

Physical Education Policy



Date of Amendment: November 2023

Review Date: November 2026

Physical Education Policy

Intent

At St Thomas of Canterbury Church of England Primary School, we intend for our curriculum to enable children to develop skills, knowledge and vocabulary in a broad range of sporting activities. We understand the importance of how physical activity can have a positive impact on a pupil's health and wellbeing. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures all children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations. Through a progressive curriculum, pupils will develop confidence, reflection skills, positive growth-mindset and resilience to persevere with activities that once may have felt too difficult. As a result, children have the opportunity to develop whole child skills and embed our school character values, such as fairness, honesty and respect.

General Aims

Our PE lessons aim to provide opportunities for pupils to:

- Lead healthy, active lives.
- Foster a love for and enjoyment of being active.
- Develop 'fitness for life' through promoting the health benefits of regular exercise.
- Enjoy all aspects of physical activity which they can then readily talk about.
- Contribute to the physical development of every child.
- Develop fundamental movement skills which include: running, jumping, throwing and catching.
- Develop a range of skills that can be applied in other contexts.
- Enable pupils to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- Enable pupils to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations,
- Develop self-esteem, confidence and social skills.

Health and Safety

We recognise that participation in PE and physical activity contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma, etc. Staff know about the safe practices involved in moving and using apparatus.

We encourage the children to consider their own safety and the safety of others at all times. They are taught a safe code of practice in the carrying and setting up of equipment. In addition, annual safety checks are made on equipment by Universal Services.

Staff must be present when children are using school apparatus. Before the apparatus is used, the teacher must check the positioning, fixing and make sure the height is suitable for the size and

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ability of pupils. Safety mattresses (crash mats) and spring boards should not be used during class lessons.

Pupils must change into their school PE top and shorts. During the winter months, children are encouraged to wear a tracksuit over their PE kit. Pupils must wear trainers for outdoor PE lessons and engage with bare feet for indoor PE lessons. Children must ensure their hair is tied back before engaging PE lessons.

Jewellery must not be worn during PE lessons. This is the responsibility for the owner. Children who cannot remove earrings themselves must not take part in PE lessons or school sport. As engagement in PE is compulsory under the National Curriculum, we encourage adults to wait until the summer holiday to have their child's ears pierced. Teachers will not take out or replace children's earrings. We encourage children to remove their earrings at home on days that they have PE lessons.

Early Years and Foundation Stage

We encourage the physical development of our children in the Reception classes as an integral part of their work. As the Reception classes are part of the Early Years Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We prioritise the learning of fundamental movement skills as we know they are essential for pupils to be competent in accessing our ambitious PE curriculum.

In EYFS, lessons include an introduction to PE, fundamental movement skills, gymnastics, ball skills, dance and games.

Key Stage 1 and Key Stage 2

The PE curriculum aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Progression is built into the curriculum map to ensure pupils are increasingly challenged as they move up through the school.

The long-term curriculum map (appendix 1) accounts for whole child objectives (social, emotional and thinking) and objectives against gymnastics, gymnastics, dance, fitness, rebalance and ball skills, from EYFS to Year 6. The map details how fundamental skills are developed throughout each key stage. Schemes of work for each unit (appendix 2) detail clear progression within a single unit of lessons, as well as which whole child objectives are developed and how lessons are adapted to meet the needs of all pupils. Individual lesson plans cover how children develop specific skills and evaluate on their own progress throughout each lesson.

In Key Stage 1, lessons include gymnastics, dance, fitness, rebalance, invasion games, target games, athletics, team building, and net and wall games.

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In Key Stage 2, lessons include fundamental movement skills, swimming, gymnastics, dance, fitness, netball, tennis, football, athletics, outdoor adventure activity, tag rugby, rebalance, ball skills, dodgeball, handball, basketball, hockey, rounders, volleyball and cricket.

Children must always engage in PE lessons when they are in school. If they cannot take part in the physical activities, children are encouraged to take PE support card (appendix 3) and follow the given instructions. This ensures all children can progress in whole child objectives during every lesson.

Swimming and water safety

By the end of Year 4, 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.

It is very important that all staff, parent volunteers and other adults working with children work within an understanding of professionalism and confidentiality. You may see children struggling with a task, being upset, misbehaving or see/hear something that concerns you. It is vital that you do not share anything about specific children with friends, family or a child's parents, even if you know them well. Please discuss any issues with the class teacher or trip leader. It is the teachers' responsibility to inform parents of any concerns relating to a child if appropriate. As a volunteer you are in a position of trust; we expect you to maintain strict confidentiality at all times in accordance with the Code of Conduct. All pupils and adults in school have a right to privacy, so matters observed or discussed in/out of school during the visit must be treated as confidential. Failure to comply will result in the school having to refuse your help in the future. On occasions it may also be necessary to ask volunteers to sign a non-disclosure agreement (NDA).

