

Physical Education at Our Lady of the Rosary Primary school

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**Yearly Plan of Events**

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Swimming Blocks ongoing throughout the year from Y4-6



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| **Explore**  **‘To explore basic movement skills of running, jumping,**  End of year 2 expectations for PE **kicking, throwing and catching whilst demonstrating**  **physical attributes of balance, agility and co-ordination.’** | | | |  |
| **KS1** | **Head**  **Rules Strategies & Tactics**   * Knowledge & Understanding * Analysis & Evaluation * Decision Making & Problem Solving | **Heart**  **Healthy Participation**   * Leadership * Emotions & Behaviours * Teamwork & Communication | **Hands**  **Motor Competence**   * Refine Skills * Application of Skills * Fitness Levels | |
| **Transfer Knowledge and Skills** | I can explain the main techniques of movement skills in a range of activities.  I can review my performance when applying movement skills in a range of activities.  I can consistently apply the rules and regulations to my performance in a range of activities. | I can lead a pulse raiser to a small group in a range of activities.  I can show towards a partner by sharing and listening in a range of activities.  I can include a partner in tactical discussion, using praise and encouragement. | I can explore basic movement skills and develop them in a wide range of activities.  I can explore basic movement skills and apply them in a wide range of activities.  I can consistently demonstrate balance, agility and co-ordination to explore movement skills. | |
| **Deep Knowledge and Skills** | I can describe the main techniques of movement skills in a range of activities.  I can review my performance when applying movement skills in a specific activity.  I can often apply the rules and regulations to my performance in a select activity. | I can lead a pulse raiser to a partner in a select activity.  I can show consideration towards a partner by sharing and listening in a select activity.  I can participate in tactical discussion, using praise and encouragement. | I can explore basic movement skills and develop them in a select activity.  I can explore basic movement skills and apply them in a select activity.  I can often demonstrate balance, agility and co-ordination, to explore movement skills. | |



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| **Surface Knowledge and Skills** | I can identify the main techniques of movement skills in a range of activities.  I can review my performance of basic movement skills.  I can sometimes apply the rules and regulations to my performance in a select activity. | I can work with a partner to lead a pulse raiser in a select activity.  I can show consideration towards a partner by listening in an activity.  I can give praise and encouragement to a partner. | I can explore a basic movement skill and develop it.  I can sometimes explore basic movement skills and apply them in a select activity.  I can sometimes demonstrate balance, agility and co-ordination, to explore movement skills. |



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| **Combine**  End of year 4 expectations for PE **‘To combine basic movement skills of running, jumping, kicking, throwing and catching whilst demonstrating physical attributes of**  **balance, agility and co-ordination.’** | | | |
| **KS2** | **Head**  **Rules Strategies & Tactics**   * Knowledge & Understanding * Analysis & Evaluation * Decision Making & Problem Solving | **Heart**  **Healthy Participation**   * Leadership * Emotions & Behaviours * Teamwork & Communication | **Hands**  **Motor Competence**   * Refine Skills * Application of Skills * Fitness Levels |
| **Transfer Knowledge and Skills** | I can explain the main teaching points of the skills, techniques and tactics used in a competitive opportunity in a range of sports.  I can analyse and evaluate my performance in a competitive opportunity in a range of sports.  I can consistently apply the rules and regulations to my performance in a range of sports. | I can lead part of a warm up to a small group in a range of sports.  I can show consideration towards team members by sharing and listening in a range of sports.  I can include all team members in tactical discussion, using praise and encouragement. | I can combine basic movement skills in a wide range of sports.  I can combine basic movement skills in a competitive opportunity in a wide range of sports..  I can consistently demonstrate balance, agility and co-ordination to perform very effectively. |
| **Deep Knowledge and Skills** | I can describe the main teaching points of the skills, techniques and tactics used in a skill activity in a select sport.  I can analyse and evaluate my performance in a sport specific activity in a select sport.  I can often apply the rules and regulations to my performance in a select sport. | I can lead part of a warm up to a partner in a select sport  I can show consideration towards team members by sharing and listening in a select sport.  I can include a partner in tactical discussion, using praise and encouragement. | I can combine basic movement skills in a select sport. I can combine basic movement skills in a competitive opportunity in a select sport.  I can often demonstrate balance, agility and co-ordination, to perform effectively. |



