

## Physical Education Policy

### Intent

The framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage

#### *Why do we teach what we teach?*

1. Our children will leave school with a positive impression of physical movement and understand that it can have social and emotional benefits on their lives.
2. Our children will take part in physical activities and sports which embed values such as respect, fairness and leadership.
3. Children will develop the skill of reflection, enabling them to improve their physical performances.
4. We deliver a balanced curriculum which recognises the vital importance of aesthetic movement. This gives children the best chance of discovering new hobbies and passions.
5. We want our children to see physical movement as a central component of their school experience, and our teachers incorporate what they have learned in performances throughout the year.

### Implementation

The means of translating that framework over time into a structure and narrative within our school

#### *What do we teach and when?*

Our curriculum intentionally focuses on the skills children need to master different physical activities, rather than specific sports. We know that lots of our children have strong ideas about which sports they do or don't like from an early age and we believe it is more useful and enjoyable for children to learn techniques which can be applied in a variety of contexts. Our curriculum allows all children to experience and master a range of physical skills which will enable them to succeed when they leave Walnut Tree Walk. Every child from Reception to Year 6 receives at least two hours of high quality physical education per week from a specialist sports coach.

PE Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Large Ball Skills		Gymnastics	Fundamental Movement	Striking and Fielding	Net and Wall
<b>Year 1</b>	Large Ball Skills		Gymnastics	Athletics	Striking and Fielding	Net and Wall
<b>Year 2</b>	Large Ball Skills		Gymnastics	Athletics	Striking and Fielding	Net and Wall
<b>Year 3</b>	Large Ball Skills	Swimming	Gymnastics	Athletics	Striking and Fielding	Net and Wall
<b>Year 4</b>	Large Ball Skills	Swimming	Gymnastics	Athletics	Striking and Fielding	Net and Wall
<b>Year 5</b>	Dance	Dance	Dance	Dance	Dance	Dance
<b>Year 6</b>	Large Ball Skills	Dance	Gymnastics	Athletics	Striking and Fielding	Net and Wall
	Dance	Dance	Dance	Dance	Dance	Dance

Area of Learning	Related sports
Large Ball Skills	Invasion Games - Football, Netball, Tag Rugby, Basketball
Fundamental Movement and Athletics	Running, Javelin, Hurdles, Relay, Long Jump
Striking and Fielding	Cricket, Rounders
Net and Wall	Tennis, table tennis
Gymnastics	Apparatus, Artistic, Group Gymnastics

## Physical Education Policy

Our lessons are carefully planned to ensure that every session is purposeful. We want our children to consolidate techniques learned in previous years and lessons alongside developing new skills and demonstrating spontaneous ideas.

A normal lesson will be split up into 3 or 4 parts. It will start with a warmup, which is also an opportunity for the teacher to discuss the impact of exercise on specific parts of the body and good general health. The activities will involve a mixture of individual skill practice and small group work or SSG's (Small Sided Games). We provide opportunities for children to work in small groups as often as possible, so that they can develop positive characteristics such as supportiveness, fair play and leadership.

Each session has coaching tips and assessment for learning opportunities highlighted so that whoever leads the session has a good understanding of what they need to focus on.

Theme: Speed and reaction, overloads with support runs, SSG's.

Time: 1 hour



Warm up and ball mastery;

Jog anywhere inside area both forwards and backwards. Sidestep changing hip rotate from side to side. Lunge forwards into space alternating legs keeping good balance and control.

Take out a ball and dribble anywhere inside the area keeping your ball under close control. Turn and cut with your ball using the inside and outside of your foot. Practice all 3 turns inside, outside and stop turn.

Vocal and visual reaction;

Create x4 groups.

Red cone - sprint out to cones.

Orange cone - push and pull ground juggles.

Blue cone - dribble out with speed.

Coaching tips - This quick reaction game will help get children fired up for the lesson. Start with vocal calls then progress to visual reaction to get eyes and head up.



Air Juggles;

Drop kick catch alternating your kicking foot onto your laces and back into hands. Gifted and able double kick catch.

Can you perform 10 kick ups alternating feet?

Drop thigh, kick catch alternating sides.

Ground Juggles;

Insteps and hip rotations on the spot 30 secs.

Insteps and sole taps on the spot 30 secs.

Insteps and sole taps combined alternating feet.

Push (using laces) and pulls (using soles) 30 secs.

Repeat each action and ensure children alternate feet and get maximum contact time with the ball.

Coaching tips - Ensure children focus on their ball and try their very best with 1:1 ball contact time. All the above actions will help to develop a good first touch and ball confidence. Homework challenge repeat and practice ground juggling skills.



2 v 1 overload;

Set up several groups as the following in diagram;

Attacking team - Start with a pass into set player, set player passes back, then try and beat your defender 1 v 1.

