



St. Wilfrids Catholic School – PE Policy and Guidance Document

“Physical fitness is not only one of the most important keys to a healthy body. It is the basis of dynamic and creative intellectual activity” – John F Kennedy

St. Wilfrids Catholic School Policy and Guidance

For the Physical Curriculum

Section 1:

Our Intentions

Our Intention is that

All Our Children are physically, emotionally and spiritually aware human beings.



Living and Learning *The Physical*

The Power of Physical Curriculum to achieve our Intentions.

Physical education is important because it enhances the overall quality of life, promotes health and well-being, fosters friendships and teamwork skills, and develops lifelong healthy habits.

Since time immemorial, physical education has played a crucial role in the lives of human beings. Exercise and physical activity have been proven to have many benefits for both the body and the mind.

Physical education aims to empower students to make wise use of their energy, effort, and time by studying in a fruitful way. The ultimate purpose of physical education is not just to train a student's body but also to train his/her mind.

Research has shown that people who take part in physical activities regularly are:

- happier,
- healthier and
- more successful in the worlds of learning and business.

Physical education provides important skills that children need to succeed and progress in many other areas of life. P.E can provide the foundation for learning and development.

The value and influence of the Physical Curriculum.

The Science – Regular and intense engagement in purposeful physical activity is essential for a number of reasons:

Gets the blood flowing, increasing memory and mood

Exercise helps pump oxygen to the brain, lowering the level of stress hormones and increasing mood-enhancing serotonin levels. Everything from the “runner's high” to the “yogi's tranquility” can have profound effects on your brain. In fact, in studies, running was associated with more cell growth in the hippocampus, an area of the brain responsible for learning and memory. What's more, within just five minutes after moderate exercise, many people feel a mood-enhancement effect. Research shows that children who experience periods of physical activity will return to the classroom feel energised and concentration levels are higher.



Builds bones – and muscle

Exercise offers many benefits for your musculoskeletal system, strengthening both bones and muscles. When you exercise regularly, your bones adapt by building more cells and becoming denser. This is important as you age. In fact, the more you move and incorporate physical activity into your lifestyle, the likelihood of developing serious joint problems and fractures when you're older is reduced. Plus, stronger bones and muscles improve your balance, lowering your chances of falling. From increasing the number and density of the capillaries that supply blood to your skeletal muscles to strengthening your ligaments and tendons, exercise can be essential to keeping you strong and healthy in your later years.

Increases heart health and decreases blood pressure

Regular exercise has both immediate and long-lasting benefits linked to cardiovascular health, resulting in lower blood pressure, healthier cholesterol levels, and better blood sugar regulation. When it comes to weight management, exercise combined with a healthy diet can make all the difference. After all, extra weight on the body puts stress on the heart and is a risk factor for heart disease and stroke. Maintaining a healthy body weight is key to improving heart health.

Supports and strengthens the lungs

Physical activity gets your heart and lungs working harder to supply additional oxygen that your muscles demand. In fact, regular exercise doesn't just make your muscles stronger, it also strengthens your lungs and heart. And the stronger your body becomes, the more efficient it is at getting oxygen to the bloodstream, which in turn gets it to the muscles. Some forms of exercise can even strengthen the diaphragm and the muscles between the ribs that work together to power inhaling and exhaling. As you exercise more, you may notice you become less winded with physical activity. That's a sign your lungs are getting stronger and your body is working more efficiently.

We are physical beings

From the day we are born, we are engineered to move and be physical. As we grow, our movement and coordination develop. We learn to balance and then become more agile. Our physicality is continually growing and developing. Children need to be active to developing physically and they will start to become quicker and show greater agility.

Based on this information and evidence, it is critical that we ensure that what we provide as a physical curriculum, and the way we go about it, is the very best we can do. When our



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learners look back on their time in our school, what do we intend our learners to remember and feel about themselves?

Crichton Casbon 2020

What happens if...?

Child A	Child B
<p>In my school the physical curriculum has no structure and is not valued. Teachers follow the national curriculum but their commitment to it is low and there are very few opportunities to get involved.</p> <p>As a result, I am a child with virtually no physical curriculum opportunities.</p> <ul style="list-style-type: none">• I don't know how to play with other children.• I spend a lot of time by myself or with younger children.• I am quiet and don't often get noticed.• I don't enjoy school as I am not good at anything.• I follow my peers to fit in but they are not my friends.• I lack basic motor skills and am full of bumps and scrapes as I fall over a lot.• I get detentions all the time as I cannot concentrate, and teachers always get to me• I just want to run and play, but I am stuck behind a desk all day.• I come across moody and never seem to laugh <p>I HAVE NO PLACE IN SCHOOL AND NO PREPARATION FOR MY FUTURE!</p>	<p>I am leaving primary school where the physical curriculum is really important giving me a love for the physical and the following skills and attributes:</p> <ul style="list-style-type: none">• I work effectively in a team.• I feel good about myself.• I have leadership skills.• I have a positive image of myself.• I have good relationships with my friends and teammates.• I use physical activity, play and sport as a way to concentrate, feel good, improve my memory, socialise and be competitive. <p>I AM READY TO TAKE ON THE WORLD AND SUCCEED IN MY NEXT SCHOOL!</p>

(Written and provided by Andy Davis, Craig Deakin and Nick Turner)

The Intention of Our Physical Curriculum is to develop in all our children:

- **Physical Skilfulness**
- **Physical Development**
- **Purposeful Physical Recreation**
- **Physical Health and Wellbeing**

(Crichton Casbon 2022)



What do we intend our learners to become?

At St. Wilfrids, we want all of our children to become confident, self-sufficient and aspirational children. We believe that through our high quality Physical curriculum, we will support in the development of skills and characteristics that will help all children to achieve their goals in life. Our vision for all children at St. Wilfrids is :

Our vision for all children at St. Wilfrids is for them to discover and develop the joy of being active by promoting:

- A strong desire to learn and make progress, showing enjoyment and confidence in a range of skills.
- High levels of dedication, motivation, perseverance and attendance through the physical curriculum.
- High levels of enjoyment being physically active, leading to a lifelong love of sport.
- Positive attitudes and behaviour, showing a sense of pride in their abilities and a greater degree of well-being.

We Intend our children to become Great Learners

In order to get the most from the Physical Curriculum we expect our children to develop the skills and characteristics of Great Learners. These will help to drive our planning and pedagogy, enabling all children to recognise their ability to learn and feel successful.

