

# **A Guide to P.E at Raynville**



This document outlines the expectations of how we teach and monitor the P.E curriculum at Raynville: progression across year groups and consistency across the school.

## Teaching P.E at Raynville Academy

### P.E Curriculum Statement:

The school believes that physical activity, including Physical Education, should be experienced in a safe and supportive environment and is vital and unique in its contribution to every pupil's physical and emotional development and health. Our physical activity provision aims to provide high expectations for all, offering an inspiring curriculum, making sure children receive the support and challenge they need.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The P.E. scheme of work starts with **National Curriculum expectations** and is based on progressive learning objectives, which combined with varied and flexible teaching style's, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. We nurture healthy life choices, challenge prejudice, and in-still positive personal and social attitudes through the experiences we provide for our pupils. The P.E curriculum promotes an understanding of the many benefits of exercise, through a balanced range of relevant activities.

Golden threads which run through our school:

- A rich and inspiring curriculum
- A key focus on communication and collaborative opportunities
- A stimulating and nurturing environment
- Developing confidence, independence and resilience, so children will achieve
- Promoting respect for ourselves, others and the environment, by challenging prejudice and making positive, informed choices

**This is what a great sportsperson looks like.**



Our curriculum equips the children with:

- Knowledge about how to maintain a healthy lifestyle and why this is important.
- A range of fine and gross motor skills.
- An understanding that physical activity can support mental and emotional well-being.
- The opportunity to learn about a range of sports and give them the chance to follow these out of school.
- The ability to work as part of a team and understand their individual role within a wider group.

### **Foundation:**

Children at Raynville are given a wide range of opportunities to explore the world around them through physical play. Well-resourced settings (both indoors and outdoors) allows the children to use a full range of both fine and gross motor skills enabling them to explore the possibilities of movement.

### **PE in KS1:**

We offer a broad curriculum which allows children to develop their fundamental movement skills and increase confidence in balance, agility and coordination. Children participate in a range of competitive and cooperative sports including dance and gymnastics, multi skills, throwing and catching and invasion games. Opportunities are available to take part in inter-school competitions towards the end of Ks1 locally and across the city.

### **P.E in Stage 2:**

At Raynville we offer a wide variety of physical activities. We ensure children develop skills in gymnastics, net and wall games, invasion sports, inclusion sports, striking and fielding, outdoor and adventurous and athletics. We also have a focus on developing the children's overall health and include fitness sessions within the P.E curriculum and undertake the Daily Mile challenge each day at lunchtime. We target children who cannot swim in Year 5 and 6 and they have twice weekly intensive swimming lessons at Bramley Baths (local heritage site), where they learn the essential skills required to become a confident swimmer and to understand water safety. At Raynville we aim to ensure that ALL children have achieved their 25m certificate before they leave us and we currently have a 92% pass rate. Children have many opportunities to attend competitive sporting events and tournaments outside of school lessons. We have an excellent relationship with the West Leeds School Games Programme which provides children the opportunity to represent the school in our local area; currently ALL our Year 6 children are offered an opportunity to represent the school in a sporting activity before the end of their time in Ks2. We have a range of after school and lunchtime activities that provide extra opportunities for children to pursue their interests.

## Progression of P.E skills throughout the school

<b>EYFS</b>	<ul style="list-style-type: none"> <li>• travel confidently in a range of ways and directions, such as walking, running, jumping, hopping, skipping, galloping and sliding showing an awareness of space</li> <li>• show good control and coordinate my movements when using small and large equipment in a range of ways, for example - steering a ball along the ground with hands, feet, body parts or a bat, sending equipment by sliding, rolling, throwing, kicking or hitting, receiving equipment with my hands, feet or with a bat, aiming at a target/receiver</li> <li>• play small-sided games following simple rules.</li> </ul>
<b>YEAR 1</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• use different ways of travelling in different directions or pathways.</li> <li>• run at different speeds and begin to use space in a game.</li> <li>• perform the basic shapes on different body parts on the floor, e.g. on my back, side, front, bottom and feet, exploring different levels.</li> <li>• perform the shapes on low apparatus and on high apparatus.</li> </ul>
<b>YEAR 2</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• use different ways of traveling with increasing speed and agility.</li> <li>• use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>• understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground.</li> <li>• make shapes with my whole body and with isolated body parts, showing how to make the shapes round, spikey, twisty, flat.</li> </ul>
<b>YEAR 3</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• change direction and speed with control and coordination.</li> <li>• accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass).</li> <li>• demonstrate control when dribbling, passing and receiving with feet.</li> <li>• strike a ball with reasonable control and accuracy at a target or over a net.</li> <li>• demonstrate previously learned skills in independently constructed group games.</li> <li>• demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards.</li> <li>• understand and show the basic principles of running as an individual, in a team, in relays and over obstacles.</li> </ul>
<b>YEAR 4</b>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• move with equipment using a range of techniques showing control and fluency, whilst considering my next move.</li> <li>• use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc).</li> <li>• use a range of tactics to keep possession of the ball and get into position to shoot or score.</li> <li>• throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions.</li> <li>• identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances).</li> <li>• demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions.</li> <li>• show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response</li> <li>• identify and show how changes in throwing actions can be affected by varying the level, direction and distance</li> </ul>

