

Distington Community School Physical Education (PE) **Statement**

Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a creative cross curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject.

EYFS

Personal, Social and Emotional Development: Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

Personal, Social and Emotional Development: Building Relationships:

- Work and play cooperatively and take turns with others.

Physical Development: Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design: Being Imaginative and Expressive:

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1

By the end of Year 1 children will be able to demonstrate a knowledge and understanding of:

Travel and Movement:

- I can change direction, speed, strength and flow of movements.
- I can choose actions and link them to a stimuli, (e.g. poem, music etc.)
- I can remember and use simple dance steps with good control.
- I can perform and link rocking and simple rolling actions with control.
- I can move from low object perform 3 basic jumps landing with control.

Balance and Shape:

- I can hold front and back support positions with good tension.
- I can use my body as a bridge on the floor and floor to low apparatus.
- I can keep balance travelling along a bench, and/or on bike, scooter.
- I can balance, drop and collect a ball on a racket and travel with it.

Object control/Games/Athletics:

- I can throw underarm, bounce and catch ball by myself and with a partner.
- I can kick and stop a ball using both feet while static and when moving.
- I can run straight, on a curve and sidestep with correct technique.
- I can show different ways of hitting, throwing and striking the ball.
- I can intercept and retrieve a moving ball.

- Specific PE and sport vocabulary (see appendix 1.)

Competition and festival opportunities (Refer to separate competition calendar and integrate preparation into the teaching of PE.)

- Multi-skills festival.
- Key Stage 1 Football festival.
- Kinder Cricket festival 1.
- Kinder Cricket festival 2.
- Workington Cup Football Competition – Key Stage 1/Years 1 and 2.

Year 2

By the end of Year 2 children will be able to demonstrate a knowledge and understanding of:

Travel and Movement:

- I can say how ideas, mood and feelings reflect different stimuli.
- I can choose and perform actions that reflect an idea, mood or feeling.
- I can vary the dynamics, levels, speed and direction of a phase of movement.
- I can link movements/skills with good control and co-ordination.
- I can change speed and direction to stay with or outwit a partner.

Balance and Shape:

- I can take weight on hands (e.g. bunny kick towards inversion.)
- I can be still on 1 or 2 points of contact on the floor/apparatus.
- I can link known shapes, travel, roll and jump to balance using the floor.
- I can link known actions from above on floor/large apparatus.

Object control/Games/Athletics:

- I can perform dribbling skills with hands and feet using space well.
- I can pass the ball accurately (hands and feet) over longer distances.
- I can send the ball off a tee using a bat or racket to where I want it to go.
- I can combine stopping, pick up, collect and send the ball accurately.
- I can make simple decisions about when and where to move in a game.

Swimming:

- I can swim 5+ metres using backstroke leg actions without aids.
- I can swim 5+ metres front crawl with and later use of aids.
- I can push and glide confidently over a long distance.

- Specific PE and sport vocabulary (see appendix 1.)

Competition and festival opportunities (Refer to separate competition calendar and integrate preparation into the teaching of PE.)

- Multi-skills festival.
- Key Stage 1 Football festival.
- Kinder Cricket festival 1.
- Kinder Cricket festival 2.
- Workington Cup Football Competition – Key Stage 1/Years 1 and 2.

Year 3

By the end of Year 3 children will be able to demonstrate a knowledge and understanding of:

Dance:

- I can perform paired/group dance (canon/unison and meet/part.)
- I can include contrasting dynamics and qualities into group motif/phase.
- I can improvise freely translating ideas from stimuli to movement.

Gymnastics:

- I can combine arm actions with skips, leaps, steps, jumps and spins in travel.
- I can travel while using various hand apparatus, (ribbon, hoop, rope, ball.)
- I can create a short movement phase using one item of hand apparatus.

Games:

- I can perform ball handling skills well, with awareness of space and others.
- I can use batting and fielding techniques with control and consistency.
- I can play a game successfully, applying some tactics to outwit opponents.
- I can keep control, possession and make good decisions on what to do.

Athletics and Outdoor and Adventurous Activities (OAA):

- I can run at fast, medium and slow speeds appropriate for the distance covered.
- I can jump from a standing position, link jump to running and other travel.
- I can follow instructions and simple trails.
- I can use simple shape maps to find a route and solve simple problems.

Swimming:

- I can achieve leg and arm actions for one stroke and start to combine.
- I can float without the use of aids.
- I can swim 10+ metres, one basic method without aids.

- Specific scientific vocabulary (see appendix 1.)

Competition and festival opportunities (Refer to separate competition calendar and integrate preparation into the teaching of PE.)

- Quicksticks Hockey Competition.
- Tennis Competition.
- Inclusion Event - Handball
- Workington Cup Football Competition – Lower KS2/Years 3 and 4.

Year 4

By the end of Year 4 children will be able to demonstrate a knowledge and understanding of:

Dance:

- I can respond imaginatively to stimuli related to character, music or a story.
- I can perform clear and fluent dances that show sensitivity to ideas and stimuli.
- I can use simple motifs/patterns to structure phases with a partner/group.

Gymnastics:

- I know principles of balance and apply them on floor and apparatus.
- I can perform at least 3 different rolls with good control.
- I can link a roll with travel and balance using floor and apparatus.

Games:

- I can apply dribbling and passing skills in small sided competitive games.
- I can move and stop a ball or object reaching a target in varying situations.
- I can send a ball by an overarm bowl or throw and by using a racket.
- I can keep up throwing and catching games and apply tactics according to needs.

