



Physical Education Policy

William Reynolds Primary School and Nursery

June 2018

To reviewed by June 2020

Information Page

These policies are referred to in the document

School policies and documents

Sport Funding action plan with impact statements

Pupil Premium Grant action plan with impact statements

Nurture group Policy

Educational Visits Policy

Risk Assessment Folder

Pupils' Medical Needs Document

School Emergency Plan

Safeguarding Policy

School Development Plan

Accident books

Rationale

At William Reynolds Primary School and Nursery we aim to promote, encourage and support the achievement of all our pupils. The work done within the subject of Physical Education is designed to complement, contribute to and support this aim.

The Physical Education curriculum offers a range of experiences that meet the needs of the individual pupils and allows the children to gain greater control over their bodies. Physical education can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self esteem.

Through Physical Education, pupils gain both enjoyment and fitness. They develop an understanding of the skills necessary for developing independent self-challenging work, teamwork, confidence, tolerance and perseverance. They also begin to appreciate their own strengths and weaknesses as well as those of others.

We encourage pupils to participate in frequent physical activity throughout their lives, and strongly encourage pupils to attend extra curricular activities available within school and to be aware of leisure opportunities within the community.

Aims

At William Reynolds Primary School and Nursery we aim to

- Develop a positive attitude to healthy lifestyles through physical activity
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Enable children to develop and explore physical skills with increasing control and co-ordination.
- Offer opportunities to develop an enjoyment of physical activity through creativity and imagination.
- Improve observation skills and the ability to describe and make simple judgements on their own and other's work, and to use their observations and judgements to improve performance.
- Encourage social awareness through partner work and group work
- Encourage competition and co-operation through teamwork, by developing the ability to work independently, and communicate with and respond positively towards others
- Develop key skills and opportunities to apply these skills, rules and conventions to different activities
- Encourage self assessment in order to improve the quality and control of their performance and evaluate their own success.
- Review and appraise their own performance at appropriate levels for their skill and understanding.
- Foster an understanding of the need for a safe and healthy working environment by developing in the pupils a sense of responsibility towards their own and others' safety and well being

Entitlement and Access

We believe that Physical Education promotes equal opportunities for all pupils by encouraging the ability to work with others and ensuring a code of ethics, which promotes good 'sportsmanship'. All children are entitled to access the P.E. curriculum.

Each week, two lessons are timetabled for PE in KS1 and 2, one indoor and one outdoor session. As a school we actively aim for pupils in both Key Stages to spend at least 90 minutes (excluding changing time) on taught and directed physical activity per week.

Teachers plan and deliver lessons that offer this entitlement. Each lesson planned is differentiated appropriately to allow access to all pupils, regardless of their ability, gender, race, religion and special need, especially where there is a physical disability.

Physical Education and School Sports Premium

The government currently provides funding to improve the quality of physical education and sport for all pupils.

Funding for schools is calculated by the number of primary-aged pupils (between the ages of 5 and 11) as at the annual schools 'census in October each year. All schools with 17 or more primary-aged pupils will receive a lump sum of £8,000 plus an additional premium of £5 per pupil. This funding is ring-fenced and can only be spent on physical education and sport provision in schools.

At William Reynolds Primary School we use this funding to review our sporting provision and use the money to:

- Purchase and maintain a high standard of equipment and resources to support the teaching and delivery of PE within both Key Stages and the Foundation Stage.
- Buy in quality assured coaches who increase provision and quality of after-school sport.
- Increase the schools participation in sporting competitions with other schools through the Telford and Wrekin Sports partnership
- Employ a teacher to lead the organisation of swimming sessions in KS1 and 2

Full details of how our PE funding for each academic year will be spent can be found on the school website. The impact of this funding is reviewed on an annual basis.

Pupil Premium Grant funding

This grant is used to support pupils in receipt of the grant in accessing the curriculum. This may be through support with relevant sports kit, paying for transport to different sporting events and paying for Y5 children to access Arthog Outreach during the Summer term.

An action plan is agreed by staff and governors and this is on the school website. At the end of each year, clear evaluation statements identify the positive impact this has had on pupils' engagement and achievements.

Change 4 life

This club is offered to pupils in KS1 and lower Key Stage 2, to encourage them to opt for healthier life styles through keeping active and eating healthily.

