

Curriculum Growth Journey

Physical Education

How is Physical Education taught at Trinity?

Curriculum Intent:

What do we want to achieve in our Physical Education curriculum?

At Trinity All Saints, Physical Education (P.E.) is about delivering high-quality teaching and learning opportunities which develops the children's PE skills as well as enhancing the fitness and good health of all pupils. We believe that teaching lessons in a safe, supportive and stimulating environment will strengthen the children's knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing. This will inspire children to succeed and develop abilities which will positively impact on their future. Our aim is for all children to have a keen interest in P.E., a willingness to participate in all lessons, have a positive attitude towards learning and to employ imagination and creativity in their techniques whether it be tactics or choreography. Learning is strengthened through a collection of physical activities and teaching is adapted to support the needs of every child. Children will co-operate and collaborate with each other as part of an effective team; understanding fairness and embedding or school values and also the life-long values that P.E. promotes.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential, and grow into the very best versions of themselves.. We feel that their contribution to school life should be valued and we seek to build their self-esteem. Spiritual development in our school seeks to support every individual on their spiritual quest.

Implementation:

How will this be achieved?

Our P.E. curriculum encourages enjoyment, challenge, resilience and teamwork through a range of activities such as: invasion games, striking and field games, gymnastic, dance and swimming. We deliver this by teaching the National Curriculum objectives along with using the curriculum overview, which underpins our school values, to build on knowledge and develop a progression of skills. We are supported by Inspiration Tree who teach progressive, coherent opportunities which allow our children to learn and apply fundamental skills for each year group. Being active or creative

as well as being part of a team is fundamental in supporting mental health. For this reason, cross-curricular links are made between P.E. and P.H.S.E to ensure that children are supported; giving them the best chance at staying mentally healthy.

Pupils are provided with their entitlement to P.E. twice a week. Gymnastics and Dance is taught by both the Sports Coach the class teacher. Not only are all lessons focused on fitness but on key questions and vocabulary too so that children can apply their learning in a philosophical manner. Pupils learn the basic rules for a range of games and experience competition which is driven by positive sporting attitudes. Each lesson allows children to participate in PE at their own level of development. Staff cater to the needs of every child, putting challenge at the forefront of the learning. Children who are less active are highlighted at the beginning of each academic year. They are encouraged to live a more active and healthier lifestyle and are supported in doing so. Active playtime is also encouraged by all staff to ensure children are not only mobile throughout the day but to promote self-regulation, co-operation with others and the development of moral attitudes.

Trinity All Saints promotes the participation of extra-curricular activities and opportunities outside of school for children of all backgrounds. Pupils are able to attend after school clubs such as multi-sports, football, dance, gymnastics, netball and running club. They also take part in our annual Sports Day. Pupils attend sporting events in the local area and take part in leagues where they compete with schools in the borough. This enables them to build character and embed values through regular teamwork activities.

Regular reviewing of action plans, governor reports, pupil voice, learning walks, team teaching and joint planning are used to continuously improve the delivery of P.E. at Trinity All Saints. Trinity All Saints work with sports clubs within the Bingley area so children can continue to be physically active within their chosen sport outside of the school time. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen.

Opportunities for Spiritual development:

We aim to:

- Develop feelings and emotions by being moved by beauty and kindness, hurt by injustice or aggression, a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source for growth.

Impact:

What will outcomes for learners be?

Children show the motivation to utilise the essential skills which they acquire from Physical Education in an effective way in order to live a happy and healthy lifestyle in addition to having a love for sport. When children leave Trinity All Saints children have developed the skills, confidence and love of movement to be physically active for life.

Early Years Foundation Stage

Gross Motor Skills

Children will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- They will demonstrate strength, balance and coordination when playing.
- They will move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children will:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- They will use a range of small tools, including scissors, paintbrushes and cutlery.
- They will begin to show accuracy and care when drawing.

Physical Education: Key Stage 1

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.

