St Barnabas and St Paul's Primary School Physical Education (P.E) Rationale

At St Barnabas and St Paul's our physical curriculum not only aspires to help children have fun when they are active but also understand that they can show their true selves without worrying about the judgement of others. The physical curriculum can inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It can provide opportunities for pupils to become physically confident in a way which supports their health and wellbeing and above all else, makes them happy. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

We recognise that the physical curriculum develops key skills within school, and life skills which can be utilised during every day experiences. A high-quality physical education programme provides a firm foundation for understanding how exercise, teamwork and healthy competition can be used in everyday life to develop a pupils' ability to recognise their own successes as well as maintaining a physical and healthy lifestyle.

By the time pupils leave St Barnabas and St Paul's they will be well equipped and will have developed physical literacy and their fundamental skills through specific physical activities including dance, gymnastics, games and swimming. They will have developed an understanding of their physical being, the impact of a healthy and balanced lifestyle as well as a resilience to different physical challenges through participating in various games and activities.

Teaching key subject specific vocabulary is also a key part of our physical curriculum. The vocabulary children will need for that unit are identified on the P.E. scheme of work for each cohort, and this builds upon the vocabulary they have learnt in earlier years. The key vocabulary will be identified in the Key Vocabulary section on the medium-term plans. This list is not exhaustive and should be used based on the needs of the children.

Physical Education in Years 1 and 2

Physical Education is taught through discrete lessons and in years 1 and 2, pupils are encouraged to explore different physical activities designed to develop their fundamental skills that include running, jumping, throwing and catching. They will be helped to explore how their bodies move and work and be given the opportunity to answer their own questions about their physical being including observing changes to their heart rate during different physical activities. Pupils in Years 1 and 2 will also develop their balance, coordination and agility through exploration with various equipment and be introduced to competing in team games. These opportunities will be provided across years 1 and 2 so that at the end of year 2 expectations can be met.

Year 1 P.E. Rationale

Fundamental Movement

Pupils are given the opportunity to explore the fundamental movements in Year 1 which include running at different speeds, different methods of throwing and developing technique when catching different sized balls. As pupils progress through the Year 1 curriculum, they will develop their jumping and landing technique whilst exploring methods of hopping, jumping and leaping for distance.

Striking and Fielding

When striking and fielding is taught, pupils in Year 1 will explore the two skills discretely. Children will be given the opportunity to explore striking a ball with their hand and different equipment and develop their tracking and retrieving of a ball for their team.

Net and Wall

In Year 1, pupils will focus on four key skills associated with Net and Wall which are hitting, feeding, rallying and footwork. Pupils will explore how to hit a dropped ball with a racket and learn to throw a ball over a net to land it within a court area. As pupils progress through the Year 1 curriculum, they will begin to explore underarm rallying with a partner and learn to use the ready position to move towards a moving ball.

Team Games

Throughout Year 1, pupils will play a number of team games that will focus on develop essential skills that include problem solving, communicating and reflecting. Through working collaboratively, pupils will develop their communication skills by giving simple instructions and listening to those of other children and be able to suggest appropriate ideas in response to a task. By the end of Year 1, pupils will be able to identify when they are successful and make basic observations about how they can improve.

Dance

Pupils will be given the opportunity to develop their understanding of five key concepts during their dance lessons which include action, space, relationships, dynamics and performance. In Year 1, children are expected to copy, remember and repeat actions to represent a theme and explore creating their own actions in relation to a theme. Children will also explore varying speeds to represent an idea and pathways within their performances. As the children progress through the Year 1 curriculum, they will begin to explore actions and pathways with a partner as well as beginning to use counts within their performances.

Gymnastics

In gymnastics, children in Year 1 will look to develop their strength, flexibility and balance. Through exploration, pupils will be able to perform balances and poses by making their body stretched, tensed and curled and ones that challenge their flexibility. When transitioning between these balances, pupils will explore their personal strength.