Spiritual, Moral, Social and Cultural Education

Although physical education is taught as a subject in its own right, to develop physical and social skills and good health, we continually encourage cross-curricular links with other subjects, such as PHSE, Literacy, Numeracy, Science and ICT. Links to SMSC have been identified for PE. (Appendix A)

Pupils are encouraged to:

- observe the conventions of fair play, honest competition and good sporting behaviour
- be aware of the effects and consequences of their actions on others and the environment
- appreciate the strengths and weaknesses of both themselves and others in relation to different activities
- be concerned with their own and others' safety in all activities undertaken
- share space and resources, work co-operatively and in groups, help others and be helped by others
- develop qualities and skills relating to co-operation, sensitivity, fair play, tolerance, the acceptance of decisions and rules and handling success or failure with dignity
- respect cultural norms and religious observances
- all pupils are expected to maintain a high standard of behaviour during P.E. activities and competitive situations within school and against other schools

Teaching and Learning

Planned opportunities enable pupils to participate in activities that reflect each of the four outcomes;

- knowledge and understanding of fitness and health
- acquiring and developing skills
- selecting and applying skills
- evaluating and improving performance.

The fundamental skills, knowledge and concepts are set out in the National Curriculum, and this is expanded upon within our planning. (Appendix B)

We study the following units of work:

- gymnastics
- dance
- net and wall games (games such as tennis)
- striking and fielding games (games such as rounders and cricket)
- invasion games (games such as hockey, basketball, tag rugby and football that involve players contesting a shared space while defending an area and attacking another area)
- athletics
- outdoor and adventurous activities (this area of activity provides pupils with the opportunity to participate in challenging activities within (and beyond) the school grounds)
- swimming (in years 2, 4 and 6)

The emphasis of our PE teaching is to encourage children to achieve enjoyment, satisfaction and success at their own level and to develop control, co-ordination, mobility, skill and confidence in

a range of physical activities, an awareness of the physical capabilities of the body and to develop co-operative skills.

Lesson Organisation/Structure

Warm up

Each lesson should contain an appropriate warm up. This will help reduce the risk of injury and establish good exercise behaviour for future years. A warm up contains:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse raising or warming activities e.g. easy jogging, side stepping, jumping
- Stretching exercises

Warm ups should be specific and linked to the content of the lesson.

Lesson Focus:

- Develop specific skills and concepts individually, moving on to partner activities where appropriate
- Developing into, for example:
 - modified small-sided games / group tasks
 - or onto gymnastic apparatus and or sequence work
 - or dance composition

Cool Down

During cool down, recap on main points covered in lesson.

Components can include:

- Mobility - 'loosening up' exercises e.g. side twists, shoulder lifts, arm circles
- Pulse slowing or cooling activities e.g. easy jogging that slows to a walk, side stepping, jumping that ease of in intensity
- Stretching exercises

The PE curriculum

The curriculum is delivered through structured lessons in the hall or using the playground, or field. PE is timetabled to ensure the availability of the hall, outdoor areas, and resources. PE is taught throughout the year, but not all areas are covered each term (see Curriculum Maps).

Planning is undertaken by the class teacher, using relevant schemes of work and support resources (such as BT Play and BT TOPs Cards), where appropriate.

The predominant mode of working in PE is collaborative group work, although individual and class teaching is used when and where appropriate. Within this framework, groups are of mixed ability.

Swimming takes place in years 2, 4 and 6 for a period of ten weeks. The planning of these sessions is undertaken by a qualified swimming instructor, who provides planning and resource packs for the teaching of each unit.

The residential visit to Arthog Outdoor Pursuits Centre in Wales in Year 6 and Arthog outreach, primarily aimed at Year 5, offers activities including, gorge walking, canoeing, rock climbing and hill walking. Through this visit and activity sessions we are able to meet many of the requirements of the Outdoor and Adventurous Activities aspect of Physical Education.

