



*Believe. Achieve. Succeed Together.*

**Iver Village Junior School**  
**Implementing the PE Curriculum**

**Article 28, 29**

***Education must develop every child's personality, talents and abilities to the full***

## **Intent Statement**

PE at Iver Village Junior School is an integral part of our curriculum. We offer an extensive and inclusive range of learning opportunities for all children, developing skills that are important for not only their childhood but also throughout their life. Children also participate in Health and Fitness, which uses balance, strength and flexibility to control their bodies and know their limits. Our comprehensive curriculum provides children a more competitive edge by learning the necessary skills to compete in a wide range of sports as well as competing regularly in their houses and through their personal best challenges. As a school our aim is prepare children to live active healthy lifestyles which enables them to take sport to the next level if they wish to.

## **Implementation**

### **Curriculum Design**

#### ***National Curriculum:***

##### *Purpose of study*

*A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*

##### *Aims*

*The national curriculum for physical education aims to ensure that all pupils:*

- develop competence to excel in a broad range of physical activities*
- are physically active for sustained periods of time*
- engage in competitive sports and activities*
- lead healthy, active lives.*

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

## ***The PE curriculum and Iver Village Junior School***

### ***Cyclical curriculum and repetition:***

*The PE curriculum is designed to ensure pupils are able to continuously practise and improve key skills. The same sports and games are repeated at the same time every year, to ensure that pupils have continued opportunity to build on their understanding and skills, year to year. Through the games and sports identified below, pupils are taught the concepts, skills and knowledge identified in our curriculum.*



### Iver Village Junior School

#### Primary Curriculum

KS2 PE Overview		Subject Overview 2022 - 2023		
Key Concepts	Agility Balance Cooperation Team work Tactic Strategy Attack Defend Communicate Collaborate Flexibility Strength Technique Control Balance Performance Personal best			
Objectives to cover (Directly from NC)	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>			
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	
Year 3	Tag Rugby and Football Netball and Gymnastics	Basketball, Swimming Hockey, Handball	Tennis, Cricket Athletics, Rounders	
Year 4	Tag Rugby and Football Netball and Gymnastics	Basketball, Swimming Hockey, Handball	Tennis, Cricket Athletics, Rounders	
Year 5	Tag Rugby and Football Netball and Gymnastics	Volleyball, Swimming Hockey, Handball	Tennis, Cricket Athletics, Rounders	
Year 6	Tag Rugby and Football Netball and Gymnastics	Volleyball, Swimming Hockey, Handball	Tennis, Cricket Athletics, Rounders	

Key concepts:

*The following concepts have been identified from the National Curriculum and deemed as essential for our pupils in order to achieve the expectations for PE. Having identified the end goal of understanding for each concept, the progression has been devised and is used to underpin our lesson objective and teaching points.*

Concepts	Y3	Y4	Y5	Y6
Agility	To change direction at speed.	To change body direction quickly to gain advantage in attacking and defending.	To use acceleration and deceleration in sport, how to apply it to game situations.	To understand the influencers of agility, how to demonstrate and apply in sporting situations.
Balance	The ability to hold a position for a period of time.	To be able to explain and demonstrate a static balance.	To be able to explain static and dynamic balance and demonstrate both.	To be able to define balance and demonstrate a sequence of balances both static and dynamic.
Co-ordination		To be able to show co-ordination in a sporting scenario, such as racket sports.	To be able to define co-ordination and confidently demonstrate a skill that requires co-ordination.	To understand the characteristics of co-ordination, demonstrate and explain muscle groups used in the movement.
Co-operation (Co-operative)		To understand and define co-operation.	To show how co-operation can have a positive influence on sport.	To give examples of sports that require co-operation and how it can have a positive impact on team mates.
Competition (Competitive)		To understand and define competition and what it is to be competitive.	To show positive competitive spirit and how this can influence the outcome of sport.	To create a competition and manage it. To understand how being competitive can have a positive and negative influence on your team.
Team work			To be able to define team work and explain the importance of it.	To understand and demonstrate how team work can have a positive effect on the outcome of a sporting scenario.
Tactic			To understand the meaning of tactics and how they apply to sport.	To create a tactic and apply it to a sport. To create a tactic to counter and change the outcome of the sport.
Strategy	Planning a basic goal in a sporting scenario.	Creating a plan to attack and defend in a sporting scenario.	Creating a plan to win in different sporting scenarios.	Creating a plan and merging them with clear tactics to win a game.
Attack	Trying to score a point or goal against the opposition.	Having possession and using different methods to score a point or goal.	Use tactics and strategies to create an attack.	Use the principles of attack to score a point or goal. Support, width, penetrate, counter attack.