<p>Yr. 1</p>	<p>Athletics</p> <p>To start <i>on the spot, travel</i> and <i>stop safely</i> with control, in response to instructions. - To change <i>speed</i> with control in response to instructions. - To change <i>height (high, low)</i> with control in response to instructions. - Learners use of key language: <i>Faster, quick, slower, start, stop, freeze, still, follow, hop, skip, straight, turn, shake</i></p> <p>Running - Start, stop and change direction safely in response to instructions. - <i>Walk, jog</i> and <i>run</i> with good <i>posture</i> and <i>balance</i>. - Copy movements of a leader with <i>control</i>. - Move <i>quickly</i> to a base in response to voice instructions. <i>Work together</i> with a partner.</p> <p>Jumping - Show and guide a safe landing. - Tell me how the use of arms can help affect jumping high. - Take off from and land in different positions. - <i>Explore</i> jumping in different ways showing <i>balance</i>.</p> <p>Throwing - Perform movements which move and stretch arms and shoulders. - <i>Apply</i> appropriate effort in order to control an objects flight. - Roll a ball to a target. - Use an underarm action to throw to a target.</p>	<p>Invasion Games</p> <p>- To <i>move</i> confidently and safely in their own and general space (look, listen and think!). - Using hands and feet to <i>change speed, level and direction</i>. - To experience <i>moving</i> into space safely and confidently with a range of different resources.</p> <p>- Explore sending, receiving, <i>underarm throwing, bouncing, catching, kicking</i> with hands and feet to team mates while still and or moving. - To <i>explore</i> and use skills, actions and ideas as a team to suit the game they are playing. - To take part in <i>sharing</i> games or physical activities. - To <i>take part</i> in games both non-competitive and competitive as a team in a range of increasingly <i>challenging</i> situations. - Using hands to <i>balance</i> and control objects on them. - Learning how to aim and <i>throw</i> objects to a <i>target</i> or <i>catch</i>. - How to hold a <i>bean bag, quoit</i> and <i>ball</i> to <i>balance</i> on body parts. - <i>Playing</i> short individual and team games that involve a variety of equipment, that require <i>balance, throwing, catching, control</i> and <i>moving</i>. - Movement to <i>bases</i> or <i>station</i> that require retrieving of objects</p>	<p>Dance</p> <p>- To <i>move</i> confidently and safely in their own and general space. - Using changes of speed, level and direction. - <i>Stamp, wave, gentle, sad, happy</i>.</p> <p>- To <i>explore movement</i> ideas and <i>respond</i> to a range of stimuli. - To explore ideas, based on a theme, and respond with your own ideas. - Movement of body to show how you are <i>feeling</i>. - Copy and explore basic body actions demonstrated by the leader.</p> <ul style="list-style-type: none"> • Folk dance around the world (topic related) • Under the water dance (topic related) • Medieval dance (topic related) <p>Gymnastics</p> <p>- To move confidently and safely in their own and general space, on and off apparatus. - Explore moving hands and feet changes of apparatus, height, and direction. - <i>Lifting</i> and <i>carrying</i> small resources safely - <i>Log roll, egg roll, climb, sitting, kneeling, standing up, stillness</i>. - Develop balance and movement on floor and apparatus. - Different ways of travelling, <i>repeating patterns</i>, around the room using different body parts. - Making body <i>tense, relaxed, curled</i> and <i>stretched</i>. - Making simple body shapes: <i>Straight Stretch, Star, Tuck, Pike</i> and</p>
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			<p><i>Straddle</i> and <i>linking</i> them together. - Simple <i>climb</i> and <i>hang</i> actions.</p>
<p>Yr. 2</p>	<p>Fundamental Skills</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different <i>path ways</i>. - <i>Changing direction, speed, pausing</i> and stopping quickly. - To change <i>height</i> (high, low, middle) with control in response to instructions. - <i>Forwards, backwards, sideways, zigzag</i> - <i>Running</i> - Run on a <i>curve</i> and change direction demonstrating speed and <i>agility</i>. - Copy movements of a leader with <i>control</i> - <i>Travel</i> with control using varying <i>stride</i> lengths <i>co-ordination</i>. - <i>Co-operate</i> and compete with a partner. <i>Jumping</i> - Jump for height with control and balance. - Increase ability to jump for distance. - Link <i>multi-step</i>/jump combinations with balance and control. Jump with pace from side to side showing co-ordination and balance. Throwing - Throw with speed and agility. - <i>Demonstrate</i> a throw getting close to the target low down. - Throw to a high target getting closer to the target. - Use <i>underarm/overarm</i> action to 	<p>Team Games</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. <i>Changing direction, dodging</i> and <i>stopping</i> quickly. - As a team finding <i>space</i>, moving carefully, changing direction and speed and avoiding collisions - <i>Send, pass, receive, underarm throw, bounce, catch</i> and <i>pass</i> with <i>hands</i> or <i>feet</i> with increased success. - Improve ways to move and <i>control</i> your body when <i>throwing, catching, dribbling, balancing, kicking, shooting</i> and controlling resources, while still and or moving in different directions. - Use a variety of hand and feet skills to control resources. - To take part in games both non-competitive and competitive as a team, in a range of increasingly challenging situations. - Learning how to <i>aim, roll</i> and <i>throw</i> objects to a target or catch. - Using hands to balance and control objects on them and then to strike the object. - Learn to stand, balance and get in the '<i>ready position</i>'. - Learn to hold a bat 	<p>Dance</p> <ul style="list-style-type: none"> - To move confidently and safely in different ways, along different path ways. Changing rhythm, speed, levels and direction. - <i>Head down, wrapped arms, glum, still as a statue, crouch</i>. - To dance with <i>control</i> and <i>coordination</i>. - To use dance to show mood and feelings. - Make up a short dance, together, sharing ideas of movement. - Make up and link movements to from simple beginning, middle and end (link to a story). <p>Gymnastics</p> <ul style="list-style-type: none"> - To move confidently and safely in their own and general space, on and off apparatus. Using hands and feet (<i>3 points of contact</i>) changes of <i>apparatus</i>, height, and direction. - To think about how <i>weight</i> on different parts of our body affects balance. - Lifting and carrying small and medium sized equipment and <i>resources</i> safely. - Explore and perform gymnastic shapes: <i>Dish, Arch, Front Support, Back Support</i> and showing <i>tension</i>

