



Why PE?



Faith, Health and Wellbeing

A message from Mr Felton our PE lead:

PE falls into our faith and wellbeing strand. With so many children spending increased time inside, it is important for children to understand and lead a healthy and active lifestyle and how it can influence their general wellbeing. By introducing our children to a variety of opportunities such as competitions, festivals, extra-curricular sports clubs alongside high quality PE lessons, we hope to inspire them to find a love for keeping active and for it to become a habit in their lives.

Design and Purpose

The PE curriculum design is child centred through a bespoke physical education programme focused on the individual needs of each child. This ensures the personal progress of knowledge and skills at each age and stage. Children start their journey at Darlinghurst in early years where we develop their gross and fine motor skills as part of their early learning goals. Engaging in PE lessons means that they develop the foundational skills and start to understand the importance of being healthy and active. As they progress through the academy, we provide them with opportunities to increase their physical confidence and abilities, including healthy competition. Health and fitness remains an important element for sustainable health behaviours and is supported through our Health Related Fitness module. Within this module our children learn not only how to be healthy but also how it can affect mood and the risks associated with an inactive lifestyle.

Progression of knowledge and skills is mapped across progression rivers for the 5 PE Strands:

Gymnastics

Dance

Athletics

Invasion Games

Health Related Fitness.

The PE attributes: determination, teamwork, respect, honesty, passion and self-belief are promoted within lessons where appropriate. Learning and competing in a range of sports in school and at tournaments and festivals will help to embed important British values such as fairness and respect whilst at the same time allowing our children to build character and develop their learning and life skills. Each PE lesson starts with a warm-up and some time to reflect on previous lessons to show what they know and can do. This includes the development and use of PE vocabulary.

Difference

PE lessons ensure that our children build their knowledge and motor competence within the curriculum so that not only do they know what to do to improve but also know how to do it. This leads to more progressive outcomes. Think of it like a Jenga tower, we help the children build a foundation which they can then add knowledge blocks

Build a foundation

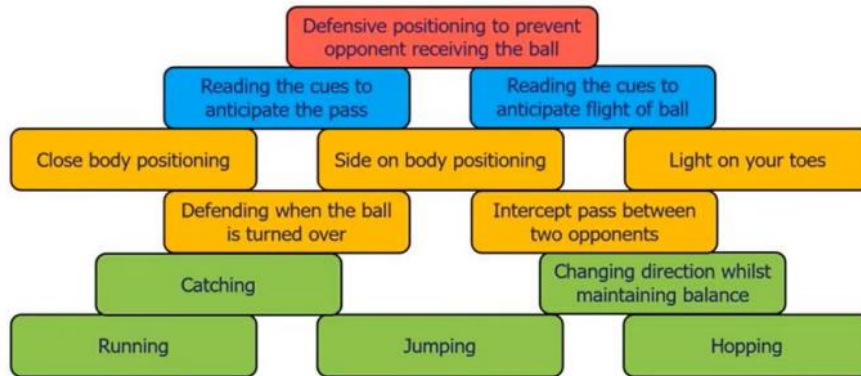
Building and develop skills

Develop and embed skills

Embed and apply skills

Apply and practise

Below is an example of an invasion game (netball) Jenga tower. From starting with simple foundation skills (green) and then building, developing the next blocks of skills (yellow). We can then start to teach the children to apply and embed the skills (blue) until they finally are able to apply them to a game with practise (red).



Our children demonstrate knowledge and skills at key milestones within each PE strand. For example, in gymnastics at milestone 1 they should be able to copy and explore basic actions with some control and co-ordination. By milestone 2 they will be able to copy remember, explore and repeat simple actions and link various ideas with control and co-ordination. They are assessed within each strand to decide whether they have a basic, advancing or deepening understanding of that area of PE. Our intention is to make sure our children have the knowledge, skills and confidence to enable them to progress throughout each key stage and understand pathways to sport outside of education. At the end of KS2 our children are secondary ready with many of them taking PE as a GCSE and A level, and sometimes coming back to us to complete work experience with the PE department.