Role of the Physical Education Subject Leader

The subject leader will:

- Liaise with colleagues offering advice and support
- Produce and keep updated the policy and subject guidance in consultation with the staff
- Ensure the policy and scheme of work are implemented
- Keep up to date with developments in PE teaching
- Take a leadership role demonstrating good practice
- Keep resources up to date and well organised
- Liaise with other agencies and providers
- Attend, participate in and provide appropriate CPD
- Promote parental interest and understanding
- Participate in monitoring planning, teaching and learning within PE, in line with the school's monitoring procedures
- Develop and maintain a portfolio of evidence
- Keep staff informed and up to date in curriculum developments
- Act as PLT within the School Sport Partnership
- Work with the Deputy head to plan the best use of the Sports Grant funding

Inclusion

The SENCO works closely with the Occupational therapy team to seek advice and support for children with a physical disability. Recommended exercises can be incorporated into class lessons and small group sessions. Also adjustments can be made to differentiate activities for individual children.

Nurture group

Our nurture group provision seeks to identify these children, through a structured screening process called the Boxall Profile. This allows an individual picture of the child's social and emotional needs to be developed. These needs can then be addressed through small group interaction and structured activities in a calm and comfortable setting. Physical Education is one element of this nurturing group, and Sparklers, like other classes are allocated Physical Education time (see Nurture Group Policy).

Action Fun Club

Pupils identified as having specific difficulty with fine and gross motor skill, are invited to attend 'Action Fun Club' which focuses on developing these fine manipulative skills, as well as gross, co-ordination skill. The group meets four mornings every week before register and last for approximately 15 minutes.

Playtime and lunch time

Physical activity is also promoted during break and lunch times. At break time there are a number of activities in which children can partake. These include football, basketball, and other playground activities, which are organised on a rotational basis.

During lunch times a similar system takes place, in addition to these activities there is also a wide range of equipment and resources for the children to use. Lunchtime supervisors have

received 'Busy Breaks' and 'Jumping Jaxx' training to develop their participation in this area and help children play in a structured environment.

House System

All children at William Reynolds Primary School and Nursery who are in full time education are organised into one of the four Houses (Wrekin, Wenlock Edge, Long Mynd and Stiperstones). House Captains are appointed from among the children in Year 6 to help with the co-ordination of different Inter-House competitions and tournaments that take place both inside and outside curriculum time.

At the end of each unit of work all children take part in a competition with results being taken and points being awarded. In team games points are awarded for the position each team achieves, 100 points for 1st place, 70 points for 2nd place, 50 points for 3rd place and 30 points for 4th place. For individual sports such as gymnastics, cross country and athletics, points are awarded on an individual basis.

The points accumulate over the year, including the annual sports day in the summer term, with the House Trophy awarded at the end of each school year. The sports day is split into two parts; one element, where children work in their Houses to take part in team games and skills activities; and another where traditional athletic track and field event takes place.

Sports Representatives

Our sports ambassadors are chosen due to having a mastery level within a particular sport. These children will demonstrate skills to other classes by joining their PE lessons to support the teachers and children. Children in Year 5 have the opportunity to receive training for 'Jumping Jaxx' to support the playground games at break and lunchtime in their role as Playground Buddies. Also, representatives from across Key Stage 2 including House Captains, Sports Ambassadors and Playground Buddies form the Sports Crew Council, who meet regularly to promote healthy and active lifestyles among their fellow pupils.

Assessing, Recording and Reporting

Assessment in PE is the responsibility of the class teacher. Formative assessment is used on a day to day basis to inform the next steps of learning. Feedback to children about their own performance and progress is achieved through discussion between the pupil and teacher in the context of the PE lesson. Parents are informed of their child's attainment in PE through the annual report to parents. (Appendix C)

Excellence in PE is celebrated through children being selected to represent the school at School Sports Partnership events, the best players from each class being selected to take part in inter-class competitions and during our celebration assemblies on Fridays. Children are also encouraged to celebrate the physical achievements they have made outside school.

Clarifying terms and definitions

Greater Depth

More able children

Mastery

Describes our curriculum.

Working above and beyond the basic skills to develop **fluency, reasoning and problem solving**. All children need opportunities to do this and apply skills **independently, consistently and through choice**.

Gifted and Talented

Children who show a particular flair or ability within an aspect of PE.

Monitoring and Evaluating

The P.E. subject leader will monitor medium term planning on a termly basis. This is to ensure that there is a progression from skills to competitions. For each sport the planning must have the opportunities for the children to play a match representing their house within their class then against the other class of the same year group. From these results the PE subject leader and class teachers will choose the children to go on to represent the school at Telford and Wrekin events.

