons per week 1 delivered by the class teacher and 1 delivered by HLTA as PPA cover)

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
<u>Underlined = Class teacher</u> <i>Italic = HLTA PPA cover</i>								
Acorns	<b>EYFS</b>	EYFS Me and myself Reception Forest school	EYFS Movement and development EYFS Dance	EYFS Throwing and catching EYFS fitness	EYFS Ball skills EYFS Dance	EYFS Fun and games Reception Forest school	EYFS Working with others EYFS Fitness	
	<b>Cycle A</b>	<u>Yr 1 &amp; 2 Forest school</u>	<u>Football</u>	<u>Tennis</u>	<u>Dodgeball</u>	<u>Yr 1 &amp; 2 Forest school</u>	<u>Orienteering</u>	
		<i>Gymnastics</i>	<i>Dance</i>	<i>Fitness</i>	<i>Hockey</i>	<i>Cricket</i>	<i>Athletics</i>	
	<b>Cycle B</b>	<u>Yr 1 &amp; 2 Forest school</u>	<u>Fitness</u>	<u>Hockey</u>	<u>Athletics</u>	<u>Yr 1 &amp; 2 Forest school</u>	<u>Cricket</u>	
		<i>Dodgeball</i>	<i>Dance</i>	<i>Gymnastics</i>	<i>Football</i>	<i>Orienteering</i>	<i>Tennis</i>	
	Sapling	<b>Cycle A</b>	<u>Games</u> <i>(Invasion - Football)</i>	<u>Yr 3 &amp; 4 Forest school</u>	<u>Swimming</u>	<u>Swimming</u> <i>Yr 3 &amp; 4 Forest school</i>	<u>Games</u> <i>(Target games - Dodgeball)</i>	<u>Games</u> <i>(Striking &amp; Fielding - Cricket)</i>
<i>Games</i> <i>(Invasion - Hockey)</i>			<i>Dance 3/Fitness</i>	<i>Gymnastics 3</i>	<i>Games</i> <i>(Invasion - Tag rugby)</i>	<i>OAA 3</i>	<i>Athletics 3</i>	
<b>Cycle B</b>		<u>Games</u> <i>(Net &amp; Wall - Tennis)</i>	<u>Yr 3 &amp; 4 Forest school</u>	<u>Swimming</u>	<u>Swimming</u> <i>Yr 3 and 4 Forest school</i>	<u>Games</u> <i>(Invasion - Basketball)</i>	<u>Games</u> <i>(Striking &amp; Fielding - Rounders)</i>	
		<i>Games</i> <i>(Invasion - Netball)</i>	<i>Games</i> <i>(Invasion - Handball)</i>	<i>Gymnastics 4</i>	<i>Dance 4/Fitness</i>	<i>OAA 4</i>	<i>Athletics 4</i>	
Oak		<b>Cycle A</b>	<u>Games</u> <i>(Invasion - Tag rugby)</i>	<u>Fitness 5 &amp; 6</u>	<u>Yr 5 &amp; 6 Forest school</u>	<u>Games</u> <i>(Invasion - Football)</i>	<u>Athletics 5 &amp; 6</u>	<u>Yr 5 &amp; 6 Forest school</u>
			<i>Games</i> <i>(Net and Wall - Volleyball)</i>	<i>Gymnastics 5</i>	<i>Dance 5</i>	<i>Games</i> <i>(Net &amp; Wall - Badminton)</i>	<i>Games</i> <i>(Invasion - Hockey)</i>	<i>Games</i> <i>(Striking &amp; Fielding - Cricket)</i>
	<b>Cycle B</b>	<u>Games</u> <i>(Invasion - Netball)</i>	<u>Dance 6</u>	<u>Yr 5 &amp; 6 Forest school</u>	<u>Games</u> <i>(Target games - Dodgeball)</i>	<u>OAA 5 &amp; 6</u>	<u>Yr 5 &amp; 6 Forest school</u>	
		<i>Games</i> <i>(Invasion - Basketball)</i>	<i>Games</i> <i>(Net &amp; Wall games - Volleyball)</i>	<i>Gymnastics 6</i>	<i>Games</i> <i>(Invasion games - Handball)</i>	<i>Games</i> <i>(Net &amp; Wall - Tennis)</i>	<i>Games</i> <i>(Striking &amp; Fielding - Rounders)</i>	

# History taught at Heptonstall



## Physical education programmes of study: key stages 1 and 2

### National curriculum in England

#### Purpose of study

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.

Schools are not required by law to teach the example content in [square brackets].

Teachers in Years 1-6 plan use the National Curriculum.

They use these objectives provided to plan exciting lessons to teach the children relating to fundamental movements, skills and sports.

This provides the knowledge of the PE curriculum.

# Swimming

## 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:

- 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.

All schools must provide swimming instruction either in key stage 1 or key stage 2. At Heptonstall, Year 3 and 4 attend swimming in order to achieve the National Curriculum statements.

They attend lessons once a week for a term each academic year, and work towards being able to swim confidently and be water safe.

We go to Todmorden Sports centre for our swimming lessons and are taught by the swimming teachers there.