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| **Surface Knowledge and Skills** | I can identify the main teaching points of the skills, techniques and tactics used in isolation in a select sport.  I can analyse and evaluate my performance in isolation in a select sport.  I can sometimes apply the rules and regulations to my performance in a select sport. | I can warm up independently in a select sport.  I can show consideration towards team members by sharing and listening in a skill activity.  I can include praise and encouragement throughout a team or game situation. | I can demonstrate a basic movement skill in a select sport.  I can sometimes combine basic movement skills in a competitive opportunity in a select sport.  I can sometimes demonstrate balance, agility and co- ordination, to perform effectively. |



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| **Refine**  End of year 6 expectations for PE **‘To refine sport specific skills whilst demonstrating physical attributes of flexibility, strength and balance.’** | | | |
| **KS2** | **Head**  **Rules Strategies & Tactics**   * Knowledge & Understanding * Analysis & Evaluation * Decision Making & Problem Solving | **Heart**  **Healthy Participation**   * Leadership * Emotions & Behaviours * Teamwork & Communication | **Hands**  **Motor Competence**   * Refine Skills * Application of Skills * Fitness Levels |
| **Transfer Knowledge and Skills** | I can explain the main teaching points of the skills, techniques and tactics used in a competitive opportunity in a range of sports.  I can analyse and evaluate my performance in a competitive opportunity in a range of sports.  I can consistently apply the rules and regulations to my performance in a range of sports. | I can lead a full warm up to a small group in a range of sports.  I can show consideration towards team members by sharing and listening in a range of sports.  I can include all team members in tactical discussion, using praise and encouragement. | I can refine sport specific skills in a wide range of sports.  I can refine a skill in a competitive opportunity in a wide range of sports.  I can consistently demonstrate flexibility, strength and balance, to perform very effectively. |
| **Deep Knowledge and Skills** | I can describe the main teaching points of the skills, techniques and tactics used in a skill activity in a select sport.  I can analyse and evaluate my performance in a sport specific activity in a select sport.  I can often apply the rules and regulations to my performance in a select sport. | I can lead a full warm up to a small group in a select sport.  I can demonstrate consideration towards team members by sharing and listening to ideas in a select sport.  I can include a partner in tactical discussion, using praise and encouragement. | I can refine sport specific skills in a select sport. I can refine the skill I select in a competitive opportunity in a select sport.  I can often demonstrate flexibility, strength and balance, to perform effectively. |
| **Surface Knowledge and Skills** | I can identify the main teaching points of the skills, techniques and tactics used in isolation in a select sport.  I can analyse and evaluate my performance in isolation in a select sport.  I can sometimes apply the rules and regulations to my performance in a select sport. | I can lead a full warm up to a partner in a select sport.  I can demonstrate consideration towards team members by sharing and listening to ideas in a skill activity.  I can include praise and encouragement throughout a team or game situation. | I can refine a sport specific skill in a select sport. I can sometimes refine the skill I select in a competitive opportunity in a select sport.  I can sometimes demonstrate flexibility, strength and balance, to perform effectively. |



# Football

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| **Year group** | **Skills and outcomes** |
| **EYFS** | Children to:  Explore kicking a ball using the dominant foot with co-ordination. Explore receiving a ball using the dominant foot with co-ordination. Explore controlling a ball using the dominant foot with co-ordination. Explore dribbling a ball using both feet with co-ordination and agility.  Explore dribbling and stopping a ball using both feet with co-ordination and agility. |
| **Year 1** | **Children to:**  Explore kicking a ball using both feet with balance and co-ordination. Explore receiving the ball using both feet with balance and co-ordination.  Explore stopping and controlling the ball using both feet with balance and co-ordination. Explore dribbling the ball using both feet with agility and co-ordination.  Explore dribbling and stopping the ball using both feet with agility and co-ordination. |
| **Year 2** | **Children to:**  Explore controlling and moving with the ball with both feet with balance and co-ordination. Explore passing and receiving the ball with balance and co-ordination.  Explore dribbling around objects with agility and co-ordination.  Explore striking a ball towards a target using balance and co-ordination.  Explore dribbling and shooting with both feet, using balance, agility and co-ordination. |
| **Year 3** | **Children to:**  Pass and move to create space. Dribble and pass with a team member. Dribble and pass in a small team.  Intercept the football and dribble it to safety. Intercept the football and pass it to safety. |
| **Year 4** | **Children to:**  Get free from an opponent to receive the football. Pass to maintain possession from an opponent.  Dribble and pass to maintain possession from an opponent. |