Year 2 P.E. Rationale

Fundamental Movement

Pupils are given the opportunity to develop their fundamental movements in Year 2 which include developing their sprinting action and explore rhythm when running over obstacles. Pupils will develop their overarm as well as developing technique and coordination when throwing over and underarm at a target. In Year 2, pupils will be expected to catch an object with two hands with some technique and coordination. As pupils progress through the Year 2 curriculum, they will explore safely jumping for distance and height and develop jumping, hopping and skipping actions.

Striking and Fielding

In Year 2, striking and fielding are taught discretely so that children can develop their technique of hitting a ball with their hand or equipment with more consistency than in Year 1. Children will also develop an understanding that there are different roles within a fielding team.

Net and Wall

As in Year 1, children will focus on the 4 key skills associated with net and wall games throughout Year 2. Children will continually develop hitting a dropped ball over a net whilst being able to accurately underarm throw over a net to a partner. Furthermore, children will explore underarm rallying with a partner catching after one bounce and will now be able to consistently use the ready position to move towards a ball.

Team Games

Throughout Year 2, pupils will continue to focus on developing the essential skills of communication, problem solving and reflection. In Year 2, pupils are expected to work cooperatively with a partner and in a small group as well as verbalising when they have been successful and what they could do to improve if they were to do it again. As the children develop through the Year 2 curriculum, they will begin to plan and, with some success, apply strategies to overcome a challenge.

Dance

Pupils will be given the opportunity to accurately remember, repeat and link actions to express an idea whilst developing an understanding of dynamic movement. When working in space, pupils will develop their use of pathways and travelling actions to include levels. Pupils in Year 2 will develop their relationships with their peers by working with a partner and using unison, matching and mirroring. As the curriculum progresses, children will be expected to develop their use of facial expressions to aid their final performances.

Gymnastics

In gymnastics, pupils in year 2 will continue to develop their flexibility, strength and balance. Pupils will be able to remember, copy and repeat sequences of linked poses whilst showing an increased awareness of the extension in their poses. As their strength develops, pupils will begin to demonstrate increased control in performing poses.

Physical Education in Years 3 and 4

Physical Education is taught through discrete lessons and in years 3 and 4, pupils are introduced to specific physical activities designed to develop the skills they have acquired in Key Stage 1. They will be introduced to new sports, understand how their bodies move and work through different exercises and be given the opportunity to ask and answer their own questions about their physical being including how their diet and lifestyle can impact on their abilities to perform physical activities. Pupils in Years 3 and 4 will further develop their balance, coordination and agility through exploration with various equipment and be compete in team games. These opportunities will be provided across Years 3 and 4 so that at the end of phase expectations can be met.

Year 3 P.E. Rationale

Striking and Fielding

In Year 3, pupils will begin to strike a bowled ball using different equipment as well as exploring bowling and fielding skills which will include a two-handed pick up and developing their use of the long and short barriers to stop a ball.

Net and Wall

Throughout Year 3, pupils will be given the opportunity to develop 4 key areas of Net and Wall games which include shots, serving, rallying and footwork. Pupils will explore returning a ball using focus shots which include the forehand and the backhand as well as exploring the use of the underarm serve. With a partner, they will explore rallying using the forehand technique and will now be consistently using and returning to the ready position between shots.

Competitive games

For the first time in school, pupils in Year 3 will compete in competitive games that will have different areas of focus including sending and receiving, dribbling and attacking and defending. Pupils will explore these areas whilst abiding to the rules of the game. As they explore dribbling the ball, they will do so under pressure whilst abiding by the rules of the game and develop their movement with a ball towards a goal with some control. Pupils will also develop their movement skills so they are able to lose a defender and explore shooting actions in a range of invasion games. As they do this, pupils will also develop their ability to track an opponent to limit their scoring opportunities.