#### Key Knowledge:

*Key knowledge has been identified specific to the sports and games being taught. It identifies the outcome for each year group and how this will progress from Y3 to Y6. This is used to ensure lessons are pitched appropriately and to address any gaps in understanding within the year groups. Teachers are explicit with pupils about what they are learning in PE lessons and recap this at the start and end of lessons.*

Knowledge	Y3	Y4	Y5	Y6
Autumn 1	<p>Football - By the end of the football unit children will focus using the skills of control and dribbling within game scenarios. They will have the chance to further develop passing, shooting, and tackling as part of the game. Pupils will also develop collaboration and team work as well as learn the rules of the game.</p> <p>Tag Rugby - By the end of the tag rugby unit children will develop their ability to pass and intercept the ball. They will understand the rules of passing in rugby and realise the importance of positional space. Children will learn the rules of a tag-rugby game and practice the correct methods to score a try.</p>	<p>Football - By the end of the unit children will show a growing consistency of control in games. They will use different tactics to keep possession of the ball and find spatial positions to be able to shoot or score. Children will be able to identify and name football positions.</p> <p>Tag-Rugby - By the end of the unit children will be able to demonstrate increased skill in sending and receiving a ball. They will be able to play competitive games in small groups and describe what is successful in their own and others' performance. Pupils will look to developing their game specifically during 1v1 scenarios.</p>	<p>Football - By the end of this unit children will develop their understanding on how to attack and defend as a team. Pupils will focus on 'marking an opponent' and understand how to cope with overloaded scenarios. Children will also explore many areas to goalkeeping.</p> <p>Tag - Rugby - Within this unit children will be able to explain how confident they feel playing in different positions. Pupils will discuss, explore and evaluate set moves. Children will develop their support play skills and how find ways they can help others during play.</p>	<p>Football - By the end of this unit pupils will invent patterns of play and adapt to suit. Children will develop their 'football fitness' and identify how to develop this. Pupils will work on improving long range passing and shooting within game scenarios</p> <p>Tag-Rugby - By the end of this unit pupils will invent patterns of play and adapt to suit. Pupils will look to improve their body positions when defending and be able to stop an opponent/team from attacking. Pupils will lead in refereeing matches.</p>
Autumn 2	<p>Netball - By the end of this unit children will be able to demonstrate Chest, shoulder and bounce pass. Children will also show Dodging to get free.</p> <p>Gymnastics - By the end of this gymnastics unit children will focus mainly on travelling, rolls and balances with the aim to embed control. Pupils will begin to put routines and sequences together fluidly. Equipment will be introduced to perform jumps and vaults.</p>	<p>Netball - By the end of the unit children will be able to vary the speed and direction of the ball passes. They will choose good places to stand when receiving the ball. Pupils will focus on developing their footwork when passing and receiving.</p> <p>Gymnastics - By the end this unit children will look to improve jumping with control and landing safely. They will use sequences that demonstrate confidence when changing speed, direction and level. Pupils will also use equipment to travel over, balance on and vault trying to complete this fluidly and safely.</p>	<p>NETBALL - By the end of this unit children will be able to demonstrate an Effective bounce pass in game, use a faster variety of dodging skills, pivot and pass. 2 handed shooting and show an understanding of court rules.</p> <p>Gymnastics - By the end of this unit pupils will be developing turning and vaulting with control. Children will look to combine movements in small groups with apparatus or equipment. Pupils will explore creating movement sequences on gym mats to music.</p>	<p>Netball - By the end of this unit children will be able to use Screening, organisation around the D, dribbling with precision in game, utilising space. Explain the rules of the game an umpire a match.</p> <p>Gymnastics - Prepare for vaulting, Dismounting from height, Flight in unison &amp; cannon. Use music. Create group patterns, Entrance and relationships to one another. Use stimuli such as ribbons and hoops</p>
Spring 1	<p>Basketball - Within the basketball unit pupils will focus to dribble and pass effectively, developing their understanding of dribbling in basketball. Children will experience how to tackle plus intercept and learn next steps once possession has been regained. They will learn the effects to finding space for a teammate and pass once found in game situations.</p> <p>SWIMMING - Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids</p>	<p>Basketball - By the end of this unit children will develop their dribbling changing direction and at different speeds. Pupils will learn the correct shooting technique and practice from all different distances and angles. They will further develop their understanding of using the backboard in basketball.</p> <p>SWIMMING - Swim over greater distances, between 10 &amp; 20 metres with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action</p>	<p>Basketball - By the end of this unit children will be able to identify a range of passes and which pass would suit in certain scenarios. Pupils will develop their understanding of the game, playing matches throughout to experience each rule. Children will also develop movement patterns and understanding their importance within the game.</p> <p>SWIMMING - Bring control and fluency to at least two recognised strokes. Implement good breathing technique to allow for smooth stroke patterns.</p>	<p>Hockey - By the end of the unit children will be able to combine and perform skills with increased control, adapting them to meet the needs of the game. They will perform skills using a hockey stick with greater speed and control. Children will use attacking and defending skills appropriately.</p> <p>SWIMMING - attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</p>