Set player - Acts as a support player moving off the ball to receive a pass. Support run should be away from the ball.

Defender - Runs out only when the ball has been set. If they win the ball back they can score into opposite goal or through cones (gate) counter attack.

Coaching tips - Children are working on both their passing, receiving and dribbling skills combined. Along with the art of defending and timing tackles.



Small sided games SSG;

Set out the playground with at least 6 mini pitches. Play a basic game of 3 v 3 football.

Rules

Tackling and interceptions allowed.

1 pass before you can score.

Dribble and change direction wherever possible.

One player can act as a Goal keeper and use their hands.

Goal keeper this week is encouraged to play with hands and feet.

Take centre if a goal is scored against you.

Coaching tips - Oversee all games but allow children to self manage and discuss decisions. Look for dribbling and turning outcomes in lessons. Goal keepers can play outfield and in goal and revert back when under defense pressure.

## Physical Education Policy

The skills we want the children to learn during their time at Walnut Tree Walk are set out in our skills overview. These skills increase in difficulty and complexity through the year groups so that when children leave Walnut Tree Walk they have a wide physical skillset which they are confident to apply in a range of different sports and activities.

Spring 2 - Athletics								
Sport Focus	Week	YR	Y1	Y2	Y3	Y4	Y5	Y6
Sprinting, long distance running, hurdles, javelin, long jump, relay.	<b>Week 1</b>	Developing agility, balance, coordination, spatial awareness and speed.	Developing the A, B, C, S - Straight ahead speed and slalom runs.	Developing the A, B, C, S - Straight ahead speed and slalom runs.	SAQ circuits, power walking and working as a team	SAQ circuits, power walking and competition, strategy to win	SAQ circuits, Developing endurance through walking and running	SAQ circuits, Racing at different speeds for running events.
	<b>Week 2:</b>	Mastering movement and reaction. Direction and spatial awareness.	Developing the A, B, C, S through circuits, target throwing.	: Developing Multi - directional movement, throwing for distance	SAQ circuits, exploring different ways of jumping.	SAQ circuits, exploring different ways of jumping	SAQ circuits, Hurdles and Vertical jump test	SAQ circuits, Hurdles and Vertical jump test
	<b>Week 3:</b>	Mastering movement and reaction. Straight ahead speed, starts and stops.	Developing turns with agility and angled changes of direction, small ball work	Developing turns with agility and angled changes of direction, small ball reaction.	Developing speed, reaction and <u>acceleration/deacceleration</u> .	Developing speed and reaction. Relay running and competition.	Developing speed, reaction and sprinting technique for competition	Developing speed and reaction. Oval relay and using the baton and competition.
	<b>Week 4:</b>	Mastering movement and reaction. Straight ahead speed, turning speed.	Straight ahead speed and agility. Relay running as part of a team.	Straight ahead speed and agility. Target throwing	Developing speed and reaction. Relay running and competition	Physical conditioning and throwing events for distance	Developing speed and reaction. Oval relay and using the baton.	Developing speed and reaction. Oval relay and using the baton and competition.
	<b>Week 5:</b>	Mastering movement and reaction. Small ball skills - rolling at targets	Mastering movement and reaction. Small ball skills rolling at targets	Running around an oval track, relay running and competition.	Physical conditioning and throwing events	Physical conditioning and throwing events for distance	Physical conditioning and testing, throwing events, shot putt, javelin.	Physical conditioning and testing, throwing events, shot putt, javelin
	<b>Week 6:</b>	Movement at different speeds and reaction. Basic movement assessment.	Multidirectional movement and straight ahead speed. Target throws and rolling.	Multidirectional movement and straight ahead speed. Target throws and tactics.	Athletics events for competition. Multiple activities to capture learning.	Athletics events for competition. Multiple activities to capture learning	Mini Games, creating a positive competitive learning environment.	Mini Games, creating a positive competitive learning environment.

In line with the whole school Marking and Feedback policy, each lesson involves whole class feedback and individual verbal feedback where appropriate, so that our children can understand the steps they need to take to develop.

### Impact

The means of evaluating what knowledge and understanding pupils have against expectations

#### *How do we know it is successful and having positive impact?*

All children are assessed against the skills map at the end of each unit. These assessments allow the SLT to monitor the success of our Physical Education curriculum.

Our sports coach meets each new class teacher at the beginning of the year to discuss their performance in the previous year. We pay particular attention to those children who have not met age related expectations, and class teachers discuss strategies to support their physical development. This could include support and prompting to play more active games at break time and lunch time,

## Physical Education Policy

discussion with parents about beneficial extra-curricular activities, or simply monitoring their physical development over the course of the year.

Most importantly, our sports coaches make observational assessments during every session. These assessments inform their teaching and planning for the next lesson. They share important observations verbally with the class teachers or SLT.