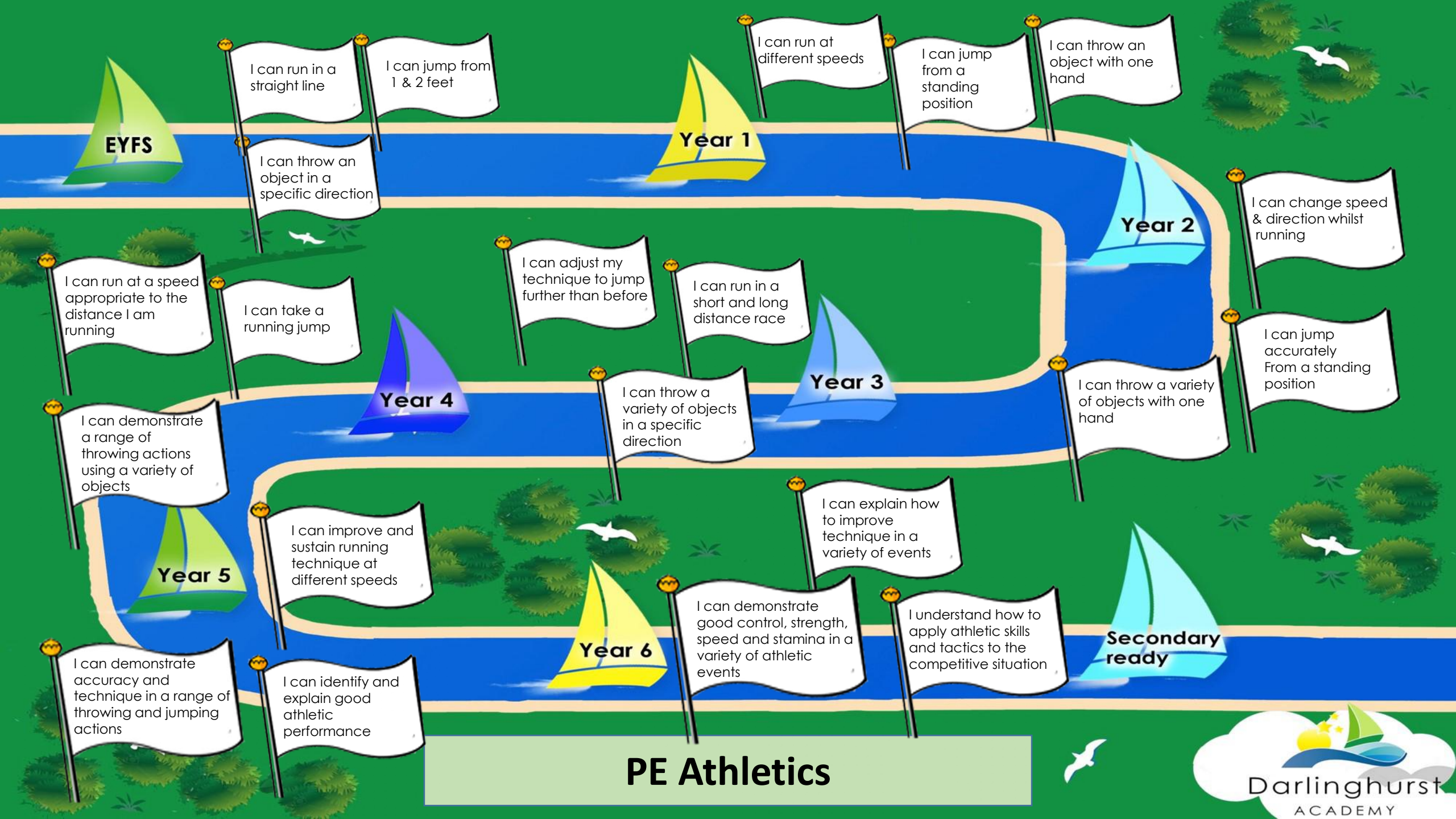
Quotes from children

'PE is fun, and it keeps me healthy, we get to do lots of different sports and competitions. I wish we could do PE all the time!'