We expect our learners to develop these key characteristics:	We expect our learners to use and develop these learning skills:
<p><i>Being...</i></p> <ul style="list-style-type: none"> • keen to learn • curious • committed • persistent • confident • thoughtful • imaginative • aspirational 	<p><i>Being good at...</i></p> <ul style="list-style-type: none"> • listening • observing • analysing • questioning • thinking • self-reflecting • suggesting • collaborating

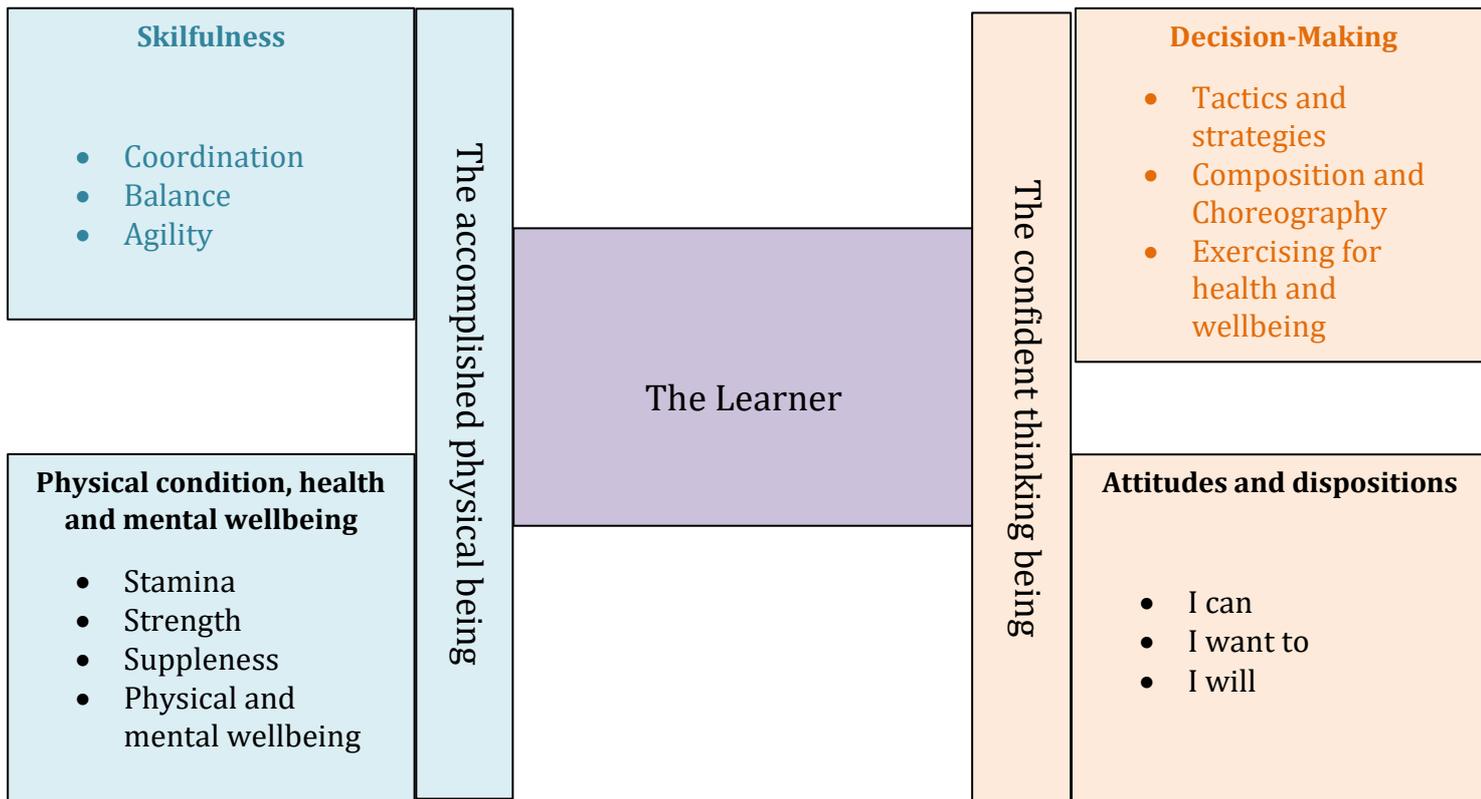


Physical Education – what are our intentions and expectations?

The national curriculum subject is **physical education**. The diagram below shows what we focus on.

Physical education is the central focus.

The content of physical education – What we intend children should learn!



(Crichton Casbon 2020)

These are the Authentic Contexts that make up the Physical Education Curriculum. Through these contexts, children can develop into **Accomplished Physical** and **Confident Thinking Beings**

Activity	Focus for success
Athletic	Maximum performance
Dance	Expression and communication
Gymnastic	Accurate Replication
Games - Invasion	Outwitting
Games – Net / Wall	Outwitting
Games – Striking / Fielding	Outwitting
Outdoor and Adventurous	Problem Solving (tactic / strategy)



Our Intention in PE is to develop our children into:

1. Accomplished Physical Beings
2. Confident, Thinking Beings

As developing **Accomplished Physical Beings**, we intend that they become increasingly skilful in all physical settings where co-ordination, balance and, later, agility are needed. It is these three elements of movement, requiring gross and fine motor skills, that we can develop through teaching and learning.

As developing **Confident, Thinking Beings** we intend that they understand, with increasing depth and consistency, the purpose of any activity, and that they can apply their physical skills very effectively in a manner that is designed to bring them success. The three different ways of applying their physical skills are set out in the table below. The ‘way of thinking’ that drives the types of decisions they are making comes from the nature of the ‘authentic activity’ and the rules that underpin it.

Our intention is to develop our learners so that they can be ‘Intelligent and Skilful’ participants and performers in any given context. As a result, our expectations of progression and high achievement will focus on what can be learnt:

<p>We intend that all our children become increasingly accomplished physical being with excellent:</p>	<p>We Intend that all our children become increasingly excellent decision-makers in their application of:</p>
<ul style="list-style-type: none"> • Coordination • Balance • Agility 	<ul style="list-style-type: none"> • Tactics and Strategies • Compositions and Choreographies • Exercise designing and programming for health and wellbeing

(Crichton Casbon 2020)

In order to define progression in learning over time, we need to ensure our descriptions focus on what our children need to learn. These descriptions will bring clarity to our planning and enable us to explain to our learners what the next steps are in the quality and depth we expect them to achieve.

The table below sets out the key learning intentions for children in different stages of development. The left-hand column is used to set out how we help children at different stages of conceptual, social and moral development. The right-hand column sets out learning intentions in Physical Education (PE) that are appropriate for children in each stage.



Definitions of Physical Skilfulness and Decision-Making

We intend to develop good Physical Skilfulness and Decision-Making in all our learners. The table below defines what each of the elements of these two aspects are.

PHYSICAL SKILFULNESS	
Coordination	This is about all intentional movement ranging from large whole-body movements such as walking, running, standing up, sitting down, etc. to fine small movements of specific parts of the body, such as handwriting, gesturing, etc. The better the coordination, the better the movements are controlled and completed with minimum effort and maximum accuracy.
Balance	Balance is both maintaining a physical equilibrium and being equally controlled in movement on both sides of the body. In addition, there are specific balances in which children are in a 'state of topple' and still manage to maintain equilibrium and stillness.
Agility	Agility is a combination of coordination and balance where children react quickly and suddenly to a stimulus that frequently takes them out of balance and standard movements. It is also about having the coordination, balance and condition to complete complex and challenging dynamic skills and actions.
DECISION-MAKING	
Tactics and Strategies	Tactics are the basic approaches and actions you take to outwit or overcome an opponent or succeed in a challenge. Strategies are the larger plans you make to organise yourself and others in the most effective and efficient way to bring about success in outwitting and problem-solving situations. Strategies require a range of specific tactics to be deployed for each facet of the challenge. For example, a strategy might be to concentrate more on attack than defence and a tactic might be use the widest points of the pitch / court as often as possible
Composition and Choreography	Composition focuses on the design and creation of a sequence of movements and actions that meet the criteria provided. It requires the use of a number of design principles to develop something that is aesthetically pleasing and contains specific elements required. Choreography builds further on this by considering how to create relationships with the stimulus provided and with space, people and objects around. Its intention is communicating with an audience so that they are able to develop their own interpretations and responses to the dance.
Exercising and Healthy Living	This focuses on how to exercise and, later, train for specific outcomes and general wellbeing. It is both, about designing an exercising routine and a planned pattern for being physically active. The successes of an exercise / physical activity programme can be improvement in body condition, personal wellbeing and social wellbeing. As children reach late puberty, it is also about developing and maintaining physical fitness.

