

Evelyn Street Primary School



**Evelyn Street
Primary Academy**

Intended Curriculum: PE

As we support a diverse community that can face social and economic challenges, we have designed a curriculum to respond to the school's context, giving rich knowledge and experiences that some of our children may not naturally access, while still operating within the framework that our Multi Academy Trust has developed with all our stakeholder schools.

So in relation to PE we have taken note that our school operates within an area where NHS obesity figures are above National and Warrington averages.

In addition to the National Curriculum, more clubs that focus on physical activity have been adopted by the school both within school hours during non-structured times and before school and after school. More opportunity to aspire to club level sport is presented to all children by participating within interschool activities that are related to the after school clubs.

Furthermore, we have ensured that we bring swimming to the school so that all KS2 learners' access this because we see this as a safety issue: we are surrounded by canals and waterways in our community.

We employ a sports coach to deliver high quality teaching and experiences in lessons but also to work alongside staff developing their own expertise in this area as we are aspirational and ambitious for all; children and adults.

PE: 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:

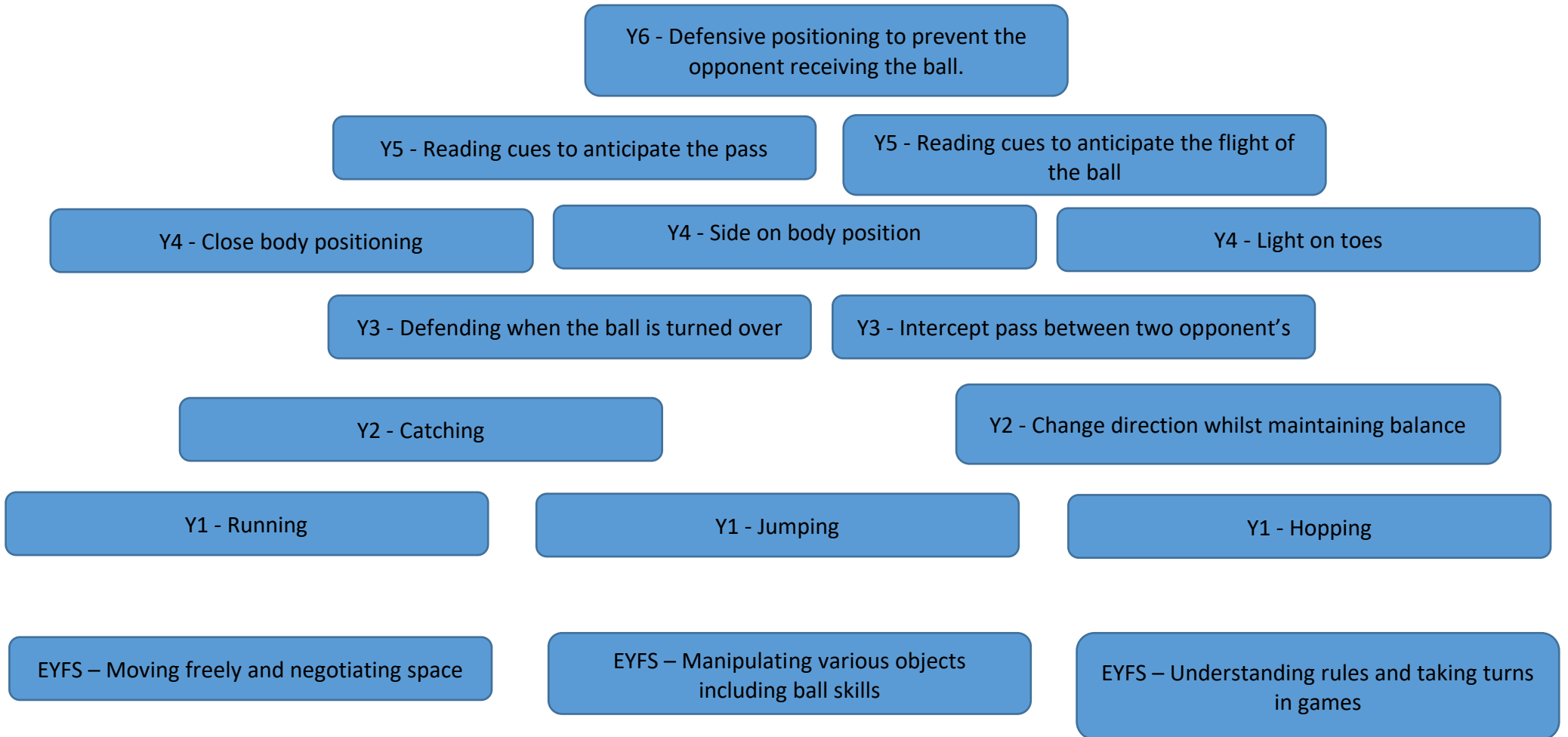
- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