'I love PE because it keeps me healthy, and we get to play games in the lessons. I really love playing dodgeball'

'I've never really found a sport I like and then we did hockey in PE lessons. I found I was pretty good at it and my PE teacher told me about a club I could attend outside of school. I have joined and have also represented the school in a hockey competition. I even scored a goal!'

'Achieving Excellence Together'



EYFS

I can run in a straight line

I can jump from 1 & 2 feet

I can throw an object in a specific direction

I can run at different speeds

I can jump from a standing position

I can throw an object with one hand

Year 1

Year 2

I can change speed & direction whilst running

I can run at a speed appropriate to the distance I am running

I can take a running jump

I can adjust my technique to jump further than before

I can run in a short and long distance race

I can jump accurately From a standing position

Year 4

Year 3

I can throw a variety of objects with one hand

I can throw a variety of objects in a specific direction

I can demonstrate a range of throwing actions using a variety of objects

I can improve and sustain running technique at different speeds

I can explain how to improve technique in a variety of events

Year 5

Year 6

Secondary ready

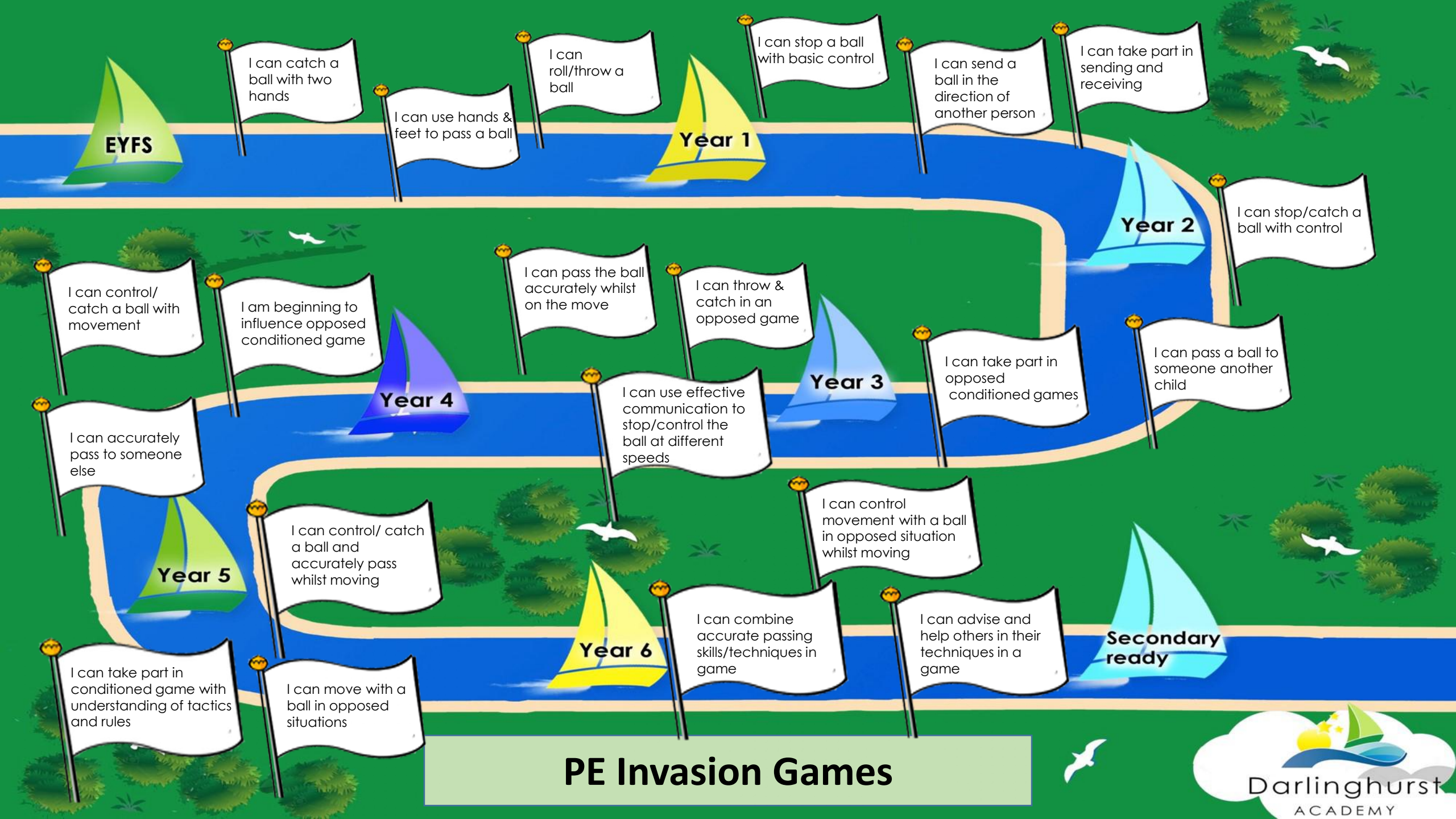
I can demonstrate accuracy and technique in a range of throwing and jumping actions