<p><b>YEAR 5</b></p>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• use width and depth changing direction and speed.</li> <li>• use skills such as dodge and weave to create an advantage over my opponents.</li> <li>• choose and use skills which meet the specific needs of the ball, for example, passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting.</li> <li>• understand and show how a team can retain possession and find ways of progressing towards an opponent's goal.</li> <li>• work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game.</li> <li>• explore different entries and exits when rolling, for example a forward roll from standing or a forward roll from straddle.</li> <li>• explore travelling incorporating leaps and jumps, for example a split leap, stag leap, full turn jumps.</li> <li>• run at a steady pace when running at different speeds.</li> <li>• understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw.</li> </ul>
<p><b>YEAR 6</b></p>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• apply appropriate footwork skills and rules with control and accuracy to games activities, for example landing in different ways without the ball, coordinating catching the ball with different landings and pivoting.</li> <li>• move at different speeds and in different directions and transfer this into a game scenario.</li> <li>• understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation.</li> <li>• play in a range of small sided games and make effective choices about when, how and where to pass so that I / my team retain possession and progress towards an opponent's goal.</li> <li>• explore different ways of entries and exits when performing specific skills such as handstands.</li> <li>• perform a range of straightforward part-weight partner balances safely and effectively.</li> <li>• travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus.</li> <li>• understand and describe what is required to make a fast start.</li> <li>• understand and demonstrate an effective relay takeover technique.</li> <li>• demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak).</li> </ul>



## **What is expected to be seen when teaching P.E?**

Each lesson should compose of a warm up, main activity and cool down session. Activity levels should be high throughout the sessions with limited waiting time, this should be achieved through a wide range of activity 'stations' being provided that help to improve the skills being taught. Differentiation should allow for ALL abilities to be part of the lesson and for every child to make suitable progress at their own rate this will ensure every child achieves a level of success.

Children will be expected to improve their own skills and to be able to use these to become a valued group member when playing in teams. Throughout P.E sessions an ethos of fair play and teamwork will be emphasised, this will be achieved through children taking on different roles during team activities.

All children will have the opportunity to represent their 'house' teams throughout the year from Yr3 and from Yr3 through to Yr6 they will have chances to represent the school in local and regional competitions.

## **Resources**

- P.E resources are kept in storage areas in both halls and in the green container in the Ks2 playground.
- A wide range of equipment is available to support each lesson and this is updated yearly when looking at the Sports Premium Funding.
- Equipment is checked and replaced regularly to ensure it is safe and fit for purpose.
- Varied playtime equipment is made available to ensure activity at playtimes and lunchtimes, and in Ks2 a timetable (for use of the MUGA) is used to ensure all children have some quality, supervised sports opportunities.

## **Monitoring**

- Lesson monitoring to ensure good teaching is taking place.
- Registers for after school clubs and inter school competitions are kept (Ks2) to ensure as many children as possible are given the opportunity to take part.
- Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.
- PE/sport leaders feedback ideas from KS2 children and report to school council.

## **Differentiation**

Activities are differentiated throughout lessons by changing distances, equipment, expectations and outcomes. Children are given 'achievable' targets but are also 'pushed' to explore their limits both individually and as a team.

Throughout the year, there are a wide range of opportunities to represent the school from traditional team sports at varied levels to 'inclusive' sports and 'alternative' sports.