

P.E at Whetstone Field

Term 1: Reception / Key Stage 1 – Multi Skills

Key Stage 2 – Invasion Games

Year 4 – Swimming

Term 2: Reception / Key Stage 1 and 2 – Gymnastics and Dance

Year 3 / 4 Swimming

Term 3: Key Stage 1 – Multi Skills and Athletics

Key Stage 2 – Striking and Fielding Games / Athletics / Tennis

Year 3 – Swimming

The P.E curriculum covers physical activity across four areas. These areas are Games, Gymnastics, Dance and Swimming.

In Early Years and Key stage 1, children should develop and practice a broad range of fundamental movement skills that improve agility, balance and coordination individually and with others. They should develop and attempt to master basic movements in running, jumping, hopping, throwing and catching and should begin to apply these skills in a wide range of activities in competitive and cooperative environments.

In Key Stage 2 should continue to develop these skills but they are now challenged with different environments where they need to select and apply the appropriate skills. This means children are given the opportunity to play competitive, modified where appropriate games in a range of sports and activities. Children also learn to and develop their knowledge and understanding of rules and tactics in these games. Children should be tasked with activities in athletics, invasion games, striking and fielding games and net / wall sports.

The structure of a P.E lesson at Whetstone Field has 4 areas:

Warm Up – Children practice fundamental movements to develop their agility, balance and coordination in a fun game.

Learn a Skill – Children are given a learning objective and begin to find their own way to achieve that objective.

Develop a skill – Children practice a skill and then develop it at their own speed. Teacher will evaluate how each child is performing and develop their performance at an appropriate level for the needs of each child.

Challenge / Game – Children play a competitive game or are given a challenge that tasks the children with using the skill they have learnt. This is dependent on the area of the curriculum that is being taught e.g gymnastics – create a sequence that involves 3 rolls and 3 balances or netball – play a 4 v 4 game and try and keep the ball in your team.

Olympic Values

Children are encouraged to demonstrate the Olympic Values in their P.E lessons:

HONESTY

- Always tell the truth.
- Be trustworthy.
- Encourage others to be honest.
- Respect class rules and demonstrate fair play.

RESPECT

- Respect the school environment, facilities and equipment.
- Show respect to all staff at the school.
- Demonstrate respect and try to help and support all children in the school.
- Include everyone and do not discriminate.
- React positively to both winning and losing.

DETERMINATION

- Put 100% effort in to everything you do.
- Never give up.
- Always try your best to overcome any difficulties or setbacks.

PASSION

- Make a full contribution to every lesson.
- Think creatively to solve problems.
- Use initiative.
- 100% commitment to tasks.
- Enjoy taking part in P.E.

SELF BELIEF

- Try to produce an excellent standard of work in all lessons.
- Independent learning.
- Demonstrate confidence in your own ability.
- Try to work on or above your own target.

TEAMWORK

- Be fair and considerate.
- Reach agreements with others.
- Help others to be successful.

- Demonstrate patience and understanding.

P.E and Sport Vision

We aim to give children fun and exciting opportunities in P.E and sport across all areas of the curriculum. We endeavour that children are challenged from nursery to year 6 in a fun, healthy and competitive environment that allows all children to develop at their own rate. Furthermore we hope to give every child a healthy and positive outlook on P.E and sport that inspires them to find a sport or activity they want to get involved in as they progress to senior school or in an external club. P.E aims to promote the school motto of “Love Learning” by providing children with a fun and exciting environment for children to become physically literate.

P.E Assessment

Whetstone Field assesses children in P.E using the Skills 2 Achieve assessment model developed and promoted by the Youth Sport Trust. The assessment is regularly monitored and modified by the subject leader.

Skills 2 Achieve is a new P.E assessment tool that provides an ongoing assessment for each child across 4 themes. The process starts with each child in Reception at 0% with the aim of getting to 100% by the time they reach year 6, by achieving a series of “I can” statements across the 4 themes. The themes are:

- **Healthy Me:** 'Healthy Me' content has been developed against the Chief Medical Officer's recommendations on children's health and well being, with the aim of encouraging healthy, active lifestyle habits for life. It helps to develop an understanding of health and nutrition, how the body works and responds to exercise, and at the same time encourages positive attitudes towards self and others.
- **Social Me:** 'Social Me' content has been developed to reflect a child's personal and interpersonal development in both formal and informal situations. It has been designed to support SMSC, British Citizenship and Character Education, encouraging empathy, collaboration and co-operation, including fair play, responsibility, resilience, leadership and respect for others. 'Social Me' content is fully adaptable for use within PE, across other curriculum areas and as a tool for whole school development.
- **Thinking Me:** 'Thinking Me' content has been developed to support 'Physical Me' and, at the same time, provide generic content that can be applied across the curriculum and also in informal play. It has been designed to develop creativity, thinking and language skills by encouraging children to explore and plan their options, predict outcomes and evaluate their own and others' work.
- **Physical Me:** 'Physical Me' has been developed with reference to the National Curriculum for PE 2014, Early Learning Goals and the work of leading specialists in Physical Literacy; in particular David Gallahue and the BUPA Start to Move Programme. It adopts a Physical

Literacy approach of stability, locomotion and object control to develop the skills and competence needed to be physically confident. These build and are applied in a range of contexts as children's physical competence grows.