	<p>throw over increasingly longer distances. <i>Sending</i> and <i>receiving</i> different sized objects.</p>	<p>to balance an object and then <i>tapping</i> the object up and down or round the floor space. - Playing short games that involve <i>control</i> and score points.</p>	<p>and control. - Copy, create and link gymnastic shapes into a sequence of movements. - Explore different ways of stretching, balancing, rolling and travelling, with a range of apparatus? - Climbing and travelling - 3 points of contact.</p>
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Physical Education: Key Stage 2

Pupils should be taught to:

	<p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>perform dances using a range of movement patterns</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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		tennis], and apply basic principles suitable for attacking and defending				
Yr.3	<p>Fundamental Skills To move confidently and safely in different ways, along different path ways. - Changing direction at various speeds and stopping quickly. - Running with speed over short distances and showing awareness of others. - Stride, lunge, diagonally, awareness, responsible - Run on a curve and change direction demonstrating speed and agility.</p>	<p>To move confidently and safely in different ways, along different path ways. Changing direction, dodging and stopping quickly. - To increase accuracy when aiming and throwing an object to a target or for catching. - Using bats/rackets, stance to balance, into the 'ready position, and control objects, prior to tapping or striking an object. Using two-hand for firm grip and control</p>	<p>Gymnastics - To move confidently and safely in their own and general space, on and off apparatus. Making decisions to explore and travel safely. - Lifting and carrying small, medium and large equipment, as instructed safely. - Balls of feet, pointed toes. - To develop agility, strength and suppleness to improve working across apparatus, height, and travel movements. - Explore and perform gymnastic shapes, along with travelling. - Copy, create and link gymnastic sequences to suit different types of apparatus and criteria. - Incorporate</p>	<p>Dance, gymnastics - To move confidently and safely in different ways, along different path ways. Changing pattern, speed, levels and direction. - Smoothly, curtsey, gracefully. - Improvise freely and explore ideas, then translate from a stimulus into movement. - To dance with control and coordination linking sequences together with a partner. - To use dance to express, emotions, mood and feelings. - Compose and link movements to make simple beginnings, middles</p>	<p>Outdoor Activities - To move confidently and safely in different ways, along different path ways. Changing direction, terrain and obstacles. - To make decisions and check that a route is safe to follow.</p>	