(Crichton Casbon 2020)

The table below uses these broad descriptions as the basis for setting learning intentions that indicate how the quality of skilfulness and decision-making will develop over time.



We intend our children to meet our expectations of learning

<p>Development stage EYFS</p> <p>In this stage of learning, early movement is being developed through play. A range of activities to promote and develop gross motor skills are practised. These are essential movements in order for the children to further develop their fine motor skills.</p> <p>This stage is a time for exploration and development of movements and new skills learnt.</p> <p>Cooperation is being encouraged.</p>	<p>We intend our children to learn:</p> <ul style="list-style-type: none"> • To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • To progress towards a more fluent style of moving, with developing control and grace. • To develop overall body strength, co-ordination, balance and agility. • To combine different movements with ease and fluency. • To negotiate space and obstacles safely, with consideration for themselves and others. • To demonstrate strength, balance and coordination. • To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>Development stage</p>	<p>We Intend out children to learn:</p>
<p>This is the first stage of maturity in the primary years. Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learned and children show great enthusiasm to have a go as experience has not yet taught them fear or danger awareness. There is a limited awareness of space and others.</p> <p>You are likely to see children like this from reception and into the early part of year 2.</p>	<p>We intend children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactical, compositional and exercising ideas with consistency • Explore and use a small range of basic tactical, compositional and exercising ideas with some prompting
<p>During the second stage of maturity basic movements have been learned and children start to develop these into more recognisable skills though control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical</p>	<p>We intend our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing good coordination and some agility through changes in direction and speed



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<p>activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.</p> <p>You are likely to see children like these from year 2 to the beginnings of year 4.</p>	<ul style="list-style-type: none"> • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others’ ideas for movements, tactics, composing and exercising • To select the most appropriate approaches to the challenge set • Explore and apply a basic range of basic tactical, compositional and exercising ideas with basic understanding
<p>During the third stage of maturity (years 5 and 6) children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose some interest in physical activity as other activities start to take their interest, so they are more discerning about what they do and take part in. they understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p> <p>You are likely to see children like this from the end of year 4 to the beginning of year 7.</p>	<p>We intend our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and more rapid changes in speed and effort • To combine skills and actions with some fluency and some agility • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success and speed of thought • To respond to changes in situations and new challenges and conditions with some rationale • To show some individuality in the generation of ideas, decisions and performances

(Crichton Casbon 2020)

Progression by Task / Pitch and Challenge

We intend that children will be able to tackle core tasks that increase in complexity, technical difficulty and intensity as marks of progress through the PE curriculum

As well as setting out our expectations as descriptions of what we want to see, we will also expect the pitch and challenge of tasks tackle to develop in complexity and demand as children progress through the school.

The table below provides an *example* of what progress in pitch and challenge looks like.



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Year group	1	2	3	4	5	6
Core Task Name		Journey		Mirror, Mirror		Showcase
Example core task		<p>Working on your own, link four actions together. Create a simple sequence.</p> <ul style="list-style-type: none"> • Hold a body shape(using different body parts) • Travel using 2 or 3 body parts. • 1 jump • 1 roll <p>Include different levels, speed, balances and jumps.</p> <ul style="list-style-type: none"> • Perform with rhythm and control 		<p>Your challenge is to create and perform a simple sequence, with a partner on the floor and using mats, of four separate elements.</p> <ul style="list-style-type: none"> • 3 travelling steps, • 1 roll, • 1 balance using small body parts, • 1 jump with a correct landing. <p>You must have a starting position and a finish position. All elements must be joined together with a smooth transition.</p>		<p>In groups of 3 or 4, create a sequence and perform it to an audience, using floor and apparatus. The sequence must include that involves 6 to 8 elements. You must have a starting and finish position.</p> <p>In your sequence include:</p> <ul style="list-style-type: none"> • Two or more different rolls • A jump and landing from the apparatus. • A balance using weight on hands and 1 other body part • Link several pathways together using three different movement patterns. <p>You need to ensure you have:</p> <ul style="list-style-type: none"> • Good body extension throughout. • Show strength and flexibility.

The core tasks for each unit of learning will be provided in the curriculum programme for each year group.



The intention of the wider physical curriculum is to focus on our vision and its realisation.

Physical curriculum is critical to bringing about rapid progress and high achievement in PE. However, its purpose is more extensive, with worthwhile benefits for the whole child.

Here at St. Wilfrids, we intend that the wider physical curriculum will support the development of the **accomplished physical**, and **confident thinking** being, as set out above. However, its specific purpose is to focus on **our intention** to:

1. Develop physical and mental health and wellbeing
2. Develop positive attitudes and the commitment to a physical lifestyle

The first of these is built around our intention that all children in our school should be physically active as often as possible. We intend that children will take part in physical activity other than in PE every day, to support the 60 minutes a day challenge. We intend that this physical activity will be of great enough intensity, and for long enough, to make a significant difference to our children's physical growth, health and wellbeing.

We intend that all children develop physically active and recreational lifestyles, which will assist in the growth and development of their bodies, especially muscles, bones and organs. We also intend to ensure all children enjoy Physical and Mental Wellbeing.

Stamina / Endurance	Endurance is the ability to 'keep going' physically. Children with good endurance are able to pace themselves, set targets of distance or time and then maintain the quality of their skill almost all the way through the task or challenge. This affects the development of their cardiovascular system.
Flexibility / Suppleness	Flexibility is the extent to which you can extend your body by lengthening your muscles. It requires good balance and control of the specific movement to be effective. Flexibility is about the range of movement around a joint or set of joints and requires the muscles around the joint to extend and contract effectively in pairs. This affects long-term joint and muscle development.
Strength	Strength is the ability of muscle groups to resist large weights / movements. It is about muscles being able to work in combination at near maximum or maximum levels. This is critical to long-term development of bone health and muscular development.
Physical and Mental Wellbeing	Physical wellbeing is about both feeling that your body can work effectively and with minimum effort, and about feeling good about your body and your physical appearance. Those with very good physical wellbeing tend to be very willing to have a go and get involved in physical activity. This links in with their feelings of self-value, self-belief and confidence to fail and succeed - essentials of good mental wellbeing.



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The second is about choosing to be physically active in activities that each child considers significant to them and their identity. It is also about children feeling so confident in themselves that they will commit to joining in their chosen activities and to being part of something that has meaning to them. The intention is that children will engage fully in sport, dance, outdoor education, play, and other physical activity frequently and regularly, and that they feel part of the club / activity both as participant, and in taking on roles of leadership, organisation and volunteering.

We intend that all children will develop an 'I can' attitude and graduate to an 'I want to' attitude and then an 'I will' disposition.