Spring 2	<p>Handball - Within this handball unit pupils will focus using the skills of passing and intercepting in game like situations. Pupils will have the chance to develop shooting &amp; movement</p>	<p>Handball - Within this unit pupils will focus using skills of movement to trick the opposing team. Children will have the chance to develop tactics and practice set</p>	<p>HANDBALL - Within this unit children will be able to demonstrate Jump shot, closing angles, pivoting to pass and</p>	<p>Handball - Within this unit children will be able to demonstrate Screening, organisation around the D, dribbling with precision in</p>
	<p>as part of the game. They will develop collaboration and team work as well as learning the rules of handball.</p> <p>Hockey - Within this hockey unit pupils will develop their control and dribbling skills using a hockey stick. They will focus on their handling skills to enable them to move swiftly with the ball. Pupils will also develop collaborative skill in game situations as well as learning the rules of hockey.</p>	<p>moves to enable them to score. Children will work also on shooting to develop their precision.</p> <p>Hockey - This unit will cover children learning a variety of passes would be performed statically and dynamically. Children will develop their knowledge on how to defend and attack as a team. Pupils will also focus on tackling and intercepting.</p>	<p>set plays. Children will be able to explain the basic rules of handball and play in a match.</p> <p>HOCKEY - Within this unit children will be able to demonstrate the block tackle, passing in the D, sweep shot, dragging the ball along with knowledge of the rules and how to enforce them.</p>	<p>game, utilising space. Children will also be able to take part in a match and understand the rules of the game.</p> <p>HOCKEY - Within this unit children will be able to demonstrate shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition. Children will be able to take part in a full hockey game with good understanding of rules and fair play.</p>
Summer 1	<p>Tennis Rounders - Within this unit pupils will develop their understanding of rounders and look to further develop their throwing, catching and striking. They will look to improve teamwork through communicating to create chains when throwing the ball back.</p> <p>Cricket - By the end of this unit pupils will develop their catching and learn barrier positions to stop the ball. Children will learn different batting shots, how to execute them and when to play each one. Pupils will also develop collaborative skills in game situations.</p>	<p>Tennis - Within this unit children will learn different shots to play including serving, backhand and forehand. Pupils will discuss and perform which shots would be correct to play in specific scenarios. Children will develop their understanding of the rules and scoring system used in tennis.</p> <p>Cricket - Children within this unit will focus on placement when batting and be able to understand how important timing is when batting. Pupils will delve deeper into finger positions when bowling and the difference they make. Pupils will play small sided games to develop their communication when running from wicket to wicket.</p>	<p>Tennis - Within this unit pupils will develop striking a volleyed ball with control. Children will begin learning how to control a rally and be able to move their opponent around the court. Pupils will develop a variety of technical tennis shots through game situations under pressure.</p> <p>Cricket - By the end of this unit pupils will have a greater understanding to backing up in fielding to support teammates. Children will develop their bowling action and their running stride to make their action flow. Pupils will evaluate others bowling, fielding and batting skills to help support everyone's progress.</p>	<p>Tennis - By the end of this unit pupils will learn to position themselves accordingly to pre-plan their next shot. Pupils will further develop their serve and all-round play. Children will develop their skills at umpiring.</p> <p>Cricket - By the end of this unit pupils will further develop their batting swing to improve their timing and connection made with the ball. Children will focus developing their understanding of the game and be able to position themselves accordingly to prevent the batsmen scoring runs. Pupils will lead in umpiring matches.</p>
Summer 2	<p>Rounders - By the end of this unit children will be able to demonstrate good throwing and catching technique. Children will show good ball handling and correct body position to strike the ball.</p> <p>Athletics - By the end of this unit children will understand the benefits of using appropriate and sustained running speed throughout a long-distanced race. They will choose the most efficient techniques for throwing, running and jumping and explain why when evaluating their performance.</p>	<p>ROUNDERS - Within this unit children will develop and understanding of the rules and how to play the game. Children will demonstrate different throwing techniques and show good shot placement with the bat.</p> <p>Athletics - By the end of this unit pupils will concentrate on improving their reaction time for sprints by adapting their starting technique. Pupils will look to improve their technique when running and jumping over hurdles and choose to dedicate time to improving their ability within four events.</p>	<p>Rounders - By the end of this unit pupils will further develop their throwing, catching and striking skills with control. Pupils will learn the rules and be able to referee a game. Children will also work together to create ways to increase their batting score.</p> <p>Athletics - By the end of this unit pupils will develop their sprinting stride by understanding the basic physics behind sprinting. Pupils will peer support in a field of their choice within athletics. Children will develop their understanding of what the training requires to improve their skills with that field.</p>	<p>Rounders - By the end of this unit pupils will develop their striking precision in order to support their runs and others within their team. Children will develop tactical fielding positions to prevent opponents. Children will be able to referee a match.</p> <p>Athletics - By the end of the unit children will show health and fitness development through a range of dynamic balances and various agility games. Pupils will lead other classes through a designed Athletic circuit created by them.</p>