<p>- <i>Accelerate</i> and <i>decelerate</i> to a base or to retrieve an object. - Complete an obstacle course with speed, control and <i>agility</i>. Jumping - Demonstrate a variety of jumping styles. - Perform a hop and jump mixture with balance and control. - Jump for height from a <i>standing position</i> with co-ordinated arms and legs. Throwing - Throw and <i>retrieve</i> resources safely. - Demonstrate a twohanded push throw. - Demonstrate a variety of throwing</p>		own ideas, with more complex travel actions.	and ends, working with a partner.		
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	<p>methods. - Demonstrate a forward and <i>overhead heave</i> throw.</p>					
Yr. 4	<p>Cricket, Basketball, Football, Rugby, Tchoukball</p> <p>To select and <i>maintain</i> a running pace and technique for different distances.</p> <ul style="list-style-type: none"> - <i>Sprint</i> over short distances as an individual and as part of a team. - To <i>demonstrate</i> and <i>execute</i> efficiently a hand changeover of a baton. - Respond rapidly to a stimulus. - <i>Jump</i> for distance from two. 	<ul style="list-style-type: none"> - To <i>move</i> confidently and <i>safely</i> in different ways, along different path ways. Changing direction, dodging and stopping quickly. - Demonstrate <i>dribbling</i> skills and stopping techniques to maintain possession. - To develop a range of and consistency of <i>passing and receiving</i> skills. - <i>Understand</i> where the space is and move into space while controlling the object or to offer support (attacking). - <i>Marking an opponent</i> and learning the skills of 	<p>Gymnastics</p> <ul style="list-style-type: none"> - To <i>move</i> confidently and <i>safely</i> in their own and general space, on and off apparatus. Making decisions to explore and travel <i>safely</i>. - <i>Lifting and carrying</i> small, medium and large equipment, individually and in small teams <i>safely</i> as instructed. - <i>Share</i> ideas and give positive criticism / advice to self and others. - <i>Create and perform</i> mirroring sequences explaining how it could be improved. - Linking traveling, at a range of heights, with shapes and balance using floor and apparatus with 	<p>Dance</p> <ul style="list-style-type: none"> - To <i>move</i> confidently and <i>safely</i> in different ways, along different path ways. Changing rhythm, speed, levels and direction. - <i>Respond</i> imaginatively to stimuli to communicate a character, music and or story. - <i>Perform</i> clear and smooth dances that show sensitivity, moods, emotions/ feelings to ideas / stimuli. - <i>Make up dances</i> within a small group. - <i>Use</i> simple dance phrases, motifs and 	<p>Athletics, Archery</p> <ul style="list-style-type: none"> - To <i>move</i> confidently and <i>safely</i> in different ways, along different <i>path ways</i>. Changing direction, <i>terrain</i> and <i>obstacles</i>. - To make decisions and check that a <i>route</i> is safe to follow. 	<ul style="list-style-type: none"> - To <i>describe and interpret</i> their own dance, taking into account character / story. - Can <i>compare and contrast</i> gymnastic sequences.

	<p>feet to two feet. - Hop, step and jump in the correct sequence.</p> <ul style="list-style-type: none"> - <i>Hop, step and jump</i> with speed and balance. - <i>Perform</i> an arm warm-up exercise correctly. - <i>Describe</i> how the weight and shape of an object affects the object's flight path. - <i>Describe</i> the effect of throwing from a sitting, kneeling and standing position. - <i>Demonstrate</i> the sling throw technique. 	<p>interception or tackling (defending).</p> <ul style="list-style-type: none"> - To <i>engage</i> in competitive activity as a team member and learn to be effective when you have not got the ball. - <i>Participate</i> in team games, demonstrating a variety of the above skills to support teammates and cause problems for the opposition - To <i>move</i> confidently and safely in different ways, along different path ways. Changing from a stationary position, to moving forwards, backwards, left, right and diagonally. 	<p>good body posture, control and movement.</p> <p>-</p>	<p>simple choreographic principles.</p>		
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		<ul style="list-style-type: none"> - <i>Tapping/ striking</i> a ball to a partner in a designated space. - Introduce net type obstacles to <i>strike</i> ball over and bounce and return. - Develop <i>two hand control</i> and introduce one handed control. - Developing a range of skills to participate in tennis, rounder's and cricket type games. - Playing short games that develops skills and understanding of fielding during a game. - Choose and use a range of simple tactics in isolation and in a game context. 				
Yr. 5	Cricket, Basketball, Football, Rugby, Tchoukball	Demonstrate <i>correct swing</i> techniques and control the <i>pathway</i> of bat/racket. - Develop from ready position	Gymnastics - To move confidently and safely in their own and general space, on and off apparatus. Making	Dance - To move confidently and safely in different ways, along different path ways. Changing	Athletics, Archery - To move confidently and safely into specific areas, in different ways, related to the activities that are being	