We also take your right to privacy seriously. A privacy notice for volunteers is available from the school website (<http://www.stthomaspri.org/>)

Sports Premium Grant and Sports Premium Statement

The government is providing additional funding to improve the provision and sustainability of physical education and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture and Media and Sport - will be allocated to all primary schools. Our school is entitled to £16,000 per year plus £10 per pupil. More information about how we as a school personally allocate our funding each year can be found on the school's website.

Our Sports Premium statement is updated annually. This can be found on the school website. The statement ensures the school are meeting the five key performance indicators (see below) every year.

- Key Indicator 1: The engagement of all pupils in regular physical activity.

- Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.

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- Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.
- Key Indicator 5: Increased participation in competitive sport

Assessment

Each teacher regularly monitors their current class. They assess the progress of their pupils as they observe them during lessons, and through assessment against specific objectives set out in the schemes of work. We have a clear expectation of what the pupils will know, understand and be able to do at the end of each Key Stage. The PE subject leader will evaluate, monitor and update the scheme and resources.

Disability Equality Scheme

At St Thomas of Canterbury Church of England Primary School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan (December 2007). It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all reasonable adjustments are made to help both children and adults with identified special needs and disabilities to participate in the Physical Education curriculum.

Extra-Curricular Opportunities

St Thomas' provides a range of PE-related activities for children before, during and at the end of the school day, which are led by either school staff or external providers. These activities encourage the children to further develop their skills in a range of areas and to lead an active lifestyle. The school sends out details of the current club activities to parents on Parent Hub twice per year. St Thomas' also participates in regular fixtures and tournaments. This introduces a competitive element to team games, and allows children to put into practice the skills that they have developed in their lessons and during school clubs. These opportunities foster a sense of team spirit and cooperation amongst our pupils.

Outdoor Lunchtime Provisions

Due to Sports Premium funding and support from the PTA, St Thomas' is able to provide an outdoor gym, a KS1 and KS2 trim trail, an astro area, playground and field markings, basketball and netball nets, and various smaller pieces of equipment. This ensures, all children are given regular opportunities to engage in a range of physical activities and can experience success each day.

The Daily Mile™

'Compared with indoors, exercising in natural environments has greater feelings of revitalisation and energy and less tension, confusion, anger and depression' (Coon, 2011). The Daily Mile™ is an initiative aimed at improving the physical, social, emotional and mental health and wellbeing of children – regardless of age, ability or personal circumstances. St Thomas' has a Daily Mile track built around the school playground and children are encouraged to run on the track for at least fifteen minutes per day.

Appendix I – Curriculum map EYFS – KS2 (PE and Games)PE Curriculum Progression Map

EYFS	KS1	Lower KS2	Upper KS2
Whole Child Objectives (Social, Emotional, Thinking)			
<u>Social</u> Take turns. Learn to share equipment with others. Share their ideas with others. <u>Emotional</u> Try again if they do not succeed. Practice skills independently. Confident to try new tasks and challenges. <u>Thinking</u> Begin to identify personal success. Choose own movements and actions in response to simple tasks. Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	<u>Social</u> Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges. <u>Emotional</u> Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others. <u>Thinking</u>	<u>Social</u> Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. <u>Emotional</u> Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. <u>Thinking</u> Pupils make quicker decisions when selecting and applying skills to a situation.	<u>Social</u> Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. <u>Emotional</u> Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside

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	Make decisions when presented with a simple challenge. Begin to select and apply skills to use in a variety of differing situations. Provide feedback beginning to use key words from the lesson.	Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.	of their comfort zone. <u>Thinking</u> Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. Select and apply appropriate skills for the situation when under pressure.
Gymnastics			
Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some	Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions.	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the

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	control and technique.	Plan and perform sequences showing control and technique with and without a partner.	complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Dance			
Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music.	Copy, remember and repeat actions. Choose and select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of work.
Fitness			
Run and stop with some control. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Explore skipping as a travelling action.	Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance Show hopping and jumping movements with	Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time Link running, jumping and hopping actions with greater

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Explore moving different body parts together	some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when coordinating their body with and without equipment	Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.	control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Rebalance			
Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together.	Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some	Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions.	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the

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	control and technique.	Plan and perform sequences showing control and technique with and without a partner.	complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Ball Skills – dodgeball & handball			
Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation	Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

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	Use simple tactics.	opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.	Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these
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Games Curriculum Progression Map

Games			
EYFS	KS1	Lower KS2	Upper KS2
Whole Child Objectives (Social, Emotional, Thinking)			
<u>Social</u> Take turns. Learn to share equipment with others. Share their ideas with others. <u>Emotional</u> Try again if they do not succeed. Practice skills independently. Confident to try new tasks and challenges. <u>Thinking</u> Begin to identify personal success.	<u>Social</u> Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other. Work with a partner and small group to play games and solve challenges. <u>Emotional</u> Show determination to continue working over a longer period of time.	<u>Social</u> Encourage and motivate others to work to their personal best. Work with others to achieve a shared goal. Work with others to self-manage games. <u>Emotional</u> Persevere when finding a challenge difficult. Understand what their best looks	<u>Social</u> Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. <u>Emotional</u> Understand what maximum effort looks and feels like