(Crichton Casbon 2020)

I can	The attitude of 'I can' is something many children need to acquire. When they reach the point of believing 'they can', there is an emerging sense of self-confidence and joy in moving.
I want to	Having an 'I want to' attitude is based around the deep enjoyment children get from the activity they are involved with. They have developed a sense of personal wellbeing that comes from a sense of having succeeded and wanting to experience that feeling again.
I will	Children with an 'I will' attitude have reached the point when they have a deep affinity with their physical selves, the joy of moving and the desire to be physically active. They know how to use it to let their spirits shine and show who they really are. At this point, a physically active lifestyle has been chosen and children feel that it is a significant part of themselves.



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Section 2:

Implementing Our Physical Curriculum

As we implement our physical curriculum, we will want every child to:

- **L** Laugh and enjoy as they learn
- **B**e **I**nspired by what we provide
- **L**earn rapidly and effectively



Our Physical Curriculum will be successful when every child in our school succeeds in realising our intentions for them.

How can we ensure that our physical curriculum will work?

Physical Activity is Central to our Physical Curriculum

Our policy is that all children should be purposefully physically active as frequently as possible, and for suitable lengths of time and intensity. Why is this?

Physical Activity is what connects all areas of the physical curriculum. Without physical activity very little learning can take place.

1. Physical skills and movements are learnt by patterning electronic pathways in the brain so that movements can be reproduced. This is only achieved through repeating and refining movements and combinations of movements until the patterns have been established. This is the reason we need frequent, intense and purposeful rehearsal and practice which makes well produced skills permanent.
2. It is the skills that are patterned and developed that are adapted and then used in sport, dance and any other form of physical activity. This is why we need sufficient breadth of activities in our physical curriculum.
3. Physical activity, that is of sufficient frequency, intensity and duration, affects the physical growth, development, and physical and mental health of each individual. This is why we need to create exciting and engaging opportunities to take part in physical activities daily.
4. Physical activity keeps the body functioning on a daily basis and is critical in schools as it re-energises the brain and body leading to better concentration and sustained effort. This is why we need to ensure the pattern of the day includes specific times to be physically active interspersed over the whole day.

In our physical curriculum we will include:

- Physical Education, which all children will be taught (the entitlement)



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In addition, we will expect all children to choose to engage fully in at least one of the following activities every day of the school year:

- Sport
- Dance
- Physical activity
- Outdoor challenges
- Physical play



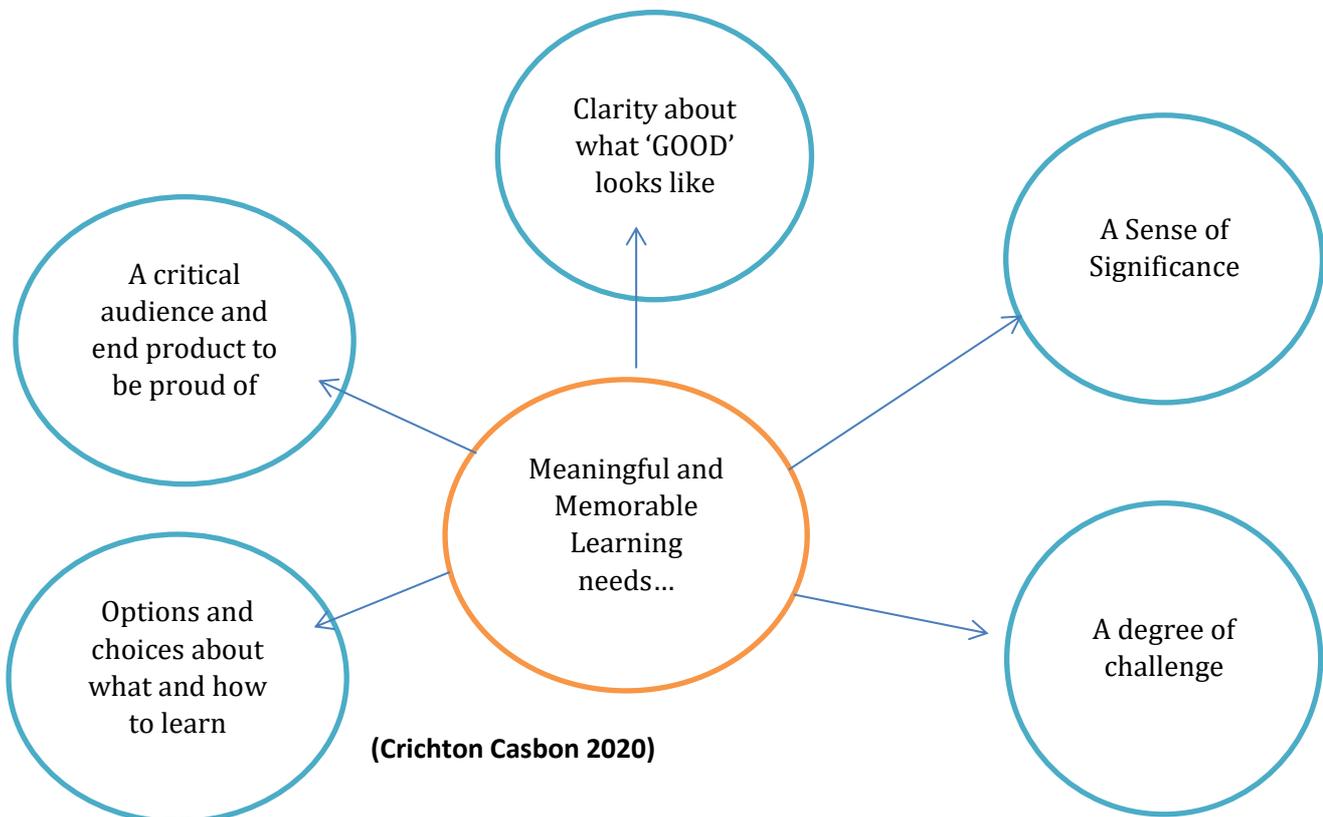
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Designing and Planning our Physical Curriculum at St. Wilfrids

We ensure that all of the PE planning is created with this set of expectations at the forefront.

1. The PE provision must ensure that our children have the best chance to achieve our intentions for them – Vision, Learning quality, Progression and Achievement .
2. We strive for “success for all” and we will plan and implement our Physical Curriculum Programme with thoroughness.
3. The planning and delivery of PE has breadth, balance, depth, significance, and challenge.
4. Resources of time, space and people will be used and managed fully and effectively.
5. The designing and planning focus on how to make children’s learning memorable, positive and fun.

Our curriculum programme is designed to ensure learning is fun and a positive experience for reach child.

The below diagram show what needs to be in place to make learning meaningful and memorable are:





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Implementing the Physical Education (PE) curriculum programme

The programme of units of learning in PE are provided in the “Curriculum Programme” for each year group. Taking account of the need to plan for powerful and memorable learning, these have been chosen and sequenced so that they provide a good range of activities that, together, ensure adequate breadth, balance, depth and significance to our children. So, what do all these mean?

1. **The Breadth of the PE curriculum** is about the range of activities provided. This does not mean that a high-quality curriculum is about providing as many activities as possible. It is about ensuring that there is enough variety to suit all children’s preferred activities.
2. **The Balance of the PE Curriculum** is about ensuring that the breadth or range of activities enables a full set of skills to be developed – coordination of top and bottom, and right- and left- hand sides of the body – developing a balanced body.
3. **The Depth of the PE Curriculum** is about the sufficiency of time to secure skills and understand the ways of applying those skills effectively in the given authentic activity. When there is sufficient depth, children feel competent and confident in their ability to perform in the activity.
4. **The Significance of the PE curriculum** is about the perceived value or importance of the activities to the child. Often this is about cultural and community activity as much as it is about the child’s identity.
5. **The Challenge of the PE Curriculum** is about the complexity, intensity and authenticity of the core task / pupil challenge that we set for the children to tackle and perform well. It is the ‘finished’ product that they remember and can be proud of.

