



# Physical Education



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# Our School Vision

“For with God, everything is possible” (Matthew 19:26)

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

# Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNnowledge

*Our five Crown Principles drive our PE curriculum.*

# Rationale for our PE Curriculum

## Challenge

*Through the 'challenge' curriculum driver we want our children to embrace the challenges that physical education and sport provide.*

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We want our children to excel and succeed in competitive sports and other physically demanding activities.

### Resilience

Through the 'resilience' curriculum driver, we want our children to show determination to improve and give their best. Children will learn that defeat is a setback that we improve from. Children will learn that physical activity can be challenging and that when we keep going we can experience success.

### Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. Through our comprehensive sporting calendar, our children have opportunities to compete at local and county level competitions. The children also have the opportunity to attend an OA residential and become sports leaders within school.

### Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. In PE, we ensure that health of mind and health of body are paramount and the children develop values within sport such as fairness and respect. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

### knowledge

Through the 'knowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. In PE, our children will link together knowledge from other subjects such as science and geography. The children will learn the skills and rules for a range of sports and activities and they will constantly develop their knowledge of team spirit. All our teachers teach with the aim to ensure pupils have

sufficient knowledge to progress through primary school and beyond.

## Being a Queen's Park Sportsperson

Being a sportsperson means that disciplinary and substantive knowledge complement each other harmoniously.

Through the skills that are developed over time, year on year, our children are able to be competent and confident sportspeople. The children are able to use their knowledge to explain, support and develop their sporting skills in a wide range of team and individual activities.



## Intent

PE Long Term Plan

PE is taught twice a week in two 60 minute sessions

Physical Education Curriculum Overview / Coverage  
Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Rec	Fundamentals Me & Myself	Fundamentals Working with Others	Gym Jack & The Bearstak	Invasion Games Football	Dance	Ball Skills & Tennis
Key Stage 1						
Y1	Lesson 1: Invasion Games: Football	Lesson 1: Dance	Lesson 1: Invasion Games Handball	Lesson 1: Striking & Fielding Cricket	Lesson 1: TriGolf	Lesson 1: Invasion Games Tag Rugby League
	Lesson 2: Net & Wall Tennis	Lesson 2: Invasion Games Quidditch	Lesson 2: Gymnastics	Lesson 2: Gymnastics	Lesson 2: Athletics	Lesson 2: Striking and Fielding Rounders
Y2	Lesson 1: Gymnastics	Lesson 1: Gymnastics	Lesson 1: Invasion Games Handball	Lesson 1: Net & Wall Tennis	Lesson 1: Athletics	Lesson 1: Invasion Games Quidditch
	Lesson 2: Invasion Games Football	Lesson 2: TriGolf	Lesson 2: Striking & Fielding Cricket	Lesson 2: Invasion Games Tag Rugby League	Lesson 2: Dance	Lesson 2: Striking and Fielding Rounders

Key Stage 2						
Y3	Lesson 1: Invasion Games Hockey	Lesson 1: Invasion Games: Football	Lesson 1: Quidditch	Lesson 1: Striking & Fielding Rounders	Lesson 1: Net and Wall Tennis	Lesson 1: Athletics
	Lesson 2: Gymnastics	Lesson 2: Gymnastics	Lesson 2: Invasion Games Tag Rugby League	Lesson 2: Invasion Games Netball	Lesson 2: Striking and Fielding Rounders & Tri Golf	Lesson 2: Dance
Y4	Lesson 1: Dance	Lesson 1: Invasion Games Football	Lesson 1: Gymnastics	Lesson 1: Gymnastics	Lesson 1: Invasion Games Tag Rugby League	Lesson 1: Striking and Fielding -Cricket Invasion - Quidditch
	Lesson 2: Swimming	Lesson 2: Swimming	Lesson 2: Swimming	Lesson 2: Swimming	Lesson 2: Swimming	Lesson 2: Swimming
Y5	Lesson 1: Net and Wall Tennis	Lesson 1: Invasion Games Hockey	Lesson 1: Invasion Games Quidditch	Lesson 1: Dance	Lesson 1: Athletics	Lesson 1: Striking & Fielding Cricket
	Lesson 2: Invasion Games Rugby	Lesson 2: Invasion Games Football	Lesson 2: Gymnastics	Lesson 2: Gymnastics	Lesson 2: Invasion Games Netball	Lesson 2: Striking & Fielding Rounders
Y6	Lesson 1: Gymnastics	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Invasion Games Football	Lesson 1: Athletics	Lesson 1: Net & Wall Tennis

# Progression in PE

Our progression documents have been created by the Curriculum Leader and PE Subject Leader to ensure clear progress through competitive sport and physically demanding activities.

The progression documents show the key skills and attitudes to be demonstrated at each stage within the sequence of learning within the sport/activity.

Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Football</b> Intercept, retrieve and stop a ball with some consistency Kick a ball in a variety of ways</p> <p><b>Rugby League</b> Know which direction to pass a rugby ball gripping it using the correct technique Can carry the ball using the correct technique (Two hands centre of the ball, elbows out)</p> <p><b>Football and Rugby</b> Describe basic rules of the game Describe how their body feels during games Show awareness of opponents and teammates when playing games Show a basic awareness of attacking and defending</p>	<p><b>Handball</b> Apply hitting, throwing and kicking skills in a variety of ways Make choices about appropriate targets, space and equipment</p> <p><b>Rugby League</b> Can pass and catch the ball using the correct technique (6 o'clock pass/ hands out ready for the ball)</p> <p><b>Rugby and Handball</b> Use a variety of simple tactics Describe how their bodies work and feel when playing games Work well with a partner and in a small group to improve their skills Is keen and performs without inhibition Plays fairly and shows respect for opponents and decisions made</p>	<p><b>Football</b> Can pass the ball using the correct technique (Using the inside of the foot, standing foot pointing toward the target) Can dribble/ run with the ball using the correct technique (small touches of the ball, head up) Moves forward to support at appropriate times and works hard to get behind the ball when defending</p> <p><b>Netball</b> Can pass (chest / bounce /shoulder) and catch the ball (hands out, eyes on the ball) Can pass and use movement after a pass as part of an attack (forward run/ using space)</p> <p><b>Football and Netball</b> Be aware of space Know and use rules fairly to keep a game going Explain why it is important to warm up and cool down Recognise and evaluate good performance</p>	<p><b>Handball</b> Use a range of throwing and catching techniques Keep possession of the ball as a team and get into positions to score</p> <p><b>Rugby League</b> Can apply attacking and defending principles Attacking Can use width and support Defending Know the positioning of other teammates</p> <p><b>Rugby League and Handball</b> Find way to attack opponents successfully Use simple tactics for attacking wall Know the rules of the game Know the importance of doing warm-up routines Watch and describe others' performances as well as their own and suggest simple ways in which to improve</p>	<p><b>Football</b> Pass, dribble and shoot with control in games Identify and use tactics to help their team keep the ball and take it towards the opposition's goal Mark opponents and help each other in defence Pick out things that could be improved in performances and suggest ideas and practices to make them better Understand how strength, speed and stamina can be improved by playing invasion games</p> <p><b>Hockey</b> Can grip and carry the hockey stick correct Can dribble and move with ball using one side of the hockey stick Can pass and receive the hockey ball Can shoot at a goal and applies attacking and defending principles</p> <p><b>Hockey and Football</b></p>	<p><b>Rugby League</b> Can attempt and explain correct kicking technique Able to combine a number of skills efficiently whilst responding to a changing environment Is able to change direction off either foot in response to game situations and performs a range of more complex skills accurately and consistently</p> <p><b>Netball</b> Can shoot at a hoop (ball above head, shooting arm close to the ear, supporting hand to the side, flick the ball with wrist and follow through) Can apply attacking and defending principles</p> <p><b>Netball and Rugby</b> Know, plan and carry out warm-up activities that use exercises helpful for invasion games Use different techniques for passing, controlling, dribbling and shooting the ball in all games</p>

# Vocabulary

## Vocabulary is V.I.T.A.L

### Valued

We value vocabulary in PE and in everything we do.

### Identified

Sporting vocabulary is identified by the PE subject leader and is explicitly planned for.

### Taught

Vocabulary is explicitly taught in every lesson. Our lesson plans identify the vocabulary to be taught and used and this is reinforced and built on over time.

### Applied

Once vocabulary is taught, it is applied. Our children apply their vocabulary constantly throughout their PE lessons. Children are expected to be able to explain clearly using the correct vocabulary.

### Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key PE and sporting vocabulary.

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## Early Years Foundation Stage

Through an 'explosion of experiences', our youngest sportspeople are exposed to the foundations of their physical education. Carefully planned physical experiences are provided for our children. beating heart of our PE curriculum in EYFS. PE vocabulary is planned for. Staff are role models in demonstrating this vocabulary and this is further enhanced in our excellent provision. The foundations of PE learning in EYFS is linked to Year 1 and beyond.

### Year 1 to Year 6

Year on year, children will build upon their sporting and physical knowledge, skills and vocabulary. The curriculum leader and PE subject leader have created a meaningful, sequential learning journey. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.





# Implementation

## Pedagogy



Both our staff and children are enthusiastic about PE. Through ongoing CPD, we strive to ensure our teachers have *expert knowledge of the PE they teach*. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

# Impact

We understand that we may not see the true impact of our PE curriculum on our children as our PE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught PE curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of Queen's Park PE curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed during each lesson
- Pupil voice
- Progress evident in children's performances and record of experiences
- Seeking views of parents where appropriate