## Key skills:

*Key skills have been identified as what pupils need to be able to do in order to be successful in the games and sports they are learning. There are overarching skills which have been identified as necessary across a range of games and skills. After identifying the essential skills, a progression has been identified to ensure small, logical steps are taken to support pupils in the development of necessary physical skills.*

Progression of skills: PHYSICAL EDUCATION				
Pre-Key-Stage Skills	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
<b>Games</b>				
<b>Throwing and Catching a ball</b>				
<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing (<i>under arm, over arm, as a chain</i>) and catching (<i>one handed, low down, jumping</i>).</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>

	<b>Travelling with a ball</b>			
	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>
	<b>Passing a ball</b>			
	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p>
	<b>Possession</b>			
	<p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p>	<p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p>	<p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p>	<p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p>
	<b>Striking and Hitting a ball</b>			
	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (<i>and fielding where appropriate</i>).</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to</p>

	Practise the correct batting technique and use it in a game. Strike the ball for distance.	Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Understand how to serve in order to start a game. Play a tennis game using an overhead serve.	direct a ball when striking or hitting.
	<b>Rules and Tactics</b>			
	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Vary the tactics they use in a game. Adapt rules to alter games. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.

### Key vocabulary:

*The key vocabulary identified below highlights the essential words pupils will need in order to understand instructions and teaching in PE lessons in order to improve. It is hoped that each year pupils build on their previous years learning in the topic, however, teachers are aware that they may need to recap previous years vocabulary for many pupils to ensure understanding is secure.*