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|  | Dribble and pass to move forwards as a small team. Intercept the football and maintain possession. |
| **Year 5** | **Children to:**  Learn how to shoot the ball into a goal. Pass to create shooting opportunities. Dribble to create shooting opportunities. Learn how to tackle their opponent.  Learn how to mark an opponent. |
| **Year 6** | **Children to:**  Keep possession of the football against an opposition team. Create attacking opportunities as a team.  To use attack positional skills.  Defend as a team to prevent attacking opportunities. To use defensive positional skills. |

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**Cricket**

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| Year group | Skills and outcomes |
| Year 3 | Children to:  Use underarm bowling. Use basic batting.  Use basic batting versus underarm bowling. Use overarm throwing and catching.  Retrieve the ball and overarm throwing. |
| Year 4 | Children to:  Use overarm bowling.  Use basic batting with direction.  Use batting versus overarm bowling.  Use long barrier and overarm throw. Attack the ball and overarm throw. |
| Year 5 | Children to:  Use overarm bowling with an approach. Attack shots to find gaps.  Use defensive shots.  Attack the ball and underarm throw. Runn the batter out. |
| Year 6 | Children to:  Use overarm bowling against a specific batter. Back up the throw.  Run between the wickets. Bat against a set field.  Chase down a score when batting. |

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**Indoor Athletics**

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| Year group | Skills |
| EYFS | Children to:  Explore movement at different levels of height. Explore movement in different directions.  Explore co-ordination and catching to stop a ball. Explore co-ordination and balance to roll a ball.  Explore balance and co-ordination to jump and land safely. |
| Year 1 | Children to:  Explore movement in a large area focussing on stopping. Explore movement around obstacles in a large area.  Explore throwing using both an underarm and overarm technique. Explore catching from a self-throw.  Explore jumping and landing on different legs. |
| Year 2 | Children to:  Explore movement skills to develop confidence at different speeds.  Explore movement skills to develop confidence when moving with an object. Explore throwing to develop confidence to throw at a target.  Explore catching to attempt to catch a throw from a partner. Explore landing and jumping in different directions. |
| Year 3 | Children to:  Complete relay shuttles at maximum speed. Complete relay shuttles involving obstacles. Jump for height and speed.  Jump for distance.  Throw underarm for accuracy. |
| Year 4 | Children to:  Complete relay shuttles with hurdles at maximum speed.  Complete relay shuttles involving obstacles, including over and under. Jump for height and speed. |

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|  | Jump for distance.  Throw overarm for accuracy and distance. |
| Year 5 | Children to:  Complete relay shuttles at a pace.  Complete relay shuttles at maximum speed (using a baton). Jump for distance.  Jump for distance using five strides.  Throw overarm for distance utilising upper body (foam javelin). |
| Year 6 | Children to:  Complete relay shuttles at a pace with a partner.  Complete relay shuttles at maximum speed refining turning (using a baton). Jump for height.  Triple jump from a standing start.  Throw overarm for distance utilising upper and lower body (foam javelin). |

**Hockey**

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| Year groups | Skills and outcomes |
| Year 3 | moving with the ball – possession  moving with the ball - passing and receiving passing and dribbling with accuracy  passing with power with modified gameplay skills 4v4 modified games |
| Year 4 | moving with the ball - speed focus moving with the ball - passing and scoring Teamwork - passing, control and receiving Passing with accuracy (long distance)  Teamwork - attacking skills |
| Year 5 | moving with the ball - changing directions tackling  tactics of defending - game rules creating space – width  Rules of the game/ gameplay |
| Year 6 | decisive ball control tactical tackling/defending  defending and attacking gameplay  game situation introducing rules gameplay - positional play/umpires |