I can identify and explain good athletic performance

I can demonstrate good control, strength, speed and stamina in a variety of athletic events

I understand how to apply athletic skills and tactics to the competitive situation

PE Athletics



EYFS

I can catch a ball with two hands

I can use hands & feet to pass a ball

I can roll/throw a ball

I can stop a ball with basic control

I can send a ball in the direction of another person

I can take part in sending and receiving

Year 1

Year 2

I can stop/catch a ball with control

I can control/catch a ball with movement

I am beginning to influence opposed conditioned game

I can pass the ball accurately whilst on the move

I can throw & catch in an opposed game

Year 3

I can take part in opposed conditioned games

I can pass a ball to someone another child

Year 4

I can use effective communication to stop/control the ball at different speeds

I can accurately pass to someone else

Year 5

I can control/ catch a ball and accurately pass whilst moving

I can control movement with a ball in opposed situation whilst moving

Year 6

I can combine accurate passing skills/techniques in game

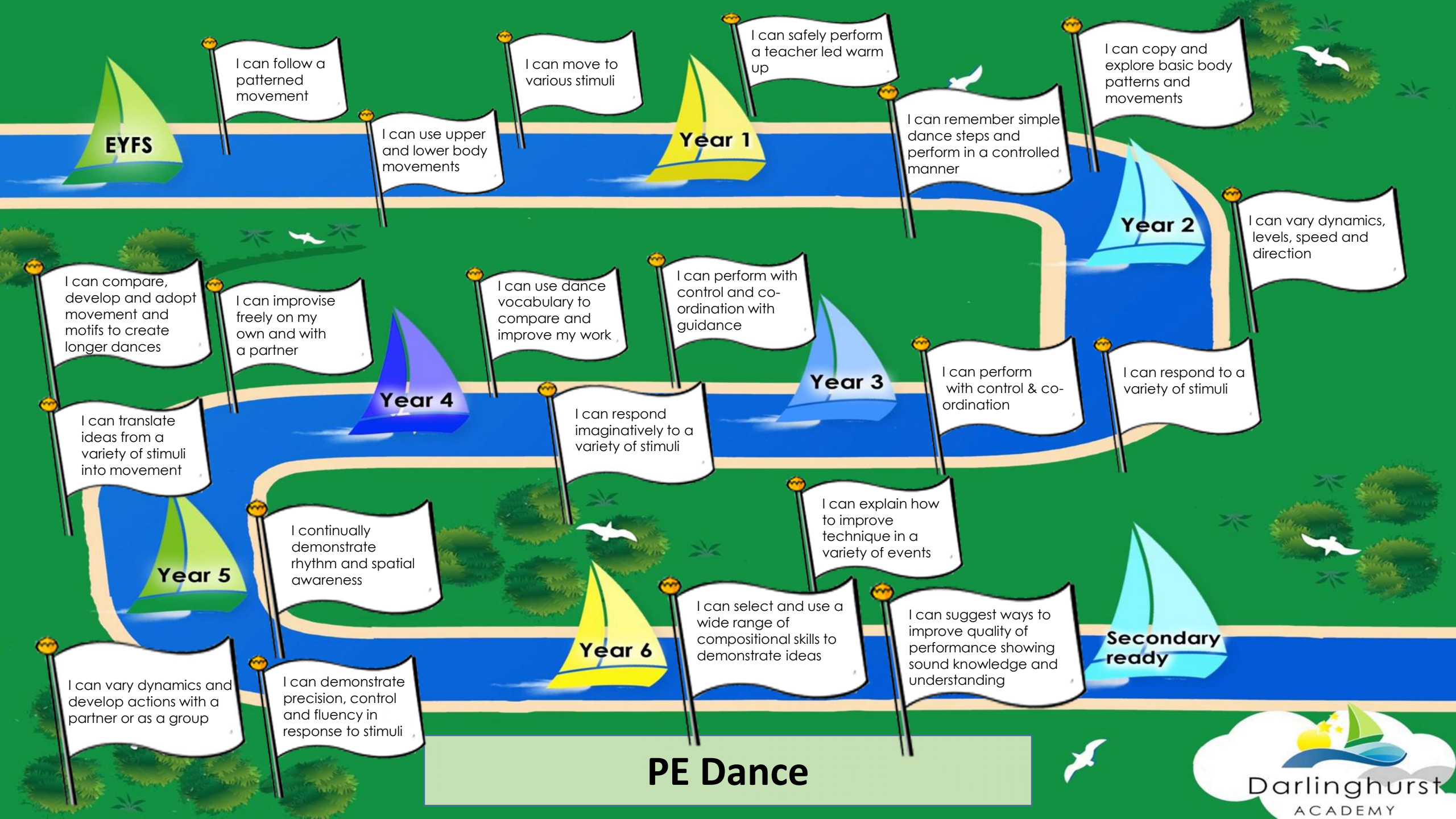
I can advise and help others in their techniques in a game