<p>- To move confidently and safely in different ways, along different path ways. Changing direction (forwards, backwards, <i>left, right, turn, twist and diagonally</i>). - To use speed and or <i>static</i> positions to create space. - To use a range of foot, <i>head</i> and <i>hand techniques</i> to pass, dribble, shoot and score. - Use a range of ways to keep a ball under control: head, <i>knee</i> and foot. - As an attacker look at <i>strategies</i> to lose a defender. - As a defender look at strategies to</p>	<p>into movement and position to strike the object <i>fluently</i>. - Demonstrate skills and techniques of bowling, batting and <i>fielding</i>.</p>	<p><i>responsible decisions</i> when Lifting and carrying small, medium and large equipment, individually and in small teams safely as instructed. - <i>Combine</i> own work with that of others, identifying strengths and weaknesses. - Include change of speed, direction and shape in movements. - To create <i>symmetrical</i> and <i>asymmetrical</i> body shapes. - To perform counterbalances and incorporate them into their sequences. - Create <i>mirroring, matching, cannon (pair)</i> sequence varying <i>dynamics</i>, levels and direction etc.</p>	<p>rhythm, speed, levels and direction. - Show <i>fluency</i> and control in chosen dances in response to stimuli. - Perform dances with <i>characteristics</i> of different <i>styles, cultures</i> and <i>history</i>. - Adapt and refine (in pairs and or groups), dances that vary direction, space, speed and rhythm. - To describe, interpret and evaluate their own dance, and others' dance, taking account of character and <i>narrative</i>.</p>	<p>conducted. - Changing direction, speed and stopping quickly with more <i>effective reaction time</i>. - Effective, <i>cardiovascular</i>; Running - Accelerate from a variety of <i>static</i> positions with speed and agility - Demonstrate the ability to change speed. - Sprint over and between <i>obstacles</i> using consistent stride lengths. - To select and maintain a running pace for different distances and to build up <i>stamina</i>. - To learn to complete a baton change-over while running. Jumping - Using jumping combinations to move around a space. - Hop for distance. - Jump for distance from one foot to two feet. - Jump from <i>side to side</i> with balance, speed and rhythm Throwing - Demonstrate speed and coordination when passing</p>	
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	<p>reduce an attackers impact. -</p> <p>To understand, demonstrate and apply a range of <i>tactics/strategies</i> for attacking and defending while in a game situation. -</p> <p>Participate in team games, against other school, demonstrating a variety of the above skills to support team-mates and <i>cause problems</i> for the opposition</p>				<p>and receiving a ball. -</p> <p>Demonstrate a dynamic two-handed push throw. -</p> <p>Perform a push throw to reach a target on the ground. - Demonstrate a <i>dynamic</i> sling throw. -</p> <p>Perform as part of a team.</p>	
Yr. 6	<p>Cricket, Basketball, Football, Rugby, Tchoukball</p> <p>- To <i>use</i> the correct swing technique and control with fluent swings keeping the</p>	<p>- To <i>move</i> confidently and safely in different ways, along different path ways.</p> <p>- <i>Changing</i> direction (forwards, backwards, left, right, turn, twist and diagonally).</p>	<p>Gymnastics, Dance</p> <p>To <i>move</i> confidently and safely in their own and general space, on and off apparatus.</p> <p>- <i>Making</i> responsible decisions when lifting and carrying small, medium and large equipment,</p>			

	<p>path of the bat/racket the same.</p> <ul style="list-style-type: none"> - <i>Serve</i> the ball accurately enabling team mates to send it back accurately. - <i>Develop</i> knowledge and understanding of the rules of sports such as, cricket, tennis, badminton and rounders. - <i>Understanding</i> the area of the pitch and the <i>rules</i> of a specific sport. - <i>Use</i> a range of tactics and strategies for <i>attacking, defending</i> and <i>fielding</i>. - To <i>collaborate</i> as a team to choose, use and 	<ul style="list-style-type: none"> - To <i>use speed</i> and or static positions to <i>create</i> space. - To be able to <i>evade</i> and tag an opponent. - <i>Play effectively</i> as a player in a quick changing game from attack to defence and vice versa. - <i>Refining attacking</i> and <i>defending</i> skills across a range of invasion games. - <i>Know when</i> to defend and what skills could be used. - <i>Seize</i> the opportunity to attack and score points. - To <i>choose, combine</i> and <i>perform</i> skills more fluently and effectively in games. - <i>Participate</i> in team games against other schools, understanding and applying a range 	<p>individually and in small teams safely as instructed.</p> <ul style="list-style-type: none"> - <i>Select</i> a suitable routine to perform to different audiences. - <i>Transfer</i> sequences above onto suitably arranged apparatus and floor. - <i>Perform</i> a sequence as an individual; pair and group to a piece of music. - <i>Develop</i> basic method of flight, understanding the sequence that includes this skill. - <i>Demonstrate</i> a range of challenging balances using various skills and actions. 			
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	adapt rules in a game.	of <i>tactics</i> for attacking and defencing to support team-mates and cause problems for the opposition.				
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Swimming & Water safety: Either 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.
KS2	(What skills will the children show to achieve these objectives?)		