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**outdoor athletics**

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| Year groups | Skills and outcomes |
| Year 3 | Running at maximum speed.  Running at a pace (300m).  Relay races.  Standing long jump  Throwing overarm for distance. |
| Year 4 | Standing sprint starts for maximum speed. Running at a pace (400m).  Running order in relay races. Standing triple jump.  Using an approach to throw overarm for distance. |
| Year 5 | Full sprint starts for maximum speed. Running at a pace (500m).  Changeovers in relay races. Standing long jump.  Stance and grip of a javelin throw. |
| Year 6 | Full sprint starts and sprint finish for maximum speed. Running at a pace with a sprint finish (600m).  Relay running on a track.  Standing triple jump.  Using an approach to throw a javelin. |

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**Inclusive PE**

**Physical Education (PE) should be accessible for all young people.**

**The National Curriculum states that all children should have the opportunity to engage in** [**physical education**](https://www.tts-group.co.uk/primary/pe/)**. In order to make this possible for young people with special educational needs or disabilities (SEND), schools are required (under the Equality Act 2010) to make reasonable adjustments to their provision. This provision should not only allow them to access but also succeed in physical activities.**

**Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.**

**Points to consider when planning for inclusive PE:**

1. **Plan, prepare and anticipate**

Imagine the PE lesson through the eyes of the child and anticipate the barriers to learning they may face. Think about and plan ways you can adapt activities to make them more accessible. In some activities, pupils with[SEND](https://www.tts-group.co.uk/primary/sen-special-direct/) will be able to take part in the same way as their peers. In others, differentiation or adaptation will be needed. This may include modified or personalised activities or parallel activities (working towards the same objective with a different activity),

Lessons should be planned to ensure that there are no barriers to every pupil achieving.

# Repetition

All young people learn through repetition and practice, and those with SEND will require even more opportunities to practice skills over and over again. This may involve revisiting skills or working on the same skill focus over a half term. Remember that knowledge is sticky, so new skills should be developed by building on already learnt skills.



# Relevance and Purpose

For some young people, walking, sitting and standing are already more physically demanding activities. Young people with [SEND](https://www.tts-group.co.uk/primary/sen-special-direct/), particularly those with complex physical needs, may require a more personalised curriculum that focuses on the development of their motor skills. Consider the starting point of your pupils and whether the planned curriculum is relevant.

# All about motor skills

[Motor skills](https://www.tts-group.co.uk/search/?q=motor%2Bskills&searchType=simple-search) are the basis for physical development. As in all lessons, start by baselining and identifying the next steps for the young person, possibly linking these to life skills. Plan for skill progression, starting from larger movements and reducing in size. For example, if you are working to develop a young person’s ability to feed themselves, start with larger scooping actions such as moving beanbags from one container to another and then gradually reduce the size of the movement. Remember that gross motor skill development will come before fine motor skills (not forgetting to develop core muscles too).

# Resources

Providing different variations of a resource such as different sizes, colours, heights and textures, can make a class activity accessible for all. For example, larger or more tactile resources may provide additional support.

# Accessibility and Environment

Use your knowledge of the children in your class to consider the health and safety, sensory environment and whether any additional adult support will be needed. It can be difficult to change all of these, however, if for example you know a child is sensitive to loud sounds, ensure this is addressed and planned for so that the young person can access PE successfully. This could involve smaller groups, ear defenders or opportunities for sensory breaks.

# Equal opportunities

Although some children with [SEND](https://www.tts-group.co.uk/primary/sen-special-direct/) will require specific intervention programmes, possibly devised by a

physiotherapist or occupational therapist, this should not replace their access to the whole class PE session. They should be given the same opportunity to contribute by working on associated skills at their own level.

# Involve parents

Parents know what their children are able to do on a regular basis and the skills that they are developing. Take time to discuss with parents their thoughts and plan to incorporate these. This will also support parents to practise these skills at home.

# Self-confidence

Young people believing in their own ability and having a positive view of PE, is essential to successful engagement. It can be very easy for children who find physical movement difficult to become disengaged and reluctant to engage. Spend time focussing on positive reinforcement and praising children for what they can do.

# ‘Good Practice’

There are many strategies that are used in the classroom to support young people with [SEND](https://www.tts-group.co.uk/primary/sen-special-direct/), such as visual timetables, now and next cards and behaviour charts. If children need these in the classroom, they will also need these in

PE. Consider all of these strategies that you know are important for your class and identify ways to make this possible within the PE environment.