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Topic: Tag Rugby/Football	Topic: Netball / Gymnastics	Topic: Basketball / Swimming	Topic: Hockey / Handball	Topic: Tennis / Cricket	Topic: Athletics / Rounders
	Pass, Tackle, Tag, Shoot, Try, Possession	Sequence, Roll, Shape, Pass, Movement, Catch	Pass, Movement, Catch, Dribble, Float, Sculling, safety	Dribble, Pass, Shoot, Court, Area, Handling	Court, Net, Racquet, position, Field, Bowler, Batter	Sprint, Stamina, Relay, Underarm, Overarm, Feed
4	Topic: Tag Rugby/Football	Topic: Netball / Gymnastics	Topic: Basketball / Swimming	Topic: Hockey / Handball	Topic: Tennis / Cricket	Topic: Athletics / Rounders
	Space, Intercept, Defend, Attack, Teamwork	Extension, Combination, Fluency, Attack, Defend, Positions	Fluency, Attack, Defend, Positions, Stroke, Prone	Flick, Scoop, Obstruction, Block, Bounce Shot, Jump Shot, Stick tackle	Serve, Volley, Rally, Game, Wicket, Crease, Block	Power, Pace, Static, Field, Collect
5	Topic: Tag Rugby/Football	Topic: Netball/ Gymnastics	Topic: Volleyball / Swimming	Topic: Hockey / Handball	Topic: Tennis / Cricket	Topic: Athletics / Rounders
	Regain, Counter, Position, Distance control	Aesthetics, Flexibility, Mobility, Technique	Spike, Overhead, Set, Volley, Supine, Glide	Stick tackle, Push, Receive, Send, Weave, Combination, Dive Shot	Sets, Forehand, Backhand, Points, Cut Shot, Leg side, Off Side	Accelerate, Take off, Force, Retrieve, Accuracy, Stance
6	Topic: Tag Rugby/Football	Topic: Netball / Gymnastics	Topic: Volleyball / Swimming	Topic: Hockey / Handball	Topic: Tennis / Cricket	Topic: Athletics / Rounders
	Awareness, Feint, Dummy pass, Width, Tactical	Symmetry, Asymmetry, Performance, Lob, Offensive Play	Positional play, Scoring, Rules, Match play, Propel, Technique	Travel, Control, Balance, Stamina, Centre Pass, Free throw, Penalty throw, Ace, Fake, Rebound	Drop shot, Ace, Agility, Power, Accuracy, Boundary, Spin, Pace, Umpire	Sustain, Optimum, Trajectory, Pick up, Rounder, Innings

## Medium term planning:


Blocks of lessons are designed with accompanying lesson plans which identify the learning intentions and success criteria. There is an example below.

21/05/2023, 21:03

Year 3 Athletics Lesson 1 | The PE Hub



### Year 3 Athletics Lesson 1

<p><b>Learning Intentions</b></p> <ol style="list-style-type: none"> <li>1. Challenge yourself to jump in a variety of ways</li> <li>2. Beat previous distances when jumping</li> <li>3. Copy and describe what others have done</li> </ol> <p><b>Skill Development:</b> Take off Combination Jumps</p>	<p><b>Starter Activity</b></p> <p><b>Ladders</b></p> <p>Put children in groups of 4 or 5 and give each group a set of ladders (if no ladders are available, you may mark out a ladder using tape or cones). Children need to move through the ladder, practising different jumping and stepping movements.</p> <ol style="list-style-type: none"> <li>1. two-footed jumps in each square of the ladder</li> <li>2. running through 1 foot in each square of the ladder</li> <li>3. quick steps through the ladder, both feet in each square</li> <li>4. hopping through the ladder</li> <li>5. can children think of any other step or jump combinations that they can complete through the ladder</li> </ol> <p>Children should practise each different type of movement a minimum of twice through the ladder.</p> 	<p><b>We are learning...</b></p> <p>jumping, and hopping in sequence.</p>
<p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. I can devise a jumping routine and teach it to others using a variety of jumps</li> <li>2. I can aim to beat previous jumps using correct teaching points</li> <li>3. I can work with others to measure, count and time other's jumps</li> </ol>	<p><b>Teaching Points</b></p> <p>Ladder Jumps</p> <ul style="list-style-type: none"> <li>• When travelling through ladders, you should try to keep your head up and limit the time looking at your feet</li> <li>• Begin slowly and build up speed</li> <li>• Use your arms to help you balance</li> </ul> <p>Take off</p> <ol style="list-style-type: none"> <li>1. A good technique on the approach and takeoff can increase the length of a jump immensely.</li> <li>2. The takeoff foot should be planted flat on the ground</li> <li>3. The rest of the body should be in an upright position, and to increase force against the ground, the lead knee and opposite arm should swing upwards</li> </ol>	
<p><b>National Curriculum Links</b></p> <p>Jumping in isolation and in combination</p>	<p><b>Skill Development</b></p> <p>Extension from Starter Activity– In their small groups, children need to try and come up with jumping, hopping and stepping sequences through the ladders. They should practice their sequence and challenge themselves to use a variety of different jumps, not just the ones they went through in the starter activity. When children have learnt and practised their sequence, join two groups together, and they should teach each other their jumping sequences.</p>	<p><b>Key Questions</b></p> <ol style="list-style-type: none"> <li>1. How can you try to improve the distance of your jump?</li> </ol>
<p><b>Literacy and Numeracy Links</b></p> <p>L Use appropriate words to encourage others to better jump when being their judge.</p>	<p><b>Assessment for Learning</b></p>	