To ensure that the programme is implemented well, each teacher needs to:

1. Know what ‘Good’ looks like and set expectations accordingly. Be fully aware of the learning intentions provided for their class
2. Focus on the ‘Activity’ selected for each unit and link it to all the other units
3. Know what the core task / unit product is that needs to be performed well

The Curriculum Programmer will set out the units to be learned and then resources to be allocated and used. Teachers are required to use the curriculum plan for each year group,



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only adapting / changing it to increase the impact on learning and the rate of progression
being made by the children.



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Our curriculum plan is set out in the Curriculum Programming document. This sets out for each year group:

- 💡 the key learning intentions for the year
- 💡 the starting point for each year group and the expectation of progress over the year
- 💡 the units of learning to be completed based on the range of activities that have been selected as significant and the order in which they should be experienced
- 💡 the specific pupil challenges (core tasks) that will be the end product children are proud of
- 💡 the allocation of resources of time, people, space for each unit
- 💡 the opportunities to extend learning through the extra-curriculum
- 💡 our expectations of engagement with and involvement in the extra-curricular programme

Whilst the programme has been designed and set out carefully, teachers are expected to use their assessment of children's learning to make adaptations as needed to ensure maximum progress is achieved. This includes:

- 💡 shortening or lengthening a unit of learning
- 💡 adapting or changing the core task to challenge children's more appropriately
- 💡 differentiating learning expectations and tasks for different groups if this will increase progression for all

Any of these should be based on evidence and a discussion with the PE Lead.

Learning intentions	Activity	Core Task	Number of weeks	Total time allocation based on number and length of lessons each week	People	Spaces and places	Additional time available in the wider physical curriculum
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The design of our PE curriculum relies on the effective allocation and use of critical resources.



Critical Resources

Children's success in the unit of learning will be enhanced by the really effective use of the key resources of:

- Time,
- Place and Space,
- People.

Time is a critical resource because it is finite and so a very precious resource. We need to recognise the following key factors:

- The distribution of time is more important than the total allocation
- Different aspects of learning need different distributions of time
- The allocation of time and its use has a direct impact on the progress you can expect of your children
- Learning does not happen just in lessons

In order for learning to be really effective within the time allocated, it is important to understand FIDS.

To be most effective, learning needs sufficient:

- **F**requency of practice
 - Learners need good distribution of practice to keep attention and avoid fatigue
 - Effective frequency supports the retention of learning
- **I**ntensity of focus
 - Learners need to be challenged by altering speed and pressure of practice
 - Learners need minor variations in some skill practice to build skilfulness
- **D**uration of practice
 - Learners need enough time to learn both in lessons and across units
 - Duration varies dependent on the 'Type of Skill' being learnt
- **S**ignificance of practice
 - Learner identifies priorities and approach to their learning
 - The learner is able to recognise and transfer learning from other settings
 -

When planning units and lessons, it is critical that time is used well. Whilst planning, teachers ensure that there is sufficient time for children to:



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- Explore the skills and concepts related to the core task (*see section on unit planning*)
- Have the time to practice and improve both the techniques / skills and the decisions they can make
- Develop the quality of what they are doing to a performance standard of which they are proud.
-

Space is a critical resource because...

- The environment / place / space for learning creates the ethos for what and how to learn and perform
- The organisation of personal spaces for learning help set the parameters
- How children learn is affected by light, warmth and weather (but no cancel rule applies!)
- Equipment and resources available will define what needs to be learnt

When planning powerful and memorable learning, it is important to take account of the following guidance:

- Organise space for activity not inactivity - “Queuing is bad for your learning”
- Be able to see everyone and interact
- Design and use apparatus to maximise time for learning
- Adapt activities / tasks to suit the space
- Develop strong spatial awareness from an early age
- Use child appropriate equipment

People are a critical resource because...

- The attitudes and disposition of the ‘teacher’ are critical in giving children the confidence to learn and the desire to succeed (*Hattie and Masters ‘Teacher Credibility’*)
- The relationship between learner and teacher is good
- Children learn better when they feel secure when they know what ‘good’, and can make choices and self-report on their expectations of themselves (*Hattie and Masters “Visible Learning”*)
- They feel positive and confident in the groups they are working in
- Subject confidence and knowledge are important contributors to successful learning
- Learners are more successful when receiving constructive feedback

By planning and using our resources well, children will feel confident that they can succeed and will commit to engaging fully.

(Crichton Casbon 2020)



Our approach to Physical Activity, Sport, Dance and Play

The Wider Physical Curriculum

The key focus on the wider physical curriculum is to realise our vision for our children.

There are many advantages to having a programme of activity and learning beyond PE.

1. It is often what children come to school for. This is what makes attending school worthwhile
2. It is a major contributor to helping children be physically and mentally well
3. It allows children to develop a sense of self-identity
4. It is what brings parents and wider family members into school
5. It supports and extends learning in PE

We know that children that are regularly involved in sport and volunteering are happier, healthier and more successful than any other groups.

In our school we will provide:

- 💡 A breakfast club that includes a range of physical activities to help start the day well
- 💡 Carefully planned opportunities during break and lunchtimes that children can choose to get involved with
- 💡 Lunchtime clubs which are run by the school sports organising club and teachers. These are carefully planned and delivered. Giving opportunities to ALL at St. Wilfrids.
- 💡 After school clubs that focus on a range of sport and dance provision.
- 💡 Football clubs for KS2 as requested by the children and parents to support their learning for the development of local out of school clubs.
- 💡 Intra and inter-school competitions that enable as many children as possible to represent a group, house or the school
- 💡 Opportunities for all children to be part of sporting festivals, bikeability, swimming, tournaments and other local opportunities.
- 💡 Opportunities for all year 5 children to be part of an outdoor education residential.
- 💡 Opportunities for development of Outdoor education through our own onsite forest school and orienteering courses.



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Our range of activities, sports and dance will both influence and build on the activities we use to develop physical skilfulness and decision making in the PE curriculum.

It will be through the extra-curricular programme that we focus on developing and giving value to our children's:

- 💧 Physical activity levels
- 💧 Development of general physical condition and wellbeing

Physical activity levels:

Our expectation is that all children will engage in meaningful and sufficiently vigorous physical activity every day. This comes from our Intentions section (section 1)



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Our Approach to Teaching

St. Wilfrids School believe that our best teaching is:

- 💡 Being and behaving as a great teacher
- 💡 Using all the skills and tools that bring about outstanding teaching

One of these is about the characteristics that the very best and most influential teachers display. The other is about what we know are the approaches that are most evident in the best teaching that takes place.

Our Expectations of our staff being great 'teachers' in the Physical Curriculum are that they inspire our children by:

- 💡 Being smiling, welcoming and keen to engage with children and the subject
- 💡 Modelling our vision for the physical curriculum in what they do and talk about
- 💡 Showing commitment, a desire to learn, self-confidence and a willingness to have a go in all aspects of the physical curriculum
- 💡 Showing a belief that every child will succeed

Our expectations of our staff in consistently demonstrating great teaching skills are that they:

- 💡 Plan systematically and expect the very best of all learners
- 💡 Make excellent use of the 5 elements of meaningful and memorable learning
- 💡 Use time, space, people and equipment in ways that maximise learning and ensure safety
- 💡 Provide regular and supportive feedback to learners
- 💡 Praise effort, commitment and all learning achieved that results from these

Safe practice is something at the forefront of all teachers' minds. The best teachers do this automatically as part of making lessons positive, meaningful and memorable.



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There are two linked parts of safe practice:

1. Risk assessment
2. Risk management

Risk assessment focuses on identifying potential dangers to children in terms of:	Risk management focuses on reducing or negating the risk identified by making sure that:
<ul style="list-style-type: none">💧 Space💧 People💧 Equipment💧 Challenge	<ul style="list-style-type: none">💧 There is sufficient space for the activity and minimal clutter💧 Children are well organised and focused on learning behaviours💧 Equipment is of the right size and weight so that it is not likely to injure a child💧 The tasks set are appropriate for the physical and emotional maturity of the learners

(Crichton Casbon 2020)

Success is not an accident!

It requires creative, responsive and careful planning

Our Unit of Learning Planning - Planning for maximum progression

Units of learning combine together to ensure that children at St. Wilfrids make good progress in their physical skilfulness and decision-making as defined by our PE curriculum. Progress will be evaluated on a term-by-term basis

Each unit defined in the curriculum programmer will need to be planned for. The principles that underpin good unit planning are that:

- 💧 each unit should build on learning achieved in the previous unit
- 💧 it should be built on clear learning intentions
- 💧 it should have a clear end product (pupil challenge) to be produced with quality
- 💧 it should provide an indication of how the time will be allocated to each phase of learning and so affect lesson planning
- 💧 it should be evaluated and provide broad information that affects planning for the next unit

(see example)



Our lesson planning – Planning for maximum improvement

The purpose of lesson planning is to enable children incrementally to refine and develop their skilfulness and decision-making so that there is clear improvement in quality – for example - control, variation, consistency, fluidity. The principles that underpin good lesson planning (Z-Planning) are that:

- 💡 each lesson will build on learning achieved in the previous lesson
- 💡 each lesson will have clear learning intentions
- 💡 lessons will have learning tasks that are designed to bring about the learning planned for (linked to the phase of learning)
- 💡 end of lesson evaluations of improvement will lead directly to the learning intentions for the next lesson
- 💡 each lesson will focus particularly on 3 children in as representatives of the class

It is great teaching if adaptations and changes are made to learning intentions and the tasks planned for if this is needed to improve the pace of learning or set more appropriate challenges.

(See example in Appendix)

Our Approach Assessment in PE

Assessment is a critical skill to be used effectively by the teacher and, where possible, the learners themselves. If it is not effective in bringing about learning then it is counter productive.

Assessment is about giving value to learning that has taken place and setting out the next learning that will bring about:

- 💡 further improvement in lessons or combinations of lessons
- 💡 greater progress over combinations of units
- 💡 maximum achievement over the course of a year

The three key words above in bold reflect the words used to support planning.



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The discipline we will implement in our school is as follows:

1	Complete short summary evaluations of improvements in learning at the end of every lesson using the z-planner	This has the greatest direct influence on learning
2	Complete an evaluation of progression over a combination of units towards the end of each term using the progress chart.	This enables broad pictures of strengths and areas for development to become clear and leads to decisions about how to make units of learning more effective – for use of the teacher and subject leader
3	Complete an evaluation of each child's achievement towards the end of each year using the reporting format	This provides an outline picture of achievement and celebrates a child's learning over a year as well as setting out the next expectation of them

(Crichton Casbon 2020)

See templates:

- Lesson (Z-planning) planning and review
- Recording and Evaluation progression
- Report writing



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Principles that underpin good assessment:

1. Assessment is central to bringing about meaningful and memorable learning.

Being clear about what 'good' looks like	Setting out the description of images of what success looks like. This includes a clear picture of the pupil challenge performed very well and the key learning intentions that relate to high quality performance of the challenge.
Ensuring a sense of significance	Creating a feeling of the importance, excitement and personal relevance of the unit and the challenge to be completed
Providing sufficient challenge	Making sure that what is provided is not too easy or too difficult for the learners, whilst remaining sufficiently challenging to be worthwhile investing time and effort in.
Providing options and choices	Making good use of self-reflection and self-review, coupled with teacher feedback, to identify priorities and empower the learner to choose what to focus on next and how to improve or make progress.
A finished product and critical audience	Giving sufficient time and emphasis on producing a quality end product that the learner remembers with pride.

(Crichton Casbon 2020)

2. Assessment is effective when it focuses on the intended learning and relates to our expectations of the standards our children can achieve. In PE our assessments will concentrate on the development of physical skill and decision-making in physical activity contexts.
3. It is feedback rather than judgement that helps learning the most. Any marks or grades should be put into the context of a passing point in the journey of learning.
4. Children who are able to set their own 'targets' for achievement and self-reflect on their improvement and progress will learn best.
5. Assessment is continuous and most effective as an on-going conversation. Only simple and small highlights need to be recorded as signposts in the processes of improvement, progression and achievement.



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6. There is also the need to give value to children's development of themselves in relation to our vision. This does not need regular recording in the same way as for the learning related directly to PE. In our school it will focus on what we know about our children's commitment, desire to learn, self-confidence and willingness to work hard in all aspects of the Physical Curriculum

Making assessment consistent, fair and useful

What we use to support and record learning:

- Our ongoing assessments in lessons.
- Our summary assessments and records of progression at unit and term level.
- Our annual reports on achievement and progression.

It is our policy that all teachers should make full use of the planning and assessment tools we have selected for:

1. Learning and improvement review in lessons (*see Z-planner*)
2. End of unit summary (*see U-Planner*)
3. Recording sheet (*see progress recording spreadsheet*)
4. Reporting long term progress and achievement over the year (*see reporting template*)

Appendix:

Resources and templates to support your **implementation** of the Physical Education (PE) Curriculum:

1. Policy and Guidance Document – sections 1 and 2
2. Curriculum Programmer for your year group / class
3. Unit planner and end of unit summary
4. Lesson Planner (Z-planner)
5. Progress recording spreadsheet
6. Reporting template



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Section 3:

Knowing The Impact of Our Physical Curriculum

How do we know we're making a strong impact?

Having set ambitious and valuable outcomes to achieve in section 1 of our Policy and Guidance Document, how can we know that things are better now?

The physical curriculum is about changing and improving life chances of each and every child. Our evaluation of impact process is critical in ensuring that, as in our values, our children can achieve the very best results and become the most successful people they can.

It is only through careful monitoring of development and progression, and well thought through interventions and changes in what and how we do things, that we have a chance to help each and every child achieve their real potential.

It is our policy to use an evaluation and intervention process annually. There are 6 steps as set out below. All evidence will be from ongoing assessments and observations made of our children. The process we will use simply helps us to make sense of what we see, hear and sense, and then identify and implement changes that will make a real difference.