The PE subject leader, Deputy Head and link governor for PE, monitor and evaluate the PE Sports funding money.

Extended Schools provision

We aim to offer a range of after school clubs throughout the year. These activities vary termly and are organised to ensure that all year groups have equal access to after school clubs. These are co-ordinated by the P.E. subject leader and After School Activities co-ordinator. They are led by teachers, teaching assistants or trained sports coaches. Other Adults with a clear DBS check also assist at some of these clubs.

Partnership with other schools

William Reynolds Primary School and Nursery is part of the Telford and Wrekin Primary School Sports Partnership. The P.E subject leader acts as Primary Link Teacher (PLT) between the partnership and the school, working collaboratively with the School Sport Co-ordinator (SSCO) to provide additional provision for our pupils enabling children to take part in sports leadership courses e.g Jumping Jaxx.

Health, Safety and Safeguarding

Pupils are shown safe practices and the need for such practices. The school carries out a risk assessment for some activities in school and for every activity off the school site. Where an activity is organised by another agency their risk assessment is collected on the first visit (see Educational Visits Policy).

Regular checks should be made on all equipment, especially gymnastic apparatus. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately. Sportfix carry out an annual check of our sports equipment to ensure safety is maintained. First aid equipment should be available, and all the staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma are

carried by children in inhaler pouches and must be kept readily accessible, particularly for all off site activities.

Online Safety

To support children's learning in Physical Education, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils may also be encouraged to use technology to support their learning and evaluation of their own and others performances through recordings on ipads or cameras. Pupils will be reminded about how to treat and use images and videos of others in an online and offline context.

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

PE kit

Staff and pupils are also expected to wear the appropriate clothing for PE.

Our PE kit for pupils is as follows:

Indoor PE:

Plain white T-shirt, black shorts or tracksuit bottoms, bare feet (though some activities may be better completed wearing trainers - e.g. Sportshall Athletics).

Winter Outdoor PE:

Plain white T-shirt, sweatshirt, black tracksuit bottoms, outdoor trainers (different from those worn in school).

Summer Outdoor PE:

Plain white T-shirt, black shorts or tracksuit bottoms, trainers (different from those worn in school).

Watches, items of jewellery and any earrings are removed (see Jewellery Policy in the Prospectus).

Children should only miss PE lessons on health grounds, if this is requested by their parents, either by direct contact with the school or in a note to the teacher. Non-participants should complete the relevant non-participants form recording what they observe during the lesson. They may also take the role of a referee, umpire or evaluator. A record of which children are missing PE lessons is to be kept by class teachers. For those children who are regularly missing PE lessons a member of the SLT and /or a DSL should be informed and contact will be made with parents/carers.

Resources

A variety of apparatus and resources are stored in the hall and the outdoor shed, and are safety checked on a regular basis.

Code of Practice for Working with Adults Other Than Teachers (AOTTs)

AOTTs may lead an activity e.g coaches linked to sports leadership programme. They may be part of a company commissioned by the school e.g Crossbar Coaching staff. They may be adult volunteers e.g a mum who supports another adult in an after school club.

- Teachers act *in loco parentis* and have a duty of care towards pupils. This cannot be transferred to adults other than another qualified teacher
- The Head teacher will ensure that all appropriate checks have been completed regarding AOTTs
- A member of teaching staff will supervise activities directly until such time as they are confident that all pupil's health, safety and welfare can be guaranteed
- A member of teaching staff will always be available and able to intervene in order to ensure pupils' health safety and welfare
- The Physical Education subject leader will ensure that members of staff complete a satisfactory risk assessment for each unit

AOTTs need to

- know, understand and implement the school's procedures for ensuring safe practice
- know and implement the school's accident or emergency procedures
- adhere to the school's code of conduct for Adults Other Than Teachers at all times

Continuing Professional Development

The PE subject leader will support staff development needs. Staff development is incorporated into the RAP and is delivered through staff meetings, the Sports partnership and through staff training courses.