OAA

Pupils in Year 3 will be introduced to OAA and this will allow them to develop several important life skills including: problem solving; navigational skill; communication and self-reflection. When pupils are introduced to OAA they will plan and implement strategies to solve problems as well as developing their map reading skills. Pupils will also be able to follow and give instructions and are able to accept the ideas of others. When they have attempted to solve problems of varying difficulty, they will be able to reflect on when and why they were successful at solving challenges.

Dance

Dance will continue to focus on the 5 key areas of actions, dynamics, space, relationships and performance. In Year 3, pupils will create actions in response to a stimulus both individually and in groups. They will use dynamics effectively to express and idea and use directions to transition between formations. Pupils in Year 3 will develop their understanding of formations and be able to perform short, self-choreographed phrases showing an awareness of timing.

Gymnastics

Through gymnastics, pupils in Year 3 will be able to demonstrate increased control when in various poses and explore control when in a paired pose. They will also explore poses and movement in relation to their breath and explore arm balances whilst maintaining some control of their body.

Year 4 P.E. Rationale

Striking and Fielding

When in Year 4, pupils will develop their batting technique which is expected to be consistent with the rules of the game or sport they are attempting. Pupils will develop their bowling with some consistency as well as abiding by the rules of the game.

Net and Wall

Throughout Year 4, pupils will begin to demonstrate increased technique when using shots both cooperatively and competitively. Through this, they will be able to develop their own technique in serving underarm whilst constantly increasing in consistency. Pupils will develop rallying using both forehand and backhand shots with increased technique. Also, pupils will begin to use appropriate footwork patterns to move around the court.

Competitive games

The areas of focus in Year 4 will remain the same as those in Year 3 with an increase in expectations and skill levels. Pupils will be expected to develop passing to a teammate using a variety of techniques which are appropriate to the game or sport which they are playing. Year 4 pupils should develop control of equipment whilst dribbling even when under pressure which will help them to develop their decision making around when to pass and when to shoot. When defending in competitive games, pupils in Year 4 will develop defending in one on one situations and know when is best to win the ball. Through focusing on these areas, pupils will also learn how to move in to space to help their team keep possession and score goals.

OAA

When learning about OAA in Year 4, pupils will begin to plan independently and, where appropriate, in small groups which will see the pupils implementing a strategy with increased success. Pupils in Year 4 will be able to identify key symbols on a map and use a key to help navigate around a grid whilst confidently communicating ideas and showing they are able to listen

to others. As the unit progresses, pupils will be able to reflect critically on when and why they were successful at solving challenges with increased accuracy.

Dance

In Year 4, pupils are expected to respond imaginatively to a range of stimuli which are related to character and narrative. This will allow the pupils to change dynamics confidently within a performance to express changes in character and to confidently use changes in level, direction and pathway. Eventually, pupils will be able to use action and reaction to represent and idea which will allow them to perform complex dances that communicate narrative and character well whilst performing clearly and fluently.

Gymnastics

Pupils will explore using their breath to maintain balance within a pose in Year 4 as well as demonstrating an increased extension in those poses. As the unit progresses, pupils will continually demonstrate increased control and strength when in a pose.

Swimming

At the end of Year 4, pupils will be introduced to swimming with school. During these lessons, pupils will begin to demonstrate increased technique in a range of stokes, swimming over a distance of 25m. As well as this, they will explore underwater breaststroke breathing technique over a distance of 25m and show a good understanding of water safety. This will allow our pupils to explore safety techniques to include the H.E.LP and huddle positions.

Physical Education in Years 5 and 6

Physical Education is taught through discrete lessons and in Years 5 and 6, pupils will develop the specific physical activities which are designed to perfect the skills they have developed in Lower Key Stage 2. They will be apply their knowledge of specific sports to challenging scenarios, develop a competitive aspect in a variety of sports and be given the opportunity to investigate their own questions about their physical being including how physical exercise can impact on the next stage of their development. Pupils in Years 5 and 6 will continue to develop their balance, coordination and agility through complete activities of increasing difficulty with various equipment and develop their understanding of specific sport scenarios. These opportunities will be provided across Years 5 and 6 so that at the end of school expectations can be met.

