



Alexandra Park Junior School

To Learn, Be Happy and Achieve Our Best

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TO BE
PART OF



THE
Pinnacle
LEARNING TRUST

Physical Education at Alex Park

PE Curriculum Offer

PE Curriculum Offer

Stage 1 - Quality First Teaching. Every child receives at least:

*Whole class PE lessons 2x per week with cross curricular and enrichment opportunities.

Enrichment opportunities

All children have access to afterschool clubs

Competitions both inter and intra

Links to local sporting clubs e.g. grass roots football teams

SEN focused enrichment opportunities.

Stage 2 - Additional Support

*In lesson feedback and modelling

*Peer assessment and digital feedback via IPad

*TA support for children working below on lesson Objectives

Stage 3 - Interventions

Targeted children to attend extracurricular clubs as well as inclusion to make sure all children have a wide range of experiences throughout the year.

Open play at lunchtimes which allows the children to access all 16 different play types.

Stage 4 - Further Support

If summative assessment does not show sufficient there liaison with SENCO and class teacher.

Intent

- Alexandra Park nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. At Alexandra Park we endeavour to support and promote excellence through PE whilst advocating healthy lifestyles and the opportunity for children to engage in regular competitive sport and activities, therefore developing competency in a broad range of PE. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty, we offer an environment in which we clearly value the contribution of each individual.

Long term Plan

Year Three	Health Related Fitness	OAA	Flag Football	Football	Athletics	Rounders
	Invasion Game Skills 3	Tag Rugby	Handball	Dance - Egyptians	Gymnastics - Linking movements together	Gymnastics - Symmetry & asymmetry (partners)
Year Four	Yoga	Invasion Game Skills 3	Basketball	Dance - Romans	Gymnastics - Partner work - Pushing and pulling	Gymnastics - Rolling & travelling low
	Cricket	Tri Golf	Hockey	Dodgeball	Dodgeball	Rounders
Year Five	Dance - The Haka	Dance - British Values	Gymnastics - Partner work - under and over	Athletics	OAA	Lacrosse
	Football	Danish Longball	Invasion Game Skills 4	Personal Challenges	Health Related Fitness	Tennis
Year Six	Gymnastics - Group Sequencing	Dance - Dance through the ages	Dance - World War 2	Badminton	Leadership	Invasion Game Skills 4
	Invasion Game Skills 4	Ultimate Frisbee	Volleyball	Dodgeball	Netball	Skittle Ball through the Sport Education model



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Retrieval

PE retrieval is used by looking at the skills needed from previous year groups and applying some of those skills to their subject. We also rather than looking at specific sports we make sure our children are learning about the transferable skills within the sport itself.

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Implementation

- We enable children to develop physically, cognitively and socially.
- We allow for development of physical literacy, including greater levels of agility, balance and coordination.
- We encourage children to work and play with others in a range of group situations;
- We develop the way children, perform skills and apply rules and conventions for different activities.
- We increase children's awareness of their own performance and how to better or improve this performance.
- We teach children about the changes that happen to our body during exercise and why these changes occur.
- We ensure children enjoy, understand, and realise the importance of physical activity both now and in throughout their lives.
- We create a sporting environment whereby children can express themselves, showing imagination and expression.
- We develop an understanding in children of how to succeed in a range of physical activities.
- We teach children 'British Values' embedded by physical activity and sport such as fair play and respect.

Intervention

Kagan groups – peer support

Modelling – providing clarity where needed

Opportunity for the children to access sports and games via afterschool enrichment, lunchtime & breakfast club

Impact

- Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against key performance indicators for a child's social, physical and cognitive development in line National Curriculum levels of attainment. They record this information on a half termly assessment Ipad app (PE Passport) which allows them to establish where a particular child is in accordance to age related expectations as outlined by the school's package, Future work for children depending on the perceived attainment level they are working at can then be altered accordingly. This information is then passed on to the PE lead.