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

Example of skill progression from transferable fundamental to sport specific skill

Year 1 – Year 6



| School Swimming and Water Safety | | | | | | | | |
|--|---|--|--|--|---|---|---|---|
| <u>Award 1</u> <i>With or without float equipment or support:</i> | <u>Award 2</u> <i>With or without float equipment:</i> | <u>Award 3</u> <i>Without floats equipment or support:</i> | <u>Award 4</u> <i>Without float equipment or support:</i> | <u>Award 5</u> <i>Without float equipment or support:</i> | <u>Award 6</u> <i>Without float equipment or support:</i> | <u>Safe Self Rescue Award</u> <i>Without float, in clothing, in order without pause:</i> | <u>End of LKS2 Expectations</u> | <u>End of UKS2 Expectations</u> |
| Enter the water safely | Enter the water safely | Fully submerge to pick up an object. | Jump into water, submerge, surface and swim back to the point of entry (min. depth 1m). | Jump in, submerge, surface and swim back to point of entry (at least full reach depth). | Perform three different shaped jumps into deep water, including a straddle jump. | Enter the water using a fall in entry. Float on the back or scull. Tread water for 20 seconds with one arm in the air and shout for help. Swim 15m on front, rotate and swim 15m on back to a floating object. Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10m retaining a floating object. Take up the Huddle position. Swim using a long arm front paddle (survival stroke) to the side. Climb out from water of at least full reach depth without using the steps. Discuss as a group when these skills might be used to selfrescue in different water based situations. | Children should be competent and confident in the water. Children use a variety of arm and leg actions to propel themselves through the water. Children should participate in games to develop an understanding of buoyancy and propulsion. | Children should swim competently, confidently and proficiently over a distance of at least 25metres. Children should use a range of strokes effectively, for example front crawl, backstroke and breaststroke. Children should perform a safe selfrescue in different water-based situations. |
| Move forwards, backwards and sideways for a distance of 5m, feet may be on or off the floor. | Move from a horizontal floating position on the front and return to standing. | Perform a tuck float and hold for 5 seconds. | Push and glide towards the pool floor with arms extended. | Perform a horizontal stationary scull on the back. | Perform a head first scull for 5m. | | | |
| Scoop the water and wash face, be comfortable water showered from overhead. | Move from a horizontal floating position on the back and return to standing. | | Perform a sequence of 3 changing shapes, whilst floating on the surface. | Kick 10m backstroke. Kick 10m front crawl. Kick 10m butterfly or breaststroke on front or back. | Two out of the following three must be completed: | | | |
| Blow bubbles a minimum of 3 times, with nose and mouth submerged. | Push and glide on the front in a horizontal position, to or from the pool wall. | Push from a wall and glide on the front with arms extended. | Push & glide on the front with arms extended and log roll onto back. | Travel on back and log roll 180 degrees onto front. Travel on front and log roll 180 degrees onto back. | Swim 10m front crawl, backstroke or breaststroke. | | | |
| Take part in a movement games. Give examples of 2 pool rules. | Push and glide on the back in a horizontal position from the pool wall. | Push from a wall and glide on the back (optional with arms extended). | Push & glide on the back with arms extended and log roll onto front. | | Tread water for 30 seconds. | | | |
| | Travel on the back for 5m. Travel on the front for 5m. | Perform a rotation from the front to the back, then return to standing. Perform a rotation from the back to the front, then return to standing. | Travel 5m on front, perform a tuck to rotate onto back & return to side. Travel 10m on the front with feet off the pool floor. | Swim 10m, own choice of stroke. | Perform a handstand or forward somersault, tucked in the water. Swim 25m own choice of stroke. | | | |
| | | | Travel 10m on the back with feet off the pool floor. | | | | | |