Secondary ready

I can take part in conditioned game with understanding of tactics and rules

I can move with a ball in opposed situations

PE Invasion Games



EYFS

I can follow a patterned movement

I can move to various stimuli

I can safely perform a teacher led warm up

I can copy and explore basic body patterns and movements

I can use upper and lower body movements

Year 1

I can remember simple dance steps and perform in a controlled manner

Year 2

I can vary dynamics, levels, speed and direction

I can compare, develop and adopt movement and motifs to create longer dances

I can improvise freely on my own and with a partner

I can use dance vocabulary to compare and improve my work

I can perform with control and co-ordination with guidance

Year 4

Year 3

I can perform with control & co-ordination

I can respond to a variety of stimuli

I can translate ideas from a variety of stimuli into movement

I can respond imaginatively to a variety of stimuli

Year 5

I continually demonstrate rhythm and spatial awareness

I can explain how to improve technique in a variety of events

Year 6

I can select and use a wide range of compositional skills to demonstrate ideas

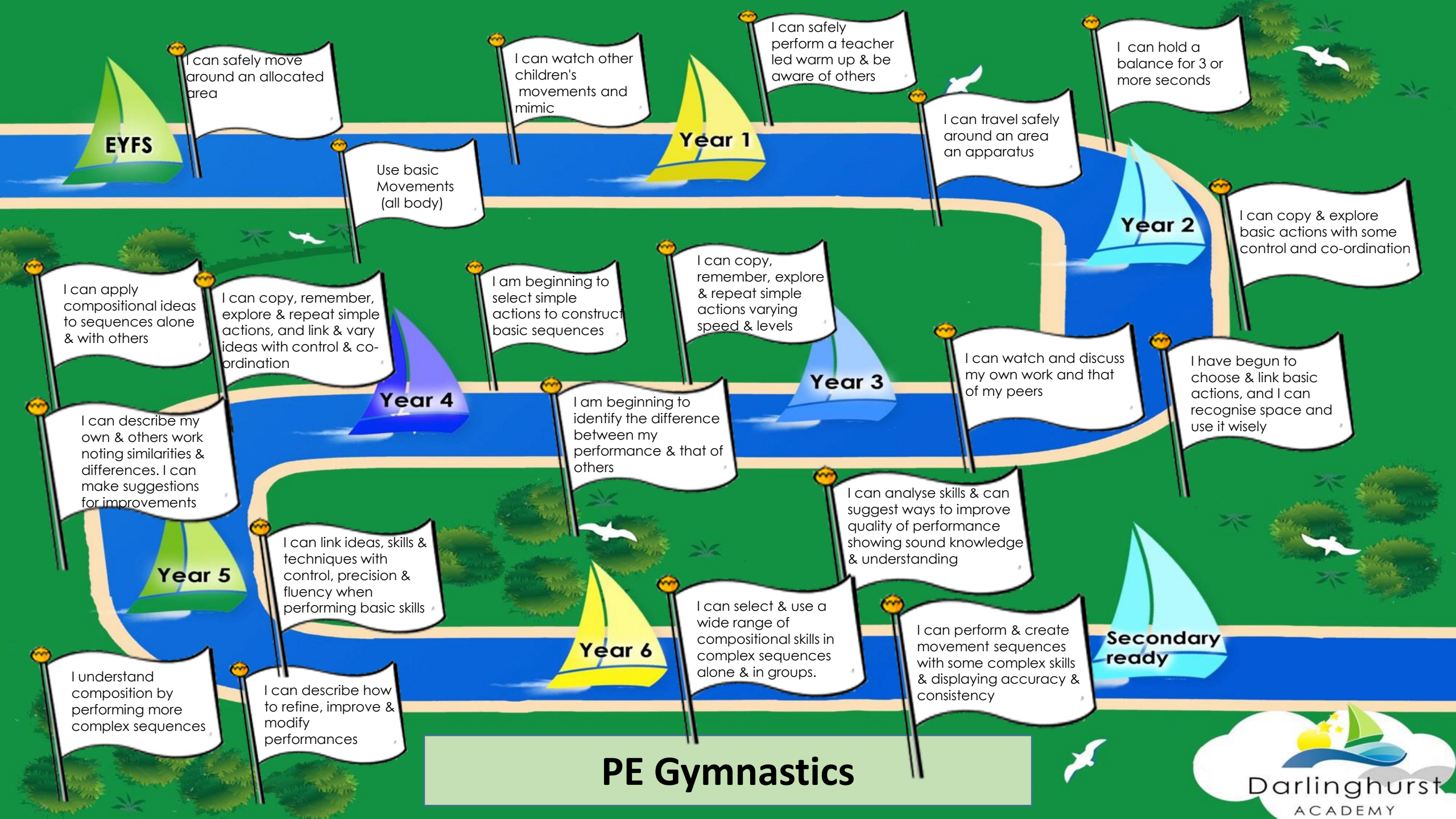
I can suggest ways to improve quality of performance showing sound knowledge and understanding

Secondary ready

I can vary dynamics and develop actions with a partner or as a group

I can demonstrate precision, control and fluency in response to stimuli

PE Dance



EYFS

I can safely move around an allocated area

I can watch other children's movements and mimic

Year 1

I can safely perform a teacher led warm up & be aware of others

I can hold a balance for 3 or more seconds

Use basic Movements (all body)

I can travel safely around an area an apparatus

Year 2

I can copy & explore basic actions with some control and co-ordination

I can apply compositional ideas to sequences alone & with others

I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination

I am beginning to select simple actions to construct basic sequences

I can copy, remember, explore & repeat simple actions varying speed & levels

Year 3

I can watch and discuss my own work and that of my peers

I have begun to choose & link basic actions, and I can recognise space and use it wisely

Year 4

I am beginning to identify the difference between my performance & that of others

I can describe my own & others work noting similarities & differences. I can make suggestions for improvements

I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding

Year 5

I can link ideas, skills & techniques with control, precision & fluency when performing basic skills

Year 6

I can select & use a wide range of compositional skills in complex sequences alone & in groups.