Programme of Study

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

SMSC within Physical Education at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.
Year 1	<p>Through dance and gymnastics across the school and through Multi-skills lessons in KS1, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. Dance lessons are linked closely to other foundation subjects.</p> <p>Allowing pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers.</p> <p>In PE lessons students are encouraged to delve deeper in to their understanding of PE and the body and how it can be maximised to improve performance – this leaves pupils amazed at the body's ability.</p> <p>Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports.</p> <p>Self and peer assessment are important to enable students to have an accurate grasp of where they are and how they need to improve.</p>
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
<p>Whole School opportunities: Subject leader assemblies linked to sporting careers, house captains, Charity days such as sports relief, playground buddies, Arthog outreach and Arthog residential (KS2), Change for life and after school sporting activities.</p>	

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Foundation Stage	Throughout various games students make choices regarding rules, sportsmanship and choices including teams, tactics and positions.
Year 1	<p>PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules.</p> <p>Competitive games provide students with leadership opportunities as well as being umpires and referees. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice.</p> <p>PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games. Dance in particular, allows children the opportunity to share ideas and discuss alternatives with each</p>
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

	other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.
Whole School opportunities: Expectations of behaviour, collaborative learning opportunities, fundraising – sport relief, promote respectful behaviour and sport specific rules	

Pupils' social development is shown by their <ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
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Foundation Stage	<p>PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills.</p> <p>Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other.</p> <p>Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Through participation in TWSSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.</p> <p>The school House System encourages all children to participate in sporting activities throughout the year, working towards a common goal and celebrating the achievements of all children. Competitions in each area of sport (excluding dance) will take place between Houses in class, year group and Keystage phase at the end of each unit of work or term. Selected children will then go on to represent the school at TWSSP events.</p> <p>Different sporting contexts: Foundation Stage: Physical Development, Body Management and Forest Schools Year 1: Gymnastics, Dance, Multiskills, Attacking and Defending, Competitive Team Games and Athletics Year 2: Gymnastics, Dance, Multiskills, Attacking and Defending, Competitive Team Games, Swimming and Athletics Year 3: Gymnastics, Dance, Multiskills, Outdoor and Adventurous Activities, Football, Running, Kick Rounders, Dodgeball and Athletics Year 4: Gymnastics, Dance, Tag Rugby, Hockey, Cricket, Tennis, Swimming and Athletics Year 5: Gymnastics, Dance, Tag Rugby, Basketball, Football, Tennis and Athletics Year 6: Gymnastics, Swimming, Netball, Hockey, Rounders Outdoor and Adventurous (Orienteering) including Cross Country and Athletics</p>
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Whole School opportunities: Sports Day, participate in different charity days (e.g. Sports Relief)	
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Pupils' cultural development is shown by their

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation Stage	Year 2 study dance from different regions of the world Pupils discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.
Year 1	<p>Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.</p> <p>The election of House Captains allows children to see a democratic process in action, with candidates putting forward their case and children encouraged to vote for the best candidate not who they like.</p> <p>Classes choose an unfamiliar sport from a different country to study during Sports Week (which takes place during National Sports Week)</p> <p>Through participation in TWSSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.</p> <p>Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.</p>
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Whole School opportunities: Participating in Sports Day, Whole School global themes

William Reynolds Primary School and Nursery Programme of Study

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Multiskills	Gymnastics	Dance	Attacking and defending	Competitive Team games	Athletics
2	Gymnastics	Dance	Swimming confidence in water		Competitive Team Games	Athletics
3	Gymnastics Outdoor and Adventurous	Gymnastics Multiskills	Football / Running Dance		Kick rounders / Dodgeball Athletics	
4	Swimming develop a range of strokes / Swim at least 25metres		Dance Hockey		Athletics	
	Tag Rugby	Gymnastics			Cricket	Tennis
5	Tag Rugby Dance	Sportshall Athletics Basketball	Gymnastics Football		Tennis Athletics	
6	Swimming Self-rescue in different water based activities		Gymnastics Outdoor and Adventurous (<i>including cross country</i>)		Rounders Hockey	Athletics
	Netball	Sportshall Athletics				