USER INFORMATION / SCHOOL NAME: ASHTON PRIMARY SCHOOL / POSTCODE: PR1 3 7TH

## Lesson Design

All PE lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to

Aspect of lesson	Details
<b>Review of previous learning and retrieval practice</b>	<p>Each lesson begins with discussing ‘What did we learn last week’</p> <p>The warm up activity will reflect the previous learning and provide opportunities for practicing these skills.</p>



<b>Introduction of learning question</b>	Introduce the lesson objective at the start of the lesson, what this will look like and how we will achieve it.
<b>Concepts, knowledge, skills, vocabulary</b>	These are woven throughout the lessons and included within the knowledge organiser.
<b>Modelling</b>	Modelling by adult – adult will model the skill to pupils and give explicit instruction of how to achieve. At times, teacher may choose a pupil to model the skill so they can give further instruction to other pupils.
<b>Guided practice Independent practice (learning tasks)</b>	Paired and group work is used for guided practice. Groupings are flexible to allow pupils of varying ability to model and demonstrate to peers.
<b>Plans for scaffolding</b>	Additional modelling of skills. Revisiting previous skills which are building blocks for current learning. Adapted equipment where appropriate e.g. change of size in balls, bats etc.

### Classroom Practice

<b>Retrieval practice</b>	Teachers will begin lessons by recapping learning in previous lessons. Teachers will encourage pupils to make links between skills they have used in previous topic which are also used in new topics, they will be explicit about how they have used different skills and how their learning has progressed. At the start of new topics, teachers will also recap learning from the previous year. Teachers may use warm up activities that provide opportunity for practise of previous skills to ensure continued development.
<b>Modelling:</b>	Teachers will model expectations clearly to pupils. This is both modelling of key skills as well as modelling of tasks. At times, teachers may ask a successful pupil to model the skill so they are able to make explicit teaching points to other members of the staff.
<b>Questioning</b>	Teachers will use a range of questioning techniques throughout PE lessons to develop understanding. They may ask question
<b>Scaffolding:</b>	Adaptations for pupils are made according to need to support them in accessing the curriculum. This could be adaptations in

	terms of tasks e.g. reducing the distance in which they need to run, throw etc or adaptations in terms of equipment e.g. size of ball. Scaffolding could also be provided through additional instruction from teachers or peers to help support understanding.
<b>Practise</b>	Throughout PE lessons there is lots of practical opportunity for practise of key skills
<b>Oracy</b>	Pupils are encouraged to verbalise their understanding of sports and games throughout their lessons. They are encouraged to talk for a range of purposes, such as to evaluate performances and suggest improvements, talk to develop team work or to work as a team to achieve a common goal, to give instructions or directions to team mates.

### ***Adaptive teaching:***

The main aim for adaptive teaching within PE is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during maths lessons.

<b>Knowledge organisers</b>	During indoor lessons, knowledge organisers will be displayed on screen for pupils to refer to where necessary. During outdoor lessons, A3 laminated copies of knowledge organisers will be provided for pupils to refer to during the lesson.
<b>Additional modelling</b>	Where appropriate, teachers may offer additional and at times, individual, modelling for pupils who need further support during independent practice times.
<b>Thoughtful grouping</b>	Teachers will carefully consider groupings used within PE lessons to ensure pupils are able to learn from each other. Teachers may change groupings throughout lessons to allow for pupils to learn from different pupils.
<b>Physical Resources</b>	Physical resources may be adapted to support pupils with key skills, this could include a change in ball size for example.

### **Support for teachers:**

Training links (Teachers)	<a href="https://nationalcollege.com/webinars/primary-pe-ofsted-s-quality-of-education">https://nationalcollege.com/webinars/primary-pe-ofsted-s-quality-of-education</a>
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	<a href="https://nationalcollege.com/webinars/primary-physical-education-lesson-to-lesson-sequencing">https://nationalcollege.com/webinars/primary-physical-education-lesson-to-lesson-sequencing</a>
	<a href="https://nationalcollege.com/webinars/primary-pe-assessment-and-feedback">https://nationalcollege.com/webinars/primary-pe-assessment-and-feedback</a>
Training links (LSAs)	<a href="https://nationalcollege.com/webinars/tas-pe-lessons-primary">https://nationalcollege.com/webinars/tas-pe-lessons-primary</a>