The areas of focus are set out in section 1 (Intentions):

1. Our vision for our learners
2. Our expectations of the standards they will achieve
3. Our expectations of them as great learners



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Step 1	Our baseline What are your learners like now in relation to our vision, expectations and quality as learners?
Step 2	Making a Judgement on how well our learners are doing overall for each area of focus
Step 3	Identify and set priorities – How much better will our pupils be doing and in what?
Step 4	Set targets - How much better will we see our learners doing in...one year...two years...three years?
Step 5	Improving your provision - What will we do to bring about the difference we want to make and why will it work?
Step 6	Describing the differences in your learners as a result of change to your changed or improved provision. What impact has been made since the first report?

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Resources:

Impact Evaluation Document

Assessment progress records

Annual reports to parents



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Appendix:

Curriculum programme:

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	Gym Tots - balancing	Dance Tots – balancing	Gym Tots – Coordination / Gross motor skills	Dance Tots – Coordination / Gross Motor skills	Body management	Fundamental movement skills	OAA
Year REC	Gymnastics	Dance	Body management	Cooperation and solve problems	Manipulation and cooperation	Speed, agility, travel	OAA
Year 1	Gymnastics	Dance	Attack, defend, shoot.	Hit, catch, run	Send and Return	Run, jump, throw	OAA
Year 2	Gymnastics	Dance	Attack, defend, shoot.	Hit, catch, run	Send and Return	Run, jump, throw	OAA
Year 3	Fundamental skills	Invasion games	Dance	Gymnastics	Striking and fielding	Athletics	OAA
Year 4	Invasion games	Dance	Gymnastics	Net / Wall games	Striking and fielding	Athletics	OAA
Year 5	Swimming group 1 Invasion games Gymnastics	Swimming Group 2 Invasion games Gymnastics	Dance	Net / Wall games	Striking and fielding	Athletics	OAA
Year 6	Invasion games	Gymnastics	Swimming Groups 1 and 2 Dance Net/Wall games	Swimming group 3 Dance Net / Wall games	Striking and fielding	Athletics	OAA

Striking and fielding games – cricket, rounders

Net and wall games – tennis, table tennis, volleyball

Invasion games – rugby, netball, football, hockey, basketball



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Unit assessment summary

How well were the aims met?	How well was the challenge performed?	Where are children now?
<p>Identify the improvement and progress made by the class as a whole. Ensure you describe the range of children.</p> <p>Gold –</p> <p>Silver –</p> <p>Bronze -</p>	<p>Identify the quality of performance of the challenge. Ensure you describe the range of children</p>	<p>Where are children now in relation to the pitch and challenge of the product?</p> <p>How many are ready to take on the next pitch of challenge</p> <p>..... achieved gold</p> <p>How many need more time at this pitch of challenge?</p> <p>..... achieved silver</p> <p>How many still find this pitch of challenge too difficult?</p> <p>..... achieved bronze</p> <p>How will this affect the planning of the next unit?</p>



Lesson Planner (Z-planner)

Lesson / session planning template **The Z-Planner**

Class / Group Unit Title..... Teacher

What are the Learning Intentions for session?	What are the learning activities to meet the intentions?	To what extent were the Learning Intentions achieved?	To what extent did individuals achieve the aims (up to 3)
Date			A
1			B
2			C
3			
Date			A
1			B
2			c
3			
Date			A
1			B
2			C
3			

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Progress recording spreadsheet

Record of progress Year 4									Recording point 1 - Date: December																	
Core Tasks Performance									Development Stage 1			Development Satge 2				Vision			Develo							
Name	Core Task	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Skill	Skill	Skill	Deci sion mak ing	Deci sion mak ing	Deci sion mak ing	Skill	Skill	Skill	Deci sion mak ing	Deci sion mak ing	Deci sion mak ing	I can	I tto	I will	Skill	Skill	
Year 2																										
Example 1																										
Example 2																										
Example 3																										
Example 4																										
Example 5																										
Example 6																										

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Making a Judgement on how well our learners are doing overall

	We want <u>all</u> our pupils to...	Expectations	Vision	Quality of Learning
What proportion of your learners are achieving Gold, Silver and Bronze in each category?		Gold – high levels of engagement / achievement exceeding our expectations		
		Silver – good levels of engagement / achievement broadly in line with our expectations		
		Bronze – low levels of engagement / achievement below our expectations		
97–100 %	Vast/overwhelming majority or almost all			
80–96%	Very large majority, most			
65–79%	Large majority			
51–64%	Majority			
35–49%	Minority			
20–34%	Small minority			
4–19%	Very small minority, few			
0–3%	Almost none/very few			

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Reporting template

I am:

In PE I am good at.....

I am happiest when:

I am least happiest when:

I am most confident when:

I like activities when I.....

My progress line this year

Starter → Expert

My last core task was:

I think I need more time on this task

I think I am ready to try something harder.

I think this task is still too hard for me

I would really like to learn:

*
*
*



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Example of Unit Plan using the U planning tool

Unit Planning and Evaluation

Class / Group Year 3 / 4 Unit Title gymnastics - Teacher / Coach...

Unit Learning Intentions	End Challenge / Product	Unit Teaching framework plan
<p>What do you want the children to learn?</p> <ul style="list-style-type: none"> To move and be still under basic control so that movements are performed with accuracy and clarity To repeat and co-ordinate simple movement combinations so that they link together How to use simple compositional and exercising ideas with consistency Explore and use a small range of compositional and exercising ideas with some prompting <p>How do these reflect previous learning? Previous units of football and basketball focus on coordination and agility, body positioning and tactics.</p> <ul style="list-style-type: none"> Need to focus on core balance, agility, flexibility and strength 	<p>What challenge / end product will they produce?</p> <ul style="list-style-type: none"> Create a group sequence (3 or 4 children) using contrasting elements. To show flow in the sequence. To use high and low apparatus. To incorporate 3 travelling steps, 1 roll, 1 balance using small body parts, 1 jump with a correct landing. <p>Previous challenge: 4v4 tag rugby match – how many can you score against the other team. How well do you defend your goal line.</p>	<p>How will you allocate time to ensure quality learning and a quality product?</p> <p>Explore (2 weeks)–</p> <ul style="list-style-type: none"> Ways to balance in different shapes using different body parts. Ways to move from one balance into another. Ways to roll using different rolls they have previously learnt and new rolls introduced. Ways to travel Ways to jump and land correctly <p>Practise(2 weeks)–</p> <ul style="list-style-type: none"> Linking two elements together Using low and high apparatus Using different speed and heights when travelling Linking different elements together and deciding which links best. Elements they find hardest to master. <p>Perform(1 lesson + performance of sequence) –</p> <ul style="list-style-type: none"> Evaluate own performance and make moderations Use different apparatus to best showcase sequence Think about how the sequence looks to others and how can you make it flow better.