Assessing without Levels

Area	Targets for Year 1	Achieved
Body Awareness	I am aware that, in order to remain healthy, I have to eat a balanced diet, exercise regularly, get plenty of sleep and keep myself clean	
	I know that it is important for me to walk and run during playtimes	
	I know that the body becomes hot when I have been running around and notice that my heart rate increases	
	I am aware of what happens to my body during and after exercise	
	I know that I may perspire, breathe faster and become out of breath when exercising	
	I am aware that, when I am active, changes will occur to my body	
Gymnastics	I can confidently make my body tense, relaxed, curled or stretched	
	I can demonstrate control of my body during gymnastic movements	
	I use words like 'rolling', 'balancing', 'travelling' or 'climbing', in relation to gymnastic movements	
	I can describe my own and others' gymnastics movements, sometimes offering ideas about improving them	
	I can get on and off apparatus with a simple movement	
	My gymnastic movements have a beginning, middle and end	
Games	I am happy to join in vigorous play with other children	
	I choose different ways of hitting, throwing, striking or kicking a ball	
	I can throw a small or medium-sized ball up to a distance of one metre and catch it with both hands	
	I can catch a bean-bag or medium-sized ball thrown to me	
	I listen to instructions and understand verbal rules for safety, proximity etc.	
	When working as part of a team, I can decide where to stand to make a game difficult for the other team	
	I am beginning to appreciate tactics in small games, e.g. I know where to stand to make it difficult for an opponent	
	I am happy to negotiate rules with others	
	I work co-operatively with a partner during a range of activities	
	I am happy either to lead or be directed by others	
Dance	I choose movements in dance that show good understanding of the dance idea and take account of the music	
	I can repeat, link and change movements and actions in order to think about, refine and improve them	
	I can remember and repeat short dance phrases, moving with good control	
	I am happy to change my ideas about a sequence if others come up with good reasons for me to do so	
	I can work out how to improve my sequences	

Area	Targets for Year 2	Achieved
Body Awareness	I understand why it is important to warm up before physical exercise and cool down afterwards	
	I am aware that, in order to remain healthy, I have to eat a balanced diet, get plenty of sleep and keep myself clean	
	I know that it is important for me to exercise regularly including at break-times and lunch-times	
	I know that the body becomes hot when I have been running around and that I might perspire as a consequence	
	I am aware of what happens to my body during and after exercise	
	I notice that my heart rate increases and that I breathe faster and become out of breath when exercising	
	I am aware of and can explain some of the changes that occur in my body when I am active	
Gymnastics	I can demonstrate good control of my body during gymnastic movements	
	My gymnastic movements have a clear beginning, middle and end	
	I can get on and off apparatus with a simple controlled movement	
	I can tell when I have performed a gymnastic action well, showing control	
	I can link actions with increase control in gymnastics and dance	
	In gymnastics, I can perform movements with skill and safety, showing good awareness of space and other's needs	
	I can describe my own and others' gymnastics movements, offering ideas about improving them	
	In gymnastics, I can create and perform short, linked sequences that have clear beginnings, middles and ends and show contrasts in direction, level and speed	
Games	I can travel with, send and receive a ball or other equipment in different ways	
	I can kick a ball accurately to a partner or to a point over a distance of 10 metres	
	I can apply the skills of striking, rolling and kicking in a small game situation	
	I participate with eagerness in small-sided games, showing good tactics from both an attacking and defensive point of view	
	I show awareness of team mates and opponents in a small-game situation	
	I can work effectively in lots of different teams	
	I can communicate effectively as a member of a group or team	
	I can use a range of tactics when playing a game	
	I can describe simple tactics in small-game situations	
Dance	I plan what to do next when working on my dance	
	I can create and perform dances, on my own or with a partner, using more complex movement patterns, including those from different cultures and times	
	I am happy to talk about a dance idea and respond to the ideas of others in order to extend my thinking	
	I can express myself by changing my body shape, changing rhythm, speed, level and by linking movements during a dance	
	I can link actions with increase control in dance	
	I am happy to give feedback to others in a group about their performance, talking about the mood or feeling they created with their movements	
	I understand what I need to do next to improve my dance	
	In dance, I can perform movements with skills and safety, showing good awareness of space and other's needs	

Area	Targets for Year 3/4	Achieved
Body Awareness	I can explain why warming up and cooling down are important	
	I can explain why I have to eat a balanced diet, get plenty of sleep and keep myself clean in order to remain healthy	
	I can lead a partner through a short warm up routine	
	I monitor my heart beat and during activity	
	I recognise the way suppleness and strength affect the quality of my performance	
	I understand how stamina and power help people to perform well in different sports	
Gymnastics	I can create, practise and refine longer and more complex sequences in gymnastics	
	I balance on different parts of the body with good control	
	I am becoming aware of when a gymnastic movement I have been working on has been completed satisfactorily	
	I can identify what is and is not working well with my movement and suggest at least one modification	
	I value feedback that will help me to improve my gymnastic sequences	
Games	I pass, dribble, control, shoot and intercept the ball, with increasing accuracy in games	
	I know the rules and use them fairly to keep games going	
	I keep possession with some success in ball games	
	I can change the pace, length and direction of my throws, passes and shots to outwit opponents	
	I can move to find a space when I am not in possession during an invasion game	
	I choose the appropriate tactics and skills to work alone or with my team mates and cause a problem for the opposition	
	I can identify and use tactics to help my team keep the ball and take it towards the opposition's goal	
	I make up my own small-sided games and understand the point of the game	
Striking and Fielding	I can strike a bowled ball	
	I can use a range of fielding skills (catching, throwing, bowling, intercepting)	
Net-Wall Games	I can start a game of mini-tennis with a bouncing serve or feed	
	I can play a game of mini-tennis, using a range of shots	
Athletics	I can choose the best pace for a running event, so that my running can be sustained	
	I show control at take-off in jumping activities	
	I show good accuracy and good technique when throwing for distance	
	I use measurement of time and length to help me assess my performance in athletics	
Outdoor and Adventurous	In outdoor and adventurous activities, I can work as part of a team to complete a task	
Dance	I compose motifs and plan dances creatively on my own and collaboratively in groups	
	I show improvisation when expressing myself through a dance idea	
	I choose actions, body shapes and movements from a wider range of themes and ideas	
	I use dynamic, rhythmic and expressive qualities to express my dance ideas	
	I refine my movements, taking into account any accompaniment	
	I value feedback that will help me to improve my dance sequences	
	I can suggest improvements to my own and others' dances	

Area	Targets for Year 5/6	Achieved
Body Awareness	I understand and can explain how different types of physical activity helps me to keep healthy	
	I identify and can explain the main types of fitness needed for games and use these in warm-up routines	
	I identify activities that help develop stamina and power and suggest how some can be used when warming up	
	I can organise warm-up and cool-down exercises for myself and others	
	I have a good idea what the risks are when considering my work	
Gymnastics	I can combine and perform gymnastic actions, shapes, and balances, showing clarity fluency, accuracy and consistency in my movements	
	I identify strengths and weaknesses in my gymnastics and give reasons why	
	In gymnastics, I show an awareness of factors influencing the quality of a performance and suggest aspects that need improving	
	Through discussion, I consider the ideas and opinions of other in order to improve my performance	
Games	I use a number of different techniques to pass, dribble, shoot and intercept during small-sided games	
	I use marking, tackling and or intercepting to impose my defence	
	I apply basic principles of team play to keep possession of the ball	
	I use and apply basic rules consistently and fairly	
	During games, I use my team skills effectively to communicate my ideas	
	During small-sided games, I successfully mark opponents and help my team mates in defence	
	I know the position I am playing in and how it contributes when attacking and defending	
	I understand and implement a range of tactics in games	
	I can play in a number of positions during team games	
	I identify strengths and weaknesses in my games and give reasons why	
	I appreciate the role a captain has in a team game	
	I understand attacking and defending positions well and can communicate my ideas through my play	
I play games effectively, reading situations and responding quickly		
Striking and Fielding	I can strike a bowled ball accurately	
	I can use a range of fielding skills (catching, throwing, bowling, intercepting) with growing control and consistency	
	I use a range of tactics for attacking and defending when batting, bowling or fielding	
Net/Wall Games	I can start a game of mini-tennis with a serve of my choice	
	I can play a game of mini-tennis, using a range of shots with a degree of consistency and accuracy	
Athletics	I show good control, speed, strength and stamina when running, jumping and throwing	
	I use good technique and pace my efforts well in athletics	
Outdoor and Adventurous	In outdoor and adventurous activities, I can use a diagram or plans to help me go from one place to another	

Dance	In dance, I create, refine and structure movements and patters with artistic understanding to express my ideas	
	I include a wide range of actions, shapes and balances in my performance, some of which are original	
	I communicate the artistic intention of a dance clearly, fluently, musically and with control	
	I perform a dance movement to an accompaniment, expressively and sensitively	
	I consider the audience as I perform	