Year 5 P.E. Rationale

Striking and Fielding

Pupils will continue to explore defensive and driving hitting techniques and directional batting as well as developing over and underarm bowling technique. Pupils will also be able to select and apply long and short barriers appropriate to the situation.

Net and Wall

Throughout Year 5, pupils will develop the range of shots used and their range of serving techniques appropriate to the game they are playing. This will allow pupils to use a variety of shots to keep a continuous rally whilst demonstrating effective footwork patterns that will allow them to move around the court with ease.

Competitive games

Pupils in Year 5 will develop control when sending and receiving under pressure as well as selecting and applying a variety of dribbling techniques to game situations. Pupils will be given the opportunity to explore creating tactics with others and apply them to game situations. This will aid pupils to develop their tracking and marking skills using a variety of techniques with increased success and be able to move to create space for themselves and others in their team.

OAA

When participating in OAA, pupils will explore tactical planning with a team to overcome increasingly challenging tasks whilst developing their navigational skills and map reading in order to complete challenges including map orientation. Our pupils are expected to explore a variety of communication methods and become increasingly successful with these. They will also be able to reflect on when they were successful at solving challenges and decide how they need to alter their methods in order to improve.

Dance

When in Year 5, pupils will choreograph planned dances by using, adapting and developing actions and steps from different dance styles. Pupils will be able to confidently use dynamics and use direction and patterning to express different dance styles. Also, pupils will be able to confidently use formations, canon and unison to express a dance idea as well as performing dances expressively, using a range of performance skills, showing accuracy and fluency.

Gymnastics

In gymnastics, pupils in Year 5 will use their breath to maintain balance within a pose and develop flexibility by connecting their movement with their breath. Pupils will also demonstrate an increased amount of control and strength when in and transitioning between poses.

Swimming

In Year 5, pupils will be able to identify their personal best in a range of strokes allowing them to successfully select and apply their fastest stroke over a distance of 25m. Pupils will be expected to demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m and should be able to select and apply the appropriate survival technique for the situation.

Year 6 P.E. Rationale

Striking and Fielding

When participating in striking and fielding activities, pupils in Year 6 will be able to strike a bowled ball with increasing accuracy and consistency and consistently select and apply the appropriate fielding action for the situation.

Net and Wall

Throughout Year 6, pupils will be able to demonstrate an increased success and technique in selecting and applying appropriate shots for the situation as well as being able to serve accurately and consistently. Pupils will begin to successfully apply a variety of shots to keep a continuous rally and when doing so, demonstrate a variety of footwork patterns that are relevant to the game they are playing.

Competitive games

Pupils in Year 6 will develop making quick decisions about when, how and who to pass to when participating in sending and receiving game. Also, pupils will be able to dribble consistently using a range of techniques with increasing control under pressure. Pupils will explore creating attacking tactics with others and creating and applying defending tactics with others in response to the game. This will allow children to move to the correct space when transitioning from attack to defence.

OAA

During the OAA unit, pupils will pool ideas within a group then select and apply the best method to solve a problem. Pupils will orientate a map efficiently to navigate around a course and inclusively communicate with others, share job roles and lead when necessary. With increasing accuracy, pupils will reflect on when and how they were successful at solving challenges and alter their methods in order to improve.

Dance

Through the dance unit, pupils will show controlled movements which express emotion and feeling as well as exploring, improvising and combining movement dynamics to express ideas fluently and effectively when working on their own, with a partner or in a small group. Pupils will be able to use a variety of basic compositional principles when creating their own dances and demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.

Gymnastics

Within gymnastics, our pupils will be given the opportunity to link combinations of poses for balance with increased control in transition as well as confidently transitioning from one pose to another showing extension connected to their breath. Pupils will also explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses.