

Physical Education at Stoke Damerel

September 2020

PE at Stoke Damerel Primary Academy plays a vital part of everyday school life. All pupils have weekly PE lessons that, over the year, cover the six main areas of the National Curriculum which are dance, gymnastics, games, swimming, athletics, and outdoor and adventurous activities. PE is taught using the Real PE program. Swimming is offered for children in Year 4 as a block of learning.

A healthy lifestyle is also promoted. Alongside the PE Curriculum the children have the opportunity to participate in various lunchtime and subsidised after school sports clubs including multi sports, football, netball, basketball, dance, and tennis. A selection of these is offered at different times throughout the school year.

Fun, enjoyment, confidence, competence and self-esteem are the forefront of our PE delivery. Children in Reception and KS1 develop the fundamental skills such as aiming and throwing, balance, co-ordination, control, and movement. In KS2 children are able to use these fundamental skills to develop their knowledge and understanding of invasion games such as football, basketball, netball and tag rugby. These skills are also transferrable to striking and fielding games such as cricket and rounders, together with net games such as tennis and volleyball.

Children are given the opportunity to participate in the Plymouth School Sports Association primary festivals and competitions. On a regular basis school fixtures are arranged in many sports which enable the children to be proud to represent their school.

Stoke Damerel PE Curriculum Map

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
EYFS	Physical Development Physical Literacy related where possible to EYFS topic					
	Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counter Balance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response Athletics	Agility: Ball Chasing Static Balance: Floor Work
Key Stage 1						
Year 1	Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counter Balance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response Athletics	Agility: Ball Chasing Static Balance: Floor Work
Year 2	Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counter Balance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response Athletics	Agility: Ball Chasing Static Balance: Floor Work
Lower Key Stage 2						
Year 3	Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Coordination: Ball Skills	Coordination: Sending and receiving Counter Balance: With a Partner	Static Balance: Floor Work Agility: Reaction/Response Athletics	Agility: Ball Chasing Static Balance: Stance
Year 4	Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Coordination: Ball Skills	Coordination: Sending and receiving Counter Balance: With a Partner	Static Balance: Floor Work Agility: Reaction/Response Athletics	Agility: Ball Chasing Static Balance: Stance
Upper Key Stage 2						
Year 5	Coordination: Ball Skills Agility: Reaction/Response	Static Balance: Seated Static Balance: Floor Work	Dynamic Balance: On a Line Counter Balance: With a Partner	Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing	Static Balance: Stance Coordination: Footwork Athletics	Coordination: Sending and Receiving Agility: Ball Chasing
Year 6	Coordination: Ball Skills Agility: Reaction/Response	Static Balance: Seated Static Balance: Floor Work	Dynamic Balance: On a Line Counter Balance: With a Partner	Static Balance: One Leg Dynamic Balance to Agility: Jumping and Landing	Static Balance: Stance Coordination: Footwork Athletics	Coordination: Sending and Receiving Agility: Ball Chasing

In years 4 and 6, the children who attend the residential trips, have the opportunity to experience further OAA activities.

In Year 4, our children have the opportunity to partake in swimming lessons and learn to swim.

In Key Stage 1, the children have regular dance sessions to develop sequencing and following instruction skills.

In addition to this, all year groups complete athletics during the summer term, to develop their skills for Sports Day.

Physical education

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.

Schools are not required by law to teach the example content in [square brackets].

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.