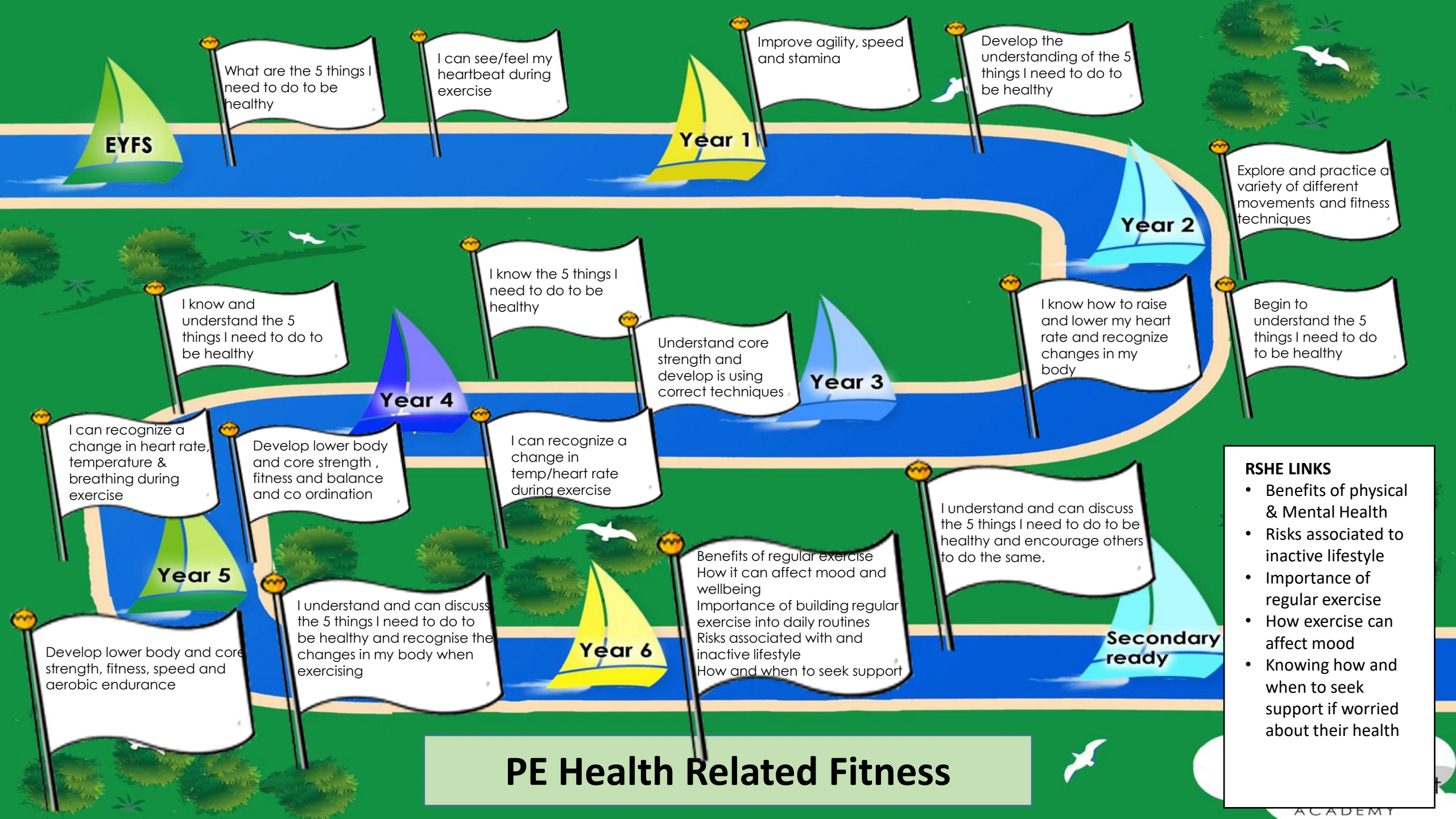
I can perform & create movement sequences with some complex skills & displaying accuracy & consistency

Secondary ready

I understand composition by performing more complex sequences

I can describe how to refine, improve & modify performances

PE Gymnastics



PE Health Related Fitness

- RSHE LINKS**
- Benefits of physical & Mental Health
 - Risks associated to inactive lifestyle
 - Importance of regular exercise
 - How exercise can affect mood
 - Knowing how and when to seek support if worried about their health