Evelyn Street Primary School – Physical Development (Gross Motor Skills)

PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)

Educational Programme: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ **Demonstrate** strength, balance & coordination when playing ■ **Move** energetically, such as running, jumping, dancing, hopping, skipping & climbing

ELG: Fine Motor Skills ■ Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases ■ Use a range of small tools, including scissors, paint brushes and cutlery ■ Begin to show accuracy and care when drawing

| Focus | Gymnastics movements | Basic Movement and Games | Dance | Fine Motor Skills | Health and Self Care | Vocabulary To be used daily | |
|--|---|--|--|---|--|--|---------------------------------------|
| Nursery Skills, Knowledge & Understanding | <ul style="list-style-type: none"> ▪ Can balance on one foot or in a squat momentarily, shifting body weight to improve stability ▪ Walks down steps or slopes, using alternate feet, maintaining balance & stability | <ul style="list-style-type: none"> ▪ Can grasp & release with two hands to throw & catch a large ball, beanbag or object ▪ Run with spatial awareness & negotiate space successfully, adjusting speed or direction to avoid obstacles ▪ Develop movement, balancing, riding (scooters, trikes & bikes) skills | <ul style="list-style-type: none"> ▪ Increasingly able to use & remember simple sequences of movements which are related to music & rhythm ▪ Use large muscle movements to wave flags & streamers etc | <ul style="list-style-type: none"> ▪ Use one-handed tools & equipment ▪ Use a comfortable grip with good control when holding pens & pencils ▪ Eat independently | <ul style="list-style-type: none"> ▪ Be increasingly independent getting dressed & undressed ▪ Take care of majority of own care needs within daily routine ▪ Develop an awareness of risk ▪ Observe & describe in words or actions the effects of physical activity on their bodies | Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy | |
| Learning Outcomes | Autumn 1 Colours and feelings | Autumn 2 Families and Celebrations | | Spring 1 Traditional Tales | Spring 2 Growing and changing | Summer 1 People Who Help Us | Summer 2 Wild Animals / Zoo |
| | <ul style="list-style-type: none"> ⇒ Know the importance of washing hands ⇒ Know how to hop, stand on one leg & hold a pose for a game like musical statues ⇒ Know how to climb up stairs, steps & move across equipment using alternate feet ⇒ Know how to crawl, walk & run across a low plank ⇒ Know how to push, roll & bounce a large ball ⇒ Know how to throw and catch a large ball ⇒ Know how to move a large ball using feet ⇒ Know how to change speed & direction to avoid obstacles | | <ul style="list-style-type: none"> ⇒ Follow simple instructions to make a series of movements ⇒ Know how to skip, gallop, slither etc & follow instructions ⇒ Begin to match movements to music ⇒ Know how to use large muscle movements to wave flags & streamers ⇒ Know how to make snips paper with scissors ⇒ Show a preference for dominant hand ⇒ Know how to hold a pen or pencil in a tripod grip ⇒ Know how to use a knife & fork | | <ul style="list-style-type: none"> ⇒ Know how to put on a coat & fasten a coat ⇒ Know the importance and how to brush teeth ⇒ Know that equipment & tools need to be handled safely ⇒ Begin to know the changes that happen to the body after exercise, such as heart beating faster | | |

Children in nursery will have lots of opportunities to reinforce their developing physical skills through: □ High quality outdoor learning space with a focus on large and multi-sensory experiences □ P.E (Physical

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ELG: Gross Motor Skills ■ Negotiate space & obstacles safely, with consideration for themselves & others ■ Demonstrate strength, balance & coordination when playing ■ Move energetically, such as running, jumping, dancing, hopping, skipping & climbing

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| Focus | Gymnastics Movements | Basic Movement and Games | Dance | Fine Motor Skills | Health and Self Care | Vocabulary- To be used daily. | | |
|--|---|--|--|--|---|--|--|--|
| Reception Skills, Knowledge & Understanding | <ul style="list-style-type: none"> Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility | <ul style="list-style-type: none"> Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles Develop & refine a range of ball skills including throwing, catching, kicking, batting & aiming Develop confidence, competence, precision & accuracy with activities that involve a ball Develop overall body strength, coordination, balance & agility e.g., wheelbarrows, balance bikes & pedal bikes | <ul style="list-style-type: none"> Initiates new combinations of movements & gestures to express & respond to feelings, ideas & experiences Watch & talk about dance & performance art, expressing their feelings & responses Explore & engage in dance, performing solo or in groups | <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools are pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. | <ul style="list-style-type: none"> Can manage their own personal hygiene know and talk about the different factors that support their overall health and wellbeing Can describe the importance of physical activity, healthy eating, toothbrushing, good sleep routines and | Follow, lead, copy, gallop, slither, crawl, kick, catch, throw, push, pat, slither, shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, space, race, chase, speed, direction, obstacles, stretch, strong, firm, gentle, heavy, floppy | | |
| Learning Outcomes | <p style="text-align: center;">Autumn 1 My Environment & Me</p> <p style="text-align: center;">Autumn 2 Special Times & Special Places</p> | <p style="text-align: center;">Spring 1 Same and Different</p> <p style="text-align: center;">Spring 2 Lifecycles</p> | <p style="text-align: center;">Summer 1 In My Garden</p> <p style="text-align: center;">Summer 2 People in our Community</p> | <p>To know how to manage my own personal hygiene such as washing my hands and brushing my teeth. Use a variety of mark making tools with control.</p> <p>To know how to successfully roll, crawl, hop, skip, run,</p> | | | <p>Talk about the importance of exercise and sleep Hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</p> <p>To move in a variety of ways in isolation and combination including</p> | <p>Explain a healthy diet and different food combinations Write with a clear tripod grip and create accurately formed letters ready for joining.</p> |

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| | <p>jump and climb (fundamental movement skills).</p> <p>To move through an obstacle course skilfully and safely, showing control over their bodies and objects. To negotiate space and equipment safely and fairly. Develop overall body strength, coordination, balance and agility.</p> <p>Work safely within a space, with others and with equipment and take responsibility.</p> | <p>rolling (variety of ways), crawling, walking, jumping, running, hopping, skipping, climbing and galloping.</p> <p>To develop grace and control when combining different actions and movements and be increasingly able to use and remember a simple sequence, which are related to music and poems. Use core muscles and strength to achieve a good posture when posing in or holding various positions at different levels. Travel safely and with confidence under, over and through apparatus (hoops) and be able to jump off an object and land safely.</p> <p>Begin to understand the importance of posture and core strength in balance and movement. Landing safely. Head up, eyes forward and controlling speed.</p> | <p>Ride a balance bike effectively and with control.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Negotiate space and equipment safely and fairly.</p> <p>Always keep eye on ball when throwing and catching and do not turn back on ball.</p> <p>Send a ball with a degree of accuracy to a partner and receive the ball in the correct position (ready position).</p> <p>Develop motor skills with a hand/racquet/bat and be able to strike, volley and dig a ball with some degree of accuracy and keep a rally going with a partner.</p> <p>Throw a variety of equipment with a good technique e.g. soft javelin, ball, frisbee</p> <p>Be able to interpret basic rules and accept decisions.</p> <p>Run with head up, not looking down at feet or others within a lane. Use arms and legs at the same time whilst running.</p> <p>Jump from one foot to two feet and from two feet to one foot, from a range of heights.</p> <p>Recognise the importance of warming up and cooling down and the importance of hydration. Take part in games where they work with others respectfully and fairly.</p> |
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| Games | Dance | Self-Evaluation |
|--------------|--------------|------------------------|

□ Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this children have a weekly PE session with a PE coach in the main school hall and outside which cover fundamental movement skills, dance, games and gymnastics apparatus work throughout the year.

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| KS1 Year A: PE skills progression |
| Core Knowledge- Understanding of how exercise effects the body, understand why it is important to eat healthily and exercise, understand how the body feels before during and after exercise and how it changes. |
| Core Skills- 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

Core behaviours- 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.

KS1: Subject content

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

Self-evaluating Performance

- Watch and describe performances
- Begin to say how they could improve

Game related vocabulary

Actions, Throw, Catch, Pass, Receive, Bounce, Roll, Dribble, Hit, Space, Move, Safety, Looking, Stopping, Control, Target, Aiming, Warm up, Cool down, Team work

Dance related vocabulary

Compose, Perform Performance, Pattern, Express, Dance phrase, Explore, Direction, Pathways, Music, Travel, Slide, Spinning, Turning, Rolling, Jump, Spring, Speeds, Level, Evaluate, Tension, Control, Extension, Warm up, Cool down, Timing, Beats

Year A Units of study

| FMS | Target Games - Boccia, boules (Inclusive sports) | Dance - Animals Theme | | Team games - Kwik Cricket | | Attacking and defending - Rugby, Netball | | Athletics - Running, jumping events | | |
|--|--|--|--|--|---|---|--|---|---|---|
| Locomotion & object manipulation (Skills highlighted on FMS progression) | <p>Year 1 Related Skill acquisition</p> <ul style="list-style-type: none"> *Throw underarm and overarm *Catch and bounce a ball Use rolling skills in a game *Practise accurate throwing and consistent catching *Use different ways of travelling in different directions or pathways *Begin to use and choose the best space in a game *Begin to use and understand the terms defending and attacking *Use at least one technique to attack or defend to play a game successfully | <p>Year 2 related skills</p> <ul style="list-style-type: none"> *Strike or hit a ball with increasing control *Throw, catch and bounce a ball with a partner *Use throwing and catching skills in a game *Throw a ball for distance *Use hand-eye coordination to control a ball *Vary types of throw used Use dribbling skills in a game *Know how to pass the ball in different ways *Use different ways of travelling at different speeds and following different pathways, directions or courses | <p>Year 1 related skill acquisition</p> <ul style="list-style-type: none"> *Copy and repeat actions *Put a sequence of actions together to create a motif *Vary the speed of their actions *Use simple choreographic devices such as unison, canon and mirroring *Begin to improvise independently and create a simple dance | <p>Year 2 related skill acquisition</p> <ul style="list-style-type: none"> *Begin to improvise with a partner to create a simple dance *Create motifs from different stimuli *Begin to compare and adapt movements and motifs to create a larger sequence *Perform with some awareness of rhythm and expression | <p>Year 1 related skill acquisition</p> <ul style="list-style-type: none"> *Be confident and safe in the spaces used to play games. *Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. *Understand that being active is good for them. *Participate in team games. *Pass and receive a ball in different ways with control and increased accuracy. *Perform fielding techniques with increased control and co-ordination. | <p>Year 2 related skill acquisition</p> <ul style="list-style-type: none"> *Choose, use and vary simple tactics. Recognise good quality in performance. *Use information to improve their work. *Participate in team games. *Pass and receive a ball in different ways with control and increased accuracy. *Perform fielding techniques with increased control and co-ordination. | <p>Year 1 related skill acquisition</p> <ul style="list-style-type: none"> *Begin to use space in a game *Begin to use the terms attacking and defending *Engage in competitive activities and team games *Travel with a ball in different ways *Pass the ball to another player | <p>Year 2 related skill acquisition</p> <ul style="list-style-type: none"> *Explore different ways of using a ball. *Explore ways to send a ball or other equipment. *Retrieve and stop a ball using different parts of the body. *Play a variety of running and avoiding games. *Practise skills to make them warmer. *Develop simple attacking And defending techniques. *Pass and receive a ball in different ways with increased control. | <p>Year 1 related skill acquisition</p> <ul style="list-style-type: none"> *Develop balance, agility and co-ordination. *Explore a variety of running styles. *Explore a range of jumping techniques. *Develop combination movements adding running and jumping into a fluid movement. | <p>Year 2 related skill acquisition</p> <ul style="list-style-type: none"> *Explore movement techniques with increased control. *How to run and jump and to perform these with increased control and co-ordination. *Further develop ability to jump for distance or height using personal best challenges as a motivator. *Explore techniques for starting running races. |