Athletics and Outdoor and Adventurous Activities (OAA):

- I can run over low barriers at speed with control and co-ordination.
- I can throw overarm/push/sling ball/implement consistently and accurately.
- I can read and follow a simple map and diagrams to orientate myself.
- I can assess risk and plan and test possible solutions to problems.

Swimming:

- I can achieve leg and arm actions for two strokes and can start to combine.
- I can use sculling action to stay afloat.
- I can swim 10+ metres front and back without aids and using the correct style.
- Specific scientific vocabulary (see appendix 1.)

Competition and festival opportunities (Refer to separate competition calendar and integrate preparation into the teaching of PE.)

- Quicksticks Hockey Competition.
- Tennis Competition.
- Inclusion Event - Handball
- Workington Cup Football Competition – Lower KS2/Years 3 and 4.
- Cross-country event.

Year 5

By the end of Year 5 children will be able to demonstrate a knowledge and understanding of:

Dance:

- I can show fluency and control in chosen dynamics in response to stimuli.
- I can perform fluent dances with characteristics of different styles/eras.
- I can adopt and refine (in pairs/groups,) motifs that vary weight, space and rhythm.

Gymnastics:

- I can use 'press and go' and rebound actions in sequence on floor/apparatus.
- I can create mirror/matching/canon (pair) sequence with varying dynamics.
- I can select and link more complex skills to create a fluent sequence.

Games:

- I can handle the ball and pass and shoot with control and consistency (individual.)
- I can apply attacking and defending strategies as part of a mini game (team.)
- I can use a bat/racket or part of my body to hit a ball into space.
- I can play different positional roles in games, knowing what to do to improve.

Athletics and Outdoor and Adventurous Activities (OAA):

- I can work with a partner to complete run, jump and throwing events and measure the outcome.
- I can show good running style at different speeds in various events.
- I can walk along a compass direction and identify some map symbols.
- I can find easier control points and know and follow main compass directions.

Swimming:

- I can swim 25+ metres unaided and competently using 1 stroke.
- I can submerge and pick up objects off the bottom of the pool and tread water for 30 seconds.
- I can swim 10+ metres using two strokes and jump into deep water.
- Specific scientific vocabulary (see appendix 1.)

Competition and festival opportunities (Refer to separate competition calendar and integrate preparation into the teaching of PE.)

- Netball competition.
- Sports Hall Athletics competition.
- Kwik Cricket Competition.

- Workington Cup Football Competition – Upper KS2/Years 5 and 6.
- West Cumbria Orienteering League.
- Cross-country events.

Year 6

By the end of Year 6 children will be able to demonstrate a knowledge and understanding of:

Dance:

- I can create and perform motifs in a variety of styles consistently.
- I am aware of and can use musical structures, (rhythm, mood and phrasing.)
- I can use appropriate criteria and terminology to evaluate performance.

Gymnastics:

- I can perform a 6 – 8 part floor sequence as individuals, pairs or in small groups.
- I can transfer sequence developed above onto suitably arranged apparatus and floor.
- I can perform sequence combining action skills with rope, ball or ribbon.

Games:

- I can perform and apply skills in additional net and wall games (e.g. badminton and tennis.)
- I can perform and apply skills in additional invasion games (e.g. tag rugby and hockey.)
- I can choose and use combinations of skills confidently in several games.
- I know how to play different positional roles in relation to mini games.

Athletics and Outdoor and Adventurous Activities (OAA):

- I can choose and sustain pace suited to distance (e.g. sprint 7seconds or run for 5 minutes.)
- I can understand principles of a relay take over and can use this in competition.
- I can follow maps and set bearing accurately, identifying map symbols.
- I can choose and use skills from 1 or more OAA.

Swimming:

- I can swim 25+ metres using three different strokes.
- I can swim competently, confidently and effectively at least 25 metres.
- I can perform a safe self-rescue in different water based situations.
- Specific scientific vocabulary (see appendix 1.)

Competition and festival opportunities (Refer to separate competition calendar and integrate preparation into the teaching of PE.)

- Netball competition.
- Sports Hall Athletics competition.
- Kwik Cricket Competition.
- Workington Cup Football Competition – Upper KS2/Years 5 and 6.

- West Cumbria Orienteering League.
- Cross-country events.

Inclusive Learning for SEND in History:

At DCS, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive a science education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

Cognition and Learning:

- Key words displayed, use of shorter/less complex sentences in resources given, writing frames used where possible.
- Lots of retravel opportunities and reinforcement in science lessons with clear differentiation.
- Apply new vocabulary in lots of different contexts – pre-teaching vocabulary.
- Physical warm-ups to recall previous learning.

Communication and Interaction:

- Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastics performance because... Next time they need to improve...
- Allow children to discuss their answer/answer this with a partner first to allow processing time.
- Provide alternative ways of expressing views e.g. written on a whiteboard.
- Ensure any written information is explained verbally too.
- Use of simple instructions – small steps with modelling.
- Use of simple instructions – small steps with modelling.
- Visual aids and dual coding.
- Video's and modelling to demonstrate key skills.

Physical and Sensory:

- Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described.
- Provide additional ways to record info (video/ICT etc.)
- Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability? (Reasonable adjustments.)
- Ensure alternative equipment or support is provided e.g. space for their walker between benches etc.

Social Emotional and Mental Health:

- Ensure children know in advance what the key areas of the lesson will be.
- Provide children with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence.
- Have clear expectations of group work.

- Carefully consider groupings.
- Reduce group sizes if necessary to reduce sense of overwhelm.

Every teacher at DCS is a teacher of SEND. Our provision is led by the SENDCo's and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.