Dance Ks2

Egyptians
Romans
The Haka
British Values
WW2
Through the ages

I can develop a motif to begin to demonstrate agility, balance, coordination and precision.
I know how to translate words/ ideas into actions and combine together. To communicate meaning.
I can communicate effectively with a partner. and listen to others and share my own ideas.
I know how to listen to other people's ideas and vocalise my own thoughts. I know how to recognise good timing, execution and performance skills.
I know how to use canon, formation changes, direction and level to improve our ideas.

I know how to contribute key words to a theme related mind map.
I know how to translate words/ ideas into actions and combine together.
I can creatively change static actions into travelling movements.
I can communicate effectively within a group.
I know how to use chance choreography to create a sequence

I can develop a motif demonstrating some agility, balance, coordination and precision.
I know how to translate theme related actions into travelling movements.
I can communicate effectively within a group.
I know how to listen to other people's ideas and vocalise my own thoughts.

I can demonstrate agility, balance, coordination and precision.
I can show different levels and pathways when I travel.
I know how to translate images into actions to communicate meaning.
I can reflect and recognise success in self and others.
I can evaluate the work of other's using accurate technical language.

I can think creatively to find solutions to challenges.
I can communicate effectively with a partner.
I can communicate effectively and listen to others.
I know how to use canon, formation changes, direction and level to improve our ideas.
I can evaluate the work of other's using technical language

Gymnastics Ks2

I can turn through 90, 180, 270 and 360 degrees.
I know how to spin with control.
I can link high and low moves.
I know how to perform symmetrically and asymmetrically.
I can link movements seamlessly.
I know my own ability and choose to perform movements that are within my limitations.

Linking movements together

Symmetry and asymmetry

Partner work, pushing and pulling

Rolling and travelling low

Partner work, under and over

Group Sequencing

I can work in a group of 4 to create a sequence of rolls.
I can create a sequence where starting and finishing points can be clearly defined.
I can work in a group of 6 to create a sequence involving different formations and pathways.
I know how to jump safely.
I know how to mount and dismount apparatus safely.
I can spin on a variety of points and patches.
I can travel on different body parts.
I can take weight on my hands in different ways.
I can mirror a symmetrical body shape within a group.
I can time my moves within a group sequence.

I can create a sequence using different spins on patches.
I can perform with smooth transitions.
I can spin symmetrically and asymmetrically on points and on patches.
I can work on different levels.
I can be self motivated and physically confident.
I can work in different formations.
I can perform in unison with others and know how to work in time with a partner or group.
I know how to listen to peer assessment and use comments to uplevel my work


I know what a point of contact is.
I can balance on different points and patches.
I can compose a sequence with a partner.
I can perform elements of my sequence in contrast to a partner.
I can match my partner's symmetrical and asymmetrical balances.
I can help to compose and then perform a sequence with contrasting and matching shapes and moves.
I can perform in unison and canon.

I can perform a forward roll with good technique and control.
I know how to perform a forward roll safely.
I can link forward rolls into a rolling sequence seamlessly.
I roll backwards and come to standing without knees touching the mat.
I know how to roll over a partner safely.
I know how to mirror a partner on apparatus.
I know how to present myself when performing for others.


I can roll over my partner who is in a long pencil shape.
I know I need to get some momentum through my forward and backward rolls to be able to get to my feet.
I know how to leap frog safely.
I can create opportunities for others to travel under and over me.
I can spin from a front to a back support over my partner who is in a pencil shape.
I can work over and under on floor apparatus. I can perform with good technique and seamless transitions.

Health & Fitness Ks2

Health & Fitness



I can warm up and cool down after exercise.
I know what stamina is and can sustain physical exertion over periods of time
I can demonstrate good core strength.
I know a range of exercises that can help me develop my fitness.
I can improve on my personal previous best.
I know why it is important to cool down and stretch after vigorous exercise.



I can motivate myself to do my best in a range of exercises.
I know the physical and mental benefits of regular exercise.
I can work with determination.
I know how to develop all round strength for my body.
I know why relaxation and stretching is an important part of all athlete's training.
I can improve on previous performances.
I can communicate and negotiate with others to agree what we are going to do as a group.
I can work as part of a group to set up a circuit of exercises.
I know what exercises will develop core strength. I know how to set up a circuit of exercises.