KS1 Year B: PE skills progression

Core Knowledge- Understanding of how exercise effects the body, understand why it is important to eat healthily and exercise, understand how the body feels before during and after exercise and how it changes.

Core Skills- 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

Core behaviours- 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.

KS1: Subject content
 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

Self-evaluating Performance

- Watch and describe performances
- Begin to say how they could improve

Game related vocabulary
 Throw, Catch, Pass, Receive, Bounce, Roll, Control, Dribble, Hit, Space, Move, Safety, Looking, Stopping, Evaluate, Controlling, Defender, Attackers, Rules, Warm up, Cool down, Calling, Signalling, Team work

Dance related vocabulary
 Compose, Perform Performance, Pattern, Express, Dance phrase, Explore, Direction, Pathways, Music, Travel, Slide, Spinning, Turning, Rolling, Jump, Spring, Speeds, Level, Evaluate, Tension, Control, Extension, Warm up, Cool down, Timing, Beats

Year B Units of study

| FMS | Target Games - Throwing into, onto + at a target (Modified sports) | | Dance - Jungle | | Team games - Flat bat Rounders | | Attacking and defending – Netball | | Athletics - Running, Throwing events | |
|--|---|--|--|--|--|---|---|---|---|--|
| Locomotion & object manipulation (Skills highlighted on FMS progression) | <p>Y1 Related Skill *Manipulation skills and effort awareness – applying controlled force to send an object into targets at different distances *Body awareness and location of self - choosing an appropriate distance away from the target, and understanding how the body moves when throwing an object toward a target</p> | <p>Y2 related skills *Applying appropriate skills to be proficient when throwing an object toward a target (e.g., work on accuracy by following through in the direction of the target) *Applying tactics that will increase the chances of hitting a target (e.g., keeping eyes on the target to improve aim and increase the accuracy of the throw)</p> | <p>Y1 related skill *Move to music. *Perform pair/group dance involving canon & unison, meet & part *Respond imaginatively to stimuli related to character/music/story *Show/fluency/control in chosen dances in response to stimuli. *Respond to a range of stimuli and accompaniment *Through dance, develop flexibility, strength, technique, control and balance *Perform dances using a range of movement patterns. *Copy increasingly complex dance moves. *change rhythm, speed, level and direction with consistency</p> | <p>Y2 related skill *Perform some dance moves. *Make up a short dance, after watching one. *Make a sequence by linking sections together. *Respond to music in time & rhythm to show like/unlike actions. *Perform clear & fluent dances that show sensitivity to idea/stimuli. *Perform fluent dances with characteristics of different styles/eras. *Be aware of & use musical structure, rhythm & mood & can dance accordingly *Move around the space safely. Change rhythm, speed, level and direction. *Link some movement to show a mood or feeling</p> | <p>Y1 related skill *Aim and throw object underarm. * Show some different ways of hitting, throwing and striking a ball. *Send a ball off a tee using a bat or a racket. *Catch balloon/bean bag/scarf & sometimes a bouncing ball *Play as a fielder and get the ball back to a STOP ZONE *Play as a fielder and pass the ball back to the bowler to make the runner stop. *Stop moving when the 'bowler' has the ball. *Use hand to strike a bean bag or ball; move towards a scoring area *Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points). *Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops. *Begin to use a bat to hit a ball or bean bag. *Begin to follow some simple rules (carrying the bat, not over taking someone). *Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p> | <p>Y2 related skill *Send a ball off a tee using a bat or a racket. *Play as a fielder and pass the ball back to the bowler to make the runner stop. *Stop moving when the 'bowler' has the ball. *Play 2 types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops. *Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)</p> | <p>Y1 related skill *Use a simple chest pass to another team mate. *Show some signs of approaching a player to tackle and cause pressure. *Begin to attempt to score a goal from anywhere. *Kick/stop a ball using a confident foot while static. *Throw underarm, bounce & catch ball by self & with partner. *Run straight and on a curve and sidestep with correct technique *Begin to follow some simple rules.</p> | <p>Y2 related skill *Use a simple chest pass to another team mate. *Show some signs of approaching a player to tackle and cause pressure. *Begin to attempt to score a goal from anywhere. Pass a ball accurately (hands & feet) over longer distances to a team mate. *Combine stopping, pick up/collect & send a ball accurately to other players. *Make simple decisions about when /where to move in game to receive a ball.</p> | <p>Y1 related skill *Explore different methods of throwing. Explore arm mobility *Learn the best jumping techniques for distance. *Run with agility and confidence. *Hurdle an obstacle and maintain effective running style.</p> | <p>Y2 related skill *Explore movement techniques with increased control. *How to run and jump and to perform these with increased control and co-ordination. *Further develop ability to jump for distance or height using personal best challenges as a motivator. *Explore techniques for starting running races.</p> |

