

# Oakdene Primary School



## PE at Oakdene

Subject Leader: Mrs C Hughes

### Mission Statement

**Oakdene - Growing and Learning Together**

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The PE curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

## PE at Oakdene

At Oakdene we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed our school values. Our curriculum aims to improve the wellbeing and fitness of all children at Oakdene, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes alongside our school values of responsibility, friendship, respect, honesty, determination and excellence.

## Curriculum and Coverage

The PE National Curriculum 2014 is followed at Oakdene Primary School.

The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities whatever their abilities or needs.

All children at Oakdene are provided with opportunities learn a range of different sports and take part in both inter and intra sports competitions. Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

Each year a small group of Year 5 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.

Year group	Autumn	Spring	Summer
Reception	Moving in different ways Traveling in different ways Dressing independently	Jumping and skipping Throwing and catching	Throwing and catching ball skills Sports Day
Y1	Athletics agility, Gymnastic, Dance, athletics co-ordination	Dance , Games- Handball, Games-Tennis, Athletics	Gymnastics, Fitness, Athletics, Games- Cricket
Y2	Basketball, football, gymnastics, dance.	Fitness, gymnastics, dance, handball.	Tennis, netball, athletics, rounders.
Y3	Orienteering, netball, hockey, gymnastics	Dodgeball, Dance, Fitness, swimming	Gymnastics, cricket, rounders, athletics
Y4	Games- Basketball, Swimming, Gymnastics, Dance	Fitness, Games- Dodgeball , Games- Football, Dance	Games- Tennis , Games- Handball, Athletics, Rounders
Y5	Orienteering, netball Hockey, Gymnastics	Dodgeball, circuits (fitness) Leadership, swimming	Dance, Athletics Cricket, rugby
Y6	Basketball, Football Leadership, Dance + Y6 non- swimmers	Fitness, Netball, Handball, Dance	Rounders, Athletics Tennis

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>Games</i>					
<i>1.2 participate in team games, developing simple tactics for attacking and defending</i>	<i>2.2 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	<p>I can send &amp; receive a ball by rolling from hand &amp; striking with foot</p> <p>I can catch balloon/bean bag/scarf &amp; sometimes a bouncing ball</p> <p>I can move and stop safely in a specific area</p>	<p>I can use the terms 'opponent' and 'team-mate'.</p> <p>I can use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>I can develop tactics.</p> <p>I can lead others when appropriate.</p>	<p>I can throw and catch with control and accuracy.</p> <p>I can strike a ball and field with control.</p> <p>I can choose appropriate tactics to cause problems for the opposition.</p> <p>I can follow the rules of the game and play fairly.</p> <p>I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>I can pass to team mates at appropriate times.</p> <p>I can lead others and act as a respectful team member.</p>	<p>I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>I can work alone, or with team mates in order to gain points or possession.</p> <p>I can strike a bowled or volleyed ball with accuracy.</p> <p>I can use forehand and backhand when playing racket games.</p> <p>I can field, defend and attack tactically by anticipating the direction of play.</p> <p>I can choose the most appropriate tactics for a game.</p> <p>I can uphold the spirit of fair play and respect in all competitive situations.</p>

					I can lead others when called upon and act as a good role model within a team.
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>Dance</i>					
<i>1.3 perform dances using simple movement patterns</i>	<i>2.4 perform dances using a range of movement patterns</i>  <i>2.6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	I can move to music.  I can copy dance moves.  I can move around the space safely	I can copy and remember moves and positions.  I can move with careful control and coordination. I can link two or more actions to perform a sequence.  I can choose movements to communicate a mood, feeling or idea.	I can plan, perform and repeat sequences.  I can move in a clear, fluent and expressive manner.  I can refine movements into sequences.  I can create dances and movements that convey a definite idea.  I can change speed and levels within a performance.  I can develop physical strength and suppleness by practising moves and stretching.	I can compose creative and imaginative dance sequences.  I can perform expressively and hold a precise and strong body posture.  I can perform and create complex sequences.  I can express an idea in original and imaginative ways.  I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.  I can perform complex moves that combine strength and stamina gained through gymnastic activities (such as handstands and cartwheels)

Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>Athletics</i>					
<p><i>1.1 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p><i>2.1 use running, jumping, throwing and catching in isolation and in combination</i></p> <p><i>2.3develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p>	<p>Athletic activities are combined with games in EYFS.</p>	<p>Athletic activities are combined with games in Years 1 and 2.</p>	<p>I can sprint over a short distance up to 60 metres.</p> <p>I can run over a longer distance, conserving energy in order to sustain performance.</p> <p>I can use a range of throwing techniques (such as under arm, over arm).</p> <p>I can throw with accuracy to hit a target or cover a distance.</p> <p>I can jump in a number of ways, using a run up where appropriate.</p> <p>I can compete with others and aim to improve personal best performances.</p>	<p>I can combine sprinting with low hurdles over 60 metres.</p> <p>I can choose the best place for running over a variety of distances.</p> <p>I can throw accurately and refine performance by analysing technique and body shape.</p> <p>I can show control in take off and landings when jumping.</p> <p>I can compete with others and keep track of personal best performances, setting</p>
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>Gymnastics</i>					

<p><i>1.1 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p>	<p><i>2.3develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i></p> <p><i>2.6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i></p>	<p>I can make body tense, relaxed, curled and stretched. I understand stillness I can make large and small body shapes I can perform basic travelling actions on various body parts</p>	<p>I can move with some control and awareness of space.</p> <p>I can link two or more actions to make a sequence.</p> <p>I can show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>I can travel by rolling forwards, backwards and sideways.</p> <p>I can hold a position whilst balancing on different points of the body.</p> <p>I can climb safely on equipment.</p> <p>I can stretch and curl to develop flexibility.</p> <p>I can jump in a variety of ways and land with increasing control and balance.</p>	<p>I can plan, perform and repeat sequences.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can refine movements into sequences.</p> <p>I can show changes of direction, speed and level during a performance.</p> <p>I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>I can show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>I can swing and hang from equipment safely (using hands).</p>	<p>I can create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting gestures linking skills.</p> <p>I can hold shapes that are strong, fluent and expressive.</p> <p>I can include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>I can vary speed, direction, level and body rotation during floor performances.</p> <p>I can practise and refine the gymnastic techniques used in performances (listed above).</p> <p>I can demonstrate good kinesthetic awareness (placement and alignment of body parts is usually</p>
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					good in well-rehearsed actions).  I can use equipment to vault and to swing (remaining upright).
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>Swimming</i>					
<ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>		N/A	N/A	<p>I can swim unaided up to 25 metres.</p> <p>I can use more than one stroke and coordinate breathing as appropriate for the stroke being used.</p> <p>I can coordinate leg and arm movements.</p> <p>I can swim at the surface and below the water.</p>	<p>I can swim over 100 metres unaided.</p> <p>I can use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>I can swim fluently with controlled strokes.</p> <p>I can turn efficiently at the end of a length.</p>
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
<i>Fitness</i>					
<ul style="list-style-type: none"> <li>are physically active for sustained periods of time</li> <li>lead healthy, active lives.</li> </ul>		<p>I can talk about ways to stay healthy.</p> <p>I can understand the importance of exercise.</p>	<p>I can begin to understand why we warm up and down.</p> <p>I can begin to perform different exercises for a set period of time.</p>	<p>I can demonstrate a basic knowledge of what stamina is.</p> <p>I can perform different types of training.</p> <p>I can improve on my previous score.</p>	<p>I can explain the significance of exercise and the effect it has on my body.</p> <p>I can demonstrate the correct technique and identify which part of the</p>

			<p>I can describe how my body feels during different activities.</p> <p>I can say how I could improve.</p>	<p>I can complete given cardio/toning activities including high intensity circuits.</p> <p>I can record end fitness score.</p>	<p>body an exercise is working on.</p> <p>I can identify how to improve and why it is important.</p> <p>I can identify which exercises will improve specific areas of the body.</p> <p>I can design a circuit to improve a specific aspect of fitness.</p>
Key Stage 1 NC	Key Stage 2 NC	EYFS MILESTONES	KS1 MILESTONES	LKS2 MILESTONES	UKS2 MILESTONES
Outdoor and Adventurous Activities					
	<p>2.5 take part in outdoor and adventurous activity challenges both individually and within a team</p>	N/A	N/A	<p>I can arrive properly equipped for outdoor and adventurous activity.</p> <p>I can understand the need to show accomplishment in managing risks.</p> <p>I can show an ability to both lead and form part of a team.</p> <p>I can support others and seek support if required when the situation dictates.</p>	<p>I can select appropriate equipment for outdoor and adventurous activity.</p> <p>I can identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>I can embrace both leadership and team roles and gain the commitment and respect of a team.</p>

				<p>I can show resilience when plans do not work and initiative to try new ways of working.</p> <p>I can use maps, compasses and digital devices to orientate themselves.</p> <p>I can remain aware of changing conditions and change plans if necessary.</p>	<p>I can empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>I can remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>I can use a range of devices in order to orientate themselves.</p> <p>I can quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
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