OAA Ks2

Outdoor and adventurous activities)
Leadership
Team building and problem solving

I can work as part of a team. I can show enthusiasm, determination and resilience.
I know how to use the process of elimination to work out symbols I don't know.
I can plan a route map.
I can negotiate with my group.
I know how to navigate around an area following directions.
I know how to take turns and use equipment safely.
I know how to orientate a map and find clues

I can work as part of a team.
I know the importance of having a plan before I undertake a challenge.
I know where I need to position myself to give clear instructions and keep my partner safe.
I can think creatively to find solutions to challenges.
I can navigate my way around using a map.
I can work quickly and effectively against the clock.
I know what Ordnance Survey symbols mean.
I can communicate positively with the other members of my team.
I know how to use a map.

I can communicate verbally and non verbally effectively to make a plan. I can work with others effectively.
I can respect the opinions of my teammates.
I know to perform calmly under pressure.
I know the importance of clear instructions.
I am beginning to know to keep going when things are not necessarily going as I would want them to.
I am beginning to know how to speak encouragingly to teammates.

I can see when children might get bored because there is a lack of challenge.
I know when to recognise when teams are unfair.
I can arrange tasks for a maximum involvement from everyone.
I can suggest ways to manage inappropriate behaviour effectively.
I know what inappropriate behaviour looks like and know some strategies for dealing with it appropriately.
I can lead a warm up effectively.
I know how to speak encouragingly to teammates.
I can keep going when things are not necessarily going as I would want them to.

Invasion Games Ks2

Football, Handball, Hockey, lacrosse,
football YR5, Ultimate Frisbee

I can pass the ball accurately.
I know to be on the balls of my feet when waiting to receive a pass. I know to move into space after passing. I can turn confidently with a football.
I know to get the ball out wide and use the full width of the pitch.
I can show the skills and knowledge you have developed in a competitive environment.
I can get into sideways positions when receiving the ball.
I know to always be planning ahead when out of possession

I can send using a javelin style pass accurately.
I know to signal with my hands when I want to receive a pass.
I know to move into space after passing. How to perform in unison.
I can throw/shoot accurately using good overarm technique.
I know how to back up team mates when throws are wild and misplaced.
I can show a range of skills.
I can play in a variety of positions with equal proficiency.
I can keep control of my emotions whilst playing a tournament.

I can dribble a ball confidently.
I can stop a ball.
I know how to hold the stick and that everybody plays field hockey right handed. I can pass a ball accurately.
I can control a ball sent to me.
I know not to raise the stick above waist height.
I know what to do if the ball hits someone's feet.
I can work effectively as part of a team.
I know how to make a plan before each game.
I know the school games values.

I can hold the stick correctly.
I can carry a ball up using my stick.
I know how to position my hands and how to cradle.
I can throw and catch consistently well.
I can adjust my grip on the stick to throw and then catch.
I know that I need to cushion the ball as it hits my net.
I can make a good contribution, attacking and defending, in a game.
I know the rules and the need to abide by them.
I know how to restart games.

I can pass the ball and move into space.
I know to anticipate that the ball might come to me at any moment.
I can identify which shooting technique to use to be successful.
I know to run at pace when trying to dribble past a defender.
I know when defending how to make it harder for the attacker.
I can combine skills to create a goal scoring opportunity.
I know the importance of concentration and discipline when defending.
I can play competitive games and control my emotions.
I know the rules of the game.
I know to demonstrate the school game values of passion, self belief, respect, honesty, determination and teamwork.