KS1 – End points

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| Fundamental Movement Skills | <p>End of unit Children should be able to:</p> <ul style="list-style-type: none"> • I can demonstrate some control when striking • I can demonstrate how to move into a space using a variety of movements |
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| | <ul style="list-style-type: none"> • I can explain how we can move in a variety of ways • I can select and apply a range of skills • I can demonstrate how to select and apply equipment safely |
| Target Games | <p>Participants learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot. Examples of target games include golf, archery, bowling, curling and boccia.</p> <p>End of unit: Children should be able to:</p> <ul style="list-style-type: none"> • Aim and reach a variety of targets; into, onto, at with confidence and control • Demonstrate underarm throwing when aiming at targets with varying degrees of accuracy • Use positional and descriptive language to support success in target games • Demonstrate consistency and accuracy in bouncing, kicking, throwing • To use simple strategies when playing target games |
| Dance | <p>In this unit children explore basic body actions, eg jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Explore basic body actions; begin to make single movements and combine movements using different parts of the body • Practise moving expressively and clearly • Try to choose movements that reflect the dance idea; with help, remember, repeat and link movement phrases and dances • Recognise when they feel out of breath when dancing; recognise and describe some body actions and some expressive and dynamic qualities of movement |
| Team Games | <p>They outline the basic principles and tactics of attack and defence; giving pupils the opportunity to join in throughout. This topic provides a link to the key invasion games in KS2</p> <p>By the end of this unit:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • Identify useful spaces for passing and receiving a ball • Defend a goal or space • Indicate their intentions to their teammates • Attempt to evade defenders • Identify strengths and areas in which they could improve <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Use space effectively and intentionally • Use both attacking and defending skills at the same time during a team game • Identify ways they can improve <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Begin to use space well to pass and receive a ball • Mark a player by staying close to them • Attempt to intercept a ball between other players • Use eye contact to indicate their intentions to their teammates • Evade defenders by quickly changing direction • |
| Attacking and defending | <p>In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Throw and catch with control to keep possession and score 'goals' • Be aware of space and use it to support team-mates and cause problems for the opposition |

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| | <ul style="list-style-type: none"> • Know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills • Explain why it is important to warm up and cool down; say when a player has moved to help others • Apply this knowledge to their own play |
| Athletics | <p>In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction • Link running and jumping activities with some fluency, control and consistency • Make up and repeat a short sequence of linked jumps • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed |

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| <p><u>Experiences</u> KS1 will have access to a range of extra curricula activities as well as an opportunity to experience inclusive sports in the summer term in preparation for the international sporting events.</p> | <p><u>SMSC</u> Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, 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. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p>Moral Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p>Social 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. 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. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural Through participation in 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. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.</p> | <p><u>British values</u> Individual Liberty – Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.</p> <p>The Rule of Law – A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play.</p> | <p><u>WPAT/school values</u></p> <ul style="list-style-type: none"> • Resilience is taught by exploring personal best challenges, we aim for children to be physically and mentally resilient when participating in challenges against themselves and others. • Responsibility is taught through being responsible for the equipment they use within the environment. Children have the understanding of how to store equipment safely after lessons. • Honesty is taught through the idea of working to the best of their ability and being honest about their efforts. • Humility is taught through the idea of teamwork and selflessness |
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| LKS2 Year A: PE skills progression | | | | | | | | | | |
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| <p>Core Knowledge- Core Skills- use running, jumping, throwing and catching in isolation and in combination § play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 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 Core behaviours- 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.</p> | | | | | | | | | | |
| <p>KS2: Subject content 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:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 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. | | | | | <p>Self-evaluating Performance</p> <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time <p>Game related vocabulary Dribble, Send, Pass, Receive, Calling, Signalling, Space, Movement, Scoring, High, Low, Tactics, Space, Opponent, Target, Throw, Catch, Evaluate, Feed, Aiming, Striking, Hitting, Rules, Overarm, Under arm, Fielding, Net games, Chasing, Rolling, Barrier, Space, Movement Scoring, Warm up, Cool down, Team work</p> <p>Dance related vocabulary Turn, Gesture, Jump, Travel, Express, Explore, Mimic, Mime, Timing, Music, Flow, Movement, Patterns, Motif, Beats, Rhythm, Machinery, Robotic, Aesthetic, Dynamic, Transition, Rotation, Performance, Perform, Warm up, Cool down, Evaluate</p> | | | | | |
| Year A Units of study | | | | | | | | | | |
| FMS | OAA- Team work and leadership | | Dance – Cultural Dances | | Net and wall games | | Invasion Games- Netball | | Athletics - Running, jumping events | |
| *Locomotion & object manipulation (Skills highlighted on FMS progression) | <p>Y3 Skill *Orientate themselves with increasing confidence and accuracy around a short trail. *Identify and use effective communication to begin to work as a team. *Identify symbols used on a key. *Begin to choose equipment that is appropriate Communicate with others.</p> | <p>Y4 skills *Orientate themselves accurately around a short trail. Create a short trail for others with a physical challenge. *Start to recognise features of an orienteering course. *Communicate clearly with other people in a team, and with other teams. *Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. *Associate the meaning of a key in the context of the environment. *Try a range of equipment for creating and completing an activity. *Make an informed decision on the best equipment to use for an activity. Plan / organise a trail that others can follow. *Communicate clearly with others/work as part of a team. *Begin to use a map to complete an orienteering course.</p> | <p>Y3 Dance skill *Begin to improvise with a partner to create a simple dance *Create motifs from different stimuli *Begin to compare and adapt movements and motifs to create a larger sequence *Perform with some awareness of rhythm and expression</p> | <p>Y4 Dance skill *Identify and repeat the movement patterns and actions of a chosen dance style *Compose a dance that reflects the chosen dance style *Confidently improvise with a partner or on their own *Compose longer dance sequences in a small group *Demonstrate precision and some control in response to stimuli *Begin to vary dynamics and develop actions and motifs in response to stimuli</p> | <p>Y3 skill *Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc). *Tap the ball back and forth to partner. *Stand in a ready position holding racquet correctly. *Change from a ready position before tapping the ball to a partner. *Begin to know what it means by a forehand and backhand position. *Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.</p> | <p>Y4 skill *Tap the ball back and forth to a partner over a small space. *Begin to tap a ball over a net allowing for a bounce, hit technique. *Move from a ready position into a forehand position/ backhand position quickly. *Bring racquet to meet the ball for a forehand and backhand hit and know to use two hands for an effective backhand. *Move racquet in a low to high swing for an effective tap. *Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.</p> | <p>Y3 skill * Show a target to indicate where I'd like to pass to. *Know where space is and try to move into it. Mark another player and defend when needed. *Make a series of passes to team mates moving towards a scoring area. *Show some signs of using a chest pass and shoulder pass.</p> | <p