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Choose own movements and actions in response to simple tasks. Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others. <u>Thinking</u> Make decisions when presented with a simple challenge. Begin to select and apply skills to use in a variety of differing situations. Provide feedback beginning to use key words from the lesson.	like and they work hard to achieve it. Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel. <u>Thinking</u> Pupils make quicker decisions when selecting and applying skills to a situation. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.	and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone. <u>Thinking</u> Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. Select and apply appropriate skills for the situation
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			when under pressure.
Games – ball skills, invasion games, striking & fielding, net & wall.			
Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation	Dribble a ball with two hands on the move. Dribble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations. Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy. Change direction to lose an opponent with some success.	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

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		Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.	Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these
Fundamental Movement Skills – fundamentals & athletics			
Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together.	Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction.	Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and

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	Perform actions with increased control when coordinating their body with and without equipment.	Begin to co-ordinate their body at speed in response to a task.	changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
Outdoor Adventurous Activity			
Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Begin to identify personal success.	Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/map. Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others before deciding on the best approach. Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Appendix II– Example of a scheme of work (Lower KS2 – Ball Skills)

	Unit Summary: Ball Skills				
Whole Child Objectives					
Physical		Social		Emotional	Thinking
• tracking a ball • throwing • catching • dribbling •		• supporting others • co-operation • communication • managing games		• perseverance • honesty • respect • challenging self	• decision making • developing tactics • creativity
	Learning Objective			Challenges	
1	Can I develop confidence and accuracy when tracking a ball ?			<u>Adapt lessons using the STEP approach:</u> Space - increasing or decreasing the area or changing the distance in which to score points. Task - changing the demands, the rules of the activity, the number of times the child is to repeat the task or length of time to complete the task. Equipment - changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People – consider having children work alone, with a partner, bigger teams, smaller teams, mixed ability or grouped by ability. Consider making a child a leader or follower.	
2	Can I develop confidence and accuracy when tracking a ball ?			<u>Adapt lessons using the STEP approach:</u> Space - increasing or decreasing the area or changing the distance in which to score points. Task - changing the demands, the rules of the activity, the	

		number of times the child is to repeat the task or length of time to complete the task. Equipment - changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People – consider having children work alone, with a partner, bigger teams, smaller teams, mixed ability or grouped by ability. Consider making a child a leader or follower.
3	Can I explore and develop a variety of throwing techniques ?	<u>Adapt lessons using the STEP approach:</u> Space - increasing or decreasing the area or changing the distance in which to score points. Task - changing the demands, the rules of the activity, the number of times the child is to repeat the task or length of time to complete the task. Equipment - changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People – consider having children work alone, with a partner, bigger teams, smaller teams, mixed ability or grouped by ability. Consider making a child a leader or follower.
4	Can I develop catching skills using one and two hands?	<u>Adapt lessons using the STEP approach:</u> Space - increasing or decreasing the area or changing the distance in which to score points. Task - changing the demands, the rules of the activity, the number of times the child is to repeat the task or length of time to complete the task. Equipment - changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People – consider having children work alone, with a partner, bigger

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		teams, smaller teams, mixed ability or grouped by ability. Consider making a child a leader or follower.
5	Can I dribbling a ball with hands?	<u>Adapt lessons using the STEP approach:</u> Space - increasing or decreasing the area or changing the distance in which to score points. Task - changing the demands, the rules of the activity, the number of times the child is to repeat the task or length of time to complete the task. Equipment - changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People – consider having children work alone, with a partner, bigger teams, smaller teams, mixed ability or grouped by ability. Consider making a child a leader or follower.
6	Can I use tracking, sending and dribbling skills with feet?	<u>Adapt lessons using the STEP approach:</u> Space - increasing or decreasing the area or changing the distance in which to score points. Task - changing the demands, the rules of the activity, the number of times the child is to repeat the task or length of time to complete the task. Equipment - changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People – consider having children work alone, with a partner, bigger teams, smaller teams, mixed ability or grouped by ability. Consider making a child a leader or follower.

Appendix III – Examples of PE Support cards

 **TASK**

You will need a pencil and paper.

Write any key words that you hear in the lesson.

For an extra challenge can you describe what the word means?



Today you are the: 

Word Detective



 **TASK**

Move around and check how people are getting on. Ask them:

- What are you learning?
- Are you finding it difficult or easy?
- Do you think you are good at this skill?
- How could you be even better?



Today you are the: 

Question Master



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 **TASK**

Watch three people carefully.

When you have watched them, tell them:

- One thing they are doing really well.
- One thing they could do even better.

Today you are the: 

Top Tipper



 **TASK**

Watch carefully. At the end of the lesson you will give the 'Awesome Award'.

You could choose someone who:

- Tries their best
- Is kind to others
- Improves

Say why you picked them.



Today you will give the: 

Awesome Award