Unit assessment summary

How well were the aims met?	How well was the challenge performed?	Where are children now?
<p>Identify the improvement and progress made by the class as a whole. Ensure you describe the range of children.</p> <p>Gold need to be stretched further. These Children are able to complete the challenge. They need challenged further by adding more elements to the next challenge.</p> <p>Silver need to develop precision in their movements and develop core strength.</p> <p>Bronze need to work on simple core strength and movements, developing basic skills.</p>	<p>Identify the quality of performance of the challenge. Ensure you describe the range of children.</p> <p>LR, IR, JR, AL, IH, AA, JB, ED performed with a great level of strength, agility, core balance and body tension. They produced a sequence that flowed seamlessly, incorporating all of the elements that were required.</p> <p>The majority performed with the correct amount of elements, producing a sequence of movement, balance and correct jumping and landing. They now need to control their bodies better and hold balances with tension, and extend their limbs – pointed toes and fingers.</p> <p>A 3rd of the class find the pitch of the challenge to difficult to master. They understand what is being asked of them, however they struggle to complete basic rolls, landing correctly and balancing, especially on apparatus.</p>	<p>Where are children now in relation to the pitch and challenge of the product?</p> <p>How many are ready to take on the next pitch of challenge</p> <ul style="list-style-type: none"> 8 achieved gold <p>How many need more time at this pitch of challenge?</p> <ul style="list-style-type: none"> 13 achieved silver <p>How many still find this pitch of challenge too difficult?</p> <ul style="list-style-type: none"> 9 achieved bronze <p>How will this affect the planning of the next unit?</p> <p>The basic skills, which should have been imbedded in previous years, are lacking. We are going to be running a lunchtime club for these children to try and develop these skills.</p> <p>The next unit is Tennis, so we can try and incorporate some of these skills and develop them further.</p>



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Example of Lesson plans using the Z planning tool:

Lesson / session planning template

The Z-Planner

Class / Group year ¾ Unit Title - Gymnastics Teachers: |

Page 1

What are the Learning Intentions for session?	What are the learning activities to meet the intentions?	To what extent were the Learning Intentions achieved?	To what extent did individuals achieve the aims (up to 3)
<p>Session 1</p> <p>1 To balance in different body shapes and to move from one balance into another.</p> <p>2 To consolidate and improve quality of basic rolls.</p> <p>3 To move in and out of contrasting shapes with fluency.</p>	<p>Warm up – leaping ladders – foot coordination and balance.</p> <p>Practice a range of balances using different body parts – emphasis on full extension during balance.</p> <p>Practice and refine a range of rolls the children have previously learned, teddy bear, log roll, egg roll and over the shoulder.</p> <p>Sequence a balance – roll – balance of choice.</p>	<p>1. Most of the children can balance using different parts of their body. Extension of limbs and tension of muscles is inconsistent.</p> <p>2. Most of the children can do a range of rolls competently. Teddy bear roll is proving to be a challenge for some.</p> <p>3. All children came up with the sequence balance-roll-balance. The level of execution differed greatly.</p>	<p>A – JR (most able) balances are precise and extension is good. Has good form in most rolls. Needs to practice teddy bear roll.</p> <p>B – CM (Middle ability) concentrates hard on his balances. Can balance well – now needs to focus on extension of limbs. Confident in rolls – extension of limbs needed. Struggling with teddy bear roll – may need to change this.</p> <p>C – AA (least able) Has very poor balance, even when using larger parts of the body. Lacking focus. Rolls are clumsy – needs support to do these. Lacks confidence.</p>
<p>Session 2</p> <p>1 To explore extension of limbs and tension in muscles</p> <p>2 To practice the teddy bear roll</p>	<p>Warm up – musical statues – are you a push over?</p> <p>Practise the teddy bear roll with a partner(who can already do it – watch the modeled roll – can you explain to your partner what do to –</p>	<p>1) Extension of limbs and body tension is greatly improved. However some need to focus on this consistently.</p> <p>2) Some good improvement in the quality of the teddy bear roll. A small minority still unable to</p>	<p>A –JB – body tension and extension when in balances and travelling superb. Links his movements fluently. Extremely competent in a range of controlled jump and landing.</p>

<p>3 To explore different ways to travel</p> <p>4 To consolidate and improve quality of basic jumps, landing safely.</p>	<p>talk through how they do it) Travelling using different body parts on mats and small apparatus. Does the apparatus define which ways you can travel?</p> <p>Using the floor and low apparatus, children practice familiar jumps, focusing on height to jump, length to jump and landing safely.</p> <p>Star jump, pencil jump and tuck jump.</p>	<p>coordinate themselves correctly to complete a full rotation.</p> <p>3) All children can travel in a variety of ways. However some children lack the upper-body strength to pull themselves along. Speed of travelling also differs greatly. Need to encourage use of other body parts and not simply hands and feet.</p> <p>4. Some children are confident and competent in all three jumps, showing extension of limbs and control whilst in the jump and landing safely. However there are still a number of children who struggle to execute a star and tuck jump. Confidence is a big factor.</p>	<p>B – CA - is enthusiastic and performs well in a range of balances and rolls. He has the strength to travel in a variety of ways. He can jump well, however he needs to control his landings and ensure that he is landing on his feet.</p> <p>C – RM – struggles to move her body comfortably. She can hold a balance using certain body parts however she lacks tension and control. Her travelling is limited to body parts such as hands, feet and back. She lacks confidence on low apparatus and needs support to jump and land safely.</p>
<p>Session 3</p> <p>1 To practice elements they find hardest to master (teddy bear roll, star jump, tuck jump)</p> <p>2 To develop strength and stamina in other body parts focusing on tension and body control</p> <p>3 To develop confidence in</p>	<p>Warm up – children decide what areas they have been struggling with and practice these; teacher and children support these children to achieve no matter how small. You can't catch me I am a snake – development of body parts other than their hand and feet – 5 boa's and the rest grass snakes.</p> <p>Travelling over apparatus low and high – using different body parts – partners to support less confident children.</p>	<p>1 homework given to practice elements have contributed to better execution of the focused rolls and jumps. A small minority of children can execute all of them well. Some children have greatly improved and a quarter of the class continue to practice these.</p> <p>2 Some children showed better speed. Children were able to find</p>	<p>A – IR – performs movement and jumps with control and body tension. Shows great strength in arms and other body parts. Is very confident on high apparatus and jumps with confidence to pull into a tuck or star jump. Her sequence starts with a starting position and end with an end position – holding herself.</p>



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<p>using low and high apparatus</p> <p>4 Linking two elements together</p>	<p>In partners - Short sequence work – link two elements together- a travel and a jump using low and high apparatus, emphasis on body controlled, extension and controlled landings.</p>	<p>different ways to support their level of fitness and strength. This activity will need to be revisited to support strength and stamina. Most children found this a challenge, due to fitness levels and strength. Encourage different use of travelling.</p> <p>3. Most children showed great enjoyment using the apparatus and confidence quickly grew. Only a few children lack in confidence over high apparatus – we now need to concentrate on accurate movement and body tension whilst on apparatus.</p> <p>4 All children could link two elements a travel – a jump. The execution differed greatly. Few children could perform their sequence travel- jump – safe landing with extension and body control.</p> <p>Most children could execute this with some body tension, but landings were not always executed well.</p> <p>A handful of children travelled using feet and chose a pencil</p>	<p>B – IH – is very confident and is eager to improve. She has some good strength and this is developing in other body parts. She has been practising her teddy bear roll and she is so happy that she can now control it. She is confident using high apparatus, but will often use the easier of jumps to ensure that she lands safely. Good link of movements – needs to focus on tension of her body now.</p> <p>C – OH Is not keen to improve. Distracts others and is difficult to try and keep on track. Even when supported one to one he is reluctant to persevere. He is quite strong and this is shown in his travelling using different body parts. He is confident on the apparatus, but he will only use his feet to travel, running up the bench to jump immediately off the high apparatus. He does not land safely and he does not show any</p>
		<p>jump, landings were not controlled. These need to practice different types of travelling on apparatus and safety of landing. Children's core strength is lacking.</p>	<p>body tension or control. – try and encourage him again to come to the lunchtime club to support his development.</p>