# PE Progression of Skills – EYFS – Y6

Teachers also use a progression of skills document to ensure PE skills are built upon in each year.

PE Progression Grid Heptonstall School				
Class	Gymnastics		Dance	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> <li>I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics.</li> <li>I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends.</li> </ul>	<ul style="list-style-type: none"> <li>Travels with confidence and skill in a range of movements when using equipment.</li> <li>Moves freely and with pleasure in a range of skilful ways.</li> <li>Sits deftly and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li> <li>I know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>I know how to combine different ways of travelling exploring a range of movements and shapes.</li> <li>I know how to perform movement phrases using a range of different body parts/actions. I know how to perform fundamental movement skills on the floor and apparatus.</li> <li>I know how to, moving safely using changes of speed, level, and direction.</li> <li>I know how to form simple sequences of different actions, using the floor and a variety of apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>I know that dance phrases are small sections of a dance that make a complete routine.</li> <li>I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> <li>I know when practising and using a stimulus I can remember and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Explores and copy basic body actions and rhythms.</li> <li>Negotiate space confidently, using appropriate strategies.</li> <li>Use their bodies to respond to stories, topics and music.</li> <li>I know how to respond imaginatively to a range of stimuli.</li> <li>I know how to move confidently and safely in general space, using changes of speed, level, and direction.</li> <li>I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li>I know how to compose short dances.</li> <li>I know how to move with control to music. I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.</li> </ul>
Sapling Y3 & Y4	<ul style="list-style-type: none"> <li>I know that combinations of actions create gymnastic sequences and routines.</li> <li>I know the importance of flexibility, strength, control, technique, and balance in gymnastics. I know that there are different ways of using a shape, balance, or travel.</li> <li>I know when to experiment with spatial patterns, speed, and tension.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to perform a range of actions, abilities and skills with consistency, fluency, and clarity of movement.</li> <li>I know how to create gymnastic sequences that meet a theme/set of conditions, showing a clear, beginning, middle and end.</li> <li>I know how to create, perform, and repeat a combination of actions that include changes of dynamic e.g., changes of level, speed and direction, and clarity of shape.</li> <li>I know how to link different elements and use elements in different ways to make sequences of movement.</li> <li>I know how to work with a partner and in a small group, considering performance aesthetics such as spatial patterns, mirroring, and contrasting.</li> </ul>	<ul style="list-style-type: none"> <li>I know that expressive qualities are ideas and emotions communicated through movement patterns.</li> <li>I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases.</li> <li>I know that is important to consider others when working in a pair or group.</li> <li>I know when and how to use stimuli to create characters and narratives.</li> <li>I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to perform dances using a range of movement patterns – accurately, fluently, consistently.</li> <li>I know how to perform with control with a partner.</li> <li>I know how to combine actions and maintain the quality of performance when performing at the same time as a partner.</li> <li>I know how to perform with a wide range of actions, when working with a partner and in a group.</li> </ul>
Oak Y5 & Y6	<ul style="list-style-type: none"> <li>I know the importance of rhythm when creating, practising, and performing a routine.</li> <li>I know the terms exploration and improvisation in relation to creating and performing gymnastic routines.</li> <li>I know various compositional principles, including varying direction, level, and pathways to improve the look of a sequence.</li> <li>I know what skills are required when developing a performance, to meet the need of the situation.</li> <li>I know when flexibility, strength, control, technique, and balance are required for wide variety of elements in gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to create longer sequences, performing with fluency and clarity of movement.</li> <li>I know how to use combinations of dynamics using the space effectively.</li> <li>I know how to combine movement ideas fluently and effectively.</li> <li>I know how to use skills in different ways, performing confidently, with clarity and a sense of rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</li> <li>I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance.</li> <li>I know when to use basic compositional principles to create dances.</li> <li>I know when to combine movements fluently and effectively throughout dance routines.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use a broader range of skills and movement patterns.</li> <li>I know how to explore movement ideas inspired by a stimulus.</li> <li>I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence.</li> <li>I know how to perform confidently to an audience.</li> </ul>



# Inclusivity: Supporting ALL children

Some children may need extra support in order to achieve in Physical Education. At Heptonstall we incorporate a teaching to the top style approach in every subject where all children are exposed to the same learning but ensure high quality support is in place to assist children's individual needs to get there.

## **Therefore your child may...**

Use different sizes equipment to support with gross motor skills

Learn the previous year groups skill.

Recap the previous year group skills to progress on to the current year.

Have a gross/fine motor skill intervention.



# Monitoring PE

All subjects are regularly monitored in a variety of ways at Heptonstall.

PE is monitored by Miss Robertshaw through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for PE across the school for all children.

## Some ways this is done is by:

- Internal/cross Trust and External deep dives (lesson observations, staff interviews)
  - Learning walks Data drops and the analysis of this
    - Resource monitoring
    - Checking of planning
  - Staff training (webinars, meetings, courses)
    - Celebrating children's PE achievements
- Subject lead keeping up to date with reading, research and training

Thank you for the taking the time to read this presentation. If you would like to hear more about the teaching of PE at Heptonstall please ring the office and request an appointment to speak to Miss Robertshaw.