Athletics Ks2

Athletics(Athletics) Ks2



I can use the correct technique to start a sprint race.
I know the importance of keeping my first few metres low and powerful.
I can hurdle efficiently and consistently.
I can jump consistently off the same foot.
I can scissor kick.
I can accurately replicate the technique for running, jumping and throwing events.
I can run a relay as part of a team. I know how to receive and transfer a baton safely.
I can improve on personal bests. I know how to measure my own and others' performances

Striking & Fielding Ks2

Rounders , Danish Longball

I can send using good throwing techniques.
I can receive using good catching techniques.
I know how to make decisions about when to run and when not to.
I can develop my throwing skills.
I can communicate with other players for the good of my team.
I know why fielders might start off at base and then move to it after a strike.
I can perform well in a range of positions in a competitive game.
I know how to back up other fielders

I can throw with accuracy at a still target.
I know what position I need to get in to throw well.
I can anticipate and find space and show awareness of others.
I can act decisively under pressure.
I know the importance of anticipation in sport and reading others' body language.
I can intercept a ball.
I can make increasingly good decisions when working under pressure.
I can demonstrate the school games' values of passion, self belief, respect, honesty, determination and teamwork.

Net and Wall Games Ks2

Dodgeball, Tennis, Badminton

I can throw overarm powerfully and accurately.
I can keep my eye on the opposition at all times.
I know when to attack and when to defend.
I can judge which balls to try and catch and which to leave.
I can show good peripheral awareness.
I can work alongside others to agree tactics.
I can make good decisions at crucial times of games.
I can compete with passion, self belief, respect, honesty, determination and teamwork.
I know that tactics need to be decided on as a team

I can assume a position of readiness.
I can throw a forehand.
I know how to grip a racket.
I can serve with accuracy.
I can serve long and short.
I know to vary my serve.
I can smash.
I can drop shot.
I can perform different shots consistently and with accuracy.
I can demonstrate the school games values.
I know how to keep score.
I know how to umpire.

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I can serve long and short.
I know to vary my serve.
I can smash.
I can drop shot.
I can perform different shots consistently and with accuracy.
I can demonstrate the school games values.
I know how to keep score.
I know how to umpire.

Leadership Skills KS2

Leadership



I can...

Recognise when the teams are unfair (Year 5)
See when children might get bored because there is a lack of challenge (Year 6)

I know...

That we can change activities if they are not working (Year 5)
That leaders are creative and enthusiastic (Year 6)

Assessment: I can...

Work with control and composure when under pressure

I can...

Sort teams quickly and efficiently (Year 5)
Arrange tasks for maximum involvement by everyone (Year 6)

Knowledge: I know...

A variety of ways of picking teams and the pros and cons associated with each (Year 5 & Year 6)

Assessment: I can...

Demonstrate a range of leadership skills and am happy to take the initiative

I can...

Suggest ways to manage inappropriate behaviour effectively (Year 5 & Year 6)

Knowledge: I know...

What inappropriate behaviour looks like and some strategies for dealing with it (Year 5 & Year 6)

Assessment: I can...

Enjoy competing and challenging myself to improve across all areas

I can...

Lead a warm up effectively (Year 5)
Organise an activity safely (Year 5)

Knowledge: I know...

The importance of clear instructions (Year 5)
How to work independently (Year 6)

Assessment: I can...

Work with control and composure when under pressure

I can...

Work with others to apply a plan (Year 5 & Year 6)

Knowledge: I know...

That the team needs a plan before an activity begins (Year 5 & Year 6)

Assessment: I can...

Demonstrate a range of leadership skills and am happy to take the initiative

I can...

Keep going, when things are not necessarily going as I would want them to (Year 5)

Plan and work collaboratively (Year 6)

Knowledge: I know...

How to speak encouragingly to teammates (Year 5)
To support each other when planning and working collaboratively (Year 6)

Assessment: I can...

Enjoy competing and challenging myself to improve across all areas



Display



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Competitions



Freddy Fit



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Sports Week



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Daily Mile



After School Clubs



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Games



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Gymnastics



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Dance



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Fitness



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Outdoor and adventure



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Swimming



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Pupil Voice



I have been able to use the skills learnt in lessons



Swimming has allowed me to overcome my fears



Daily mile has helped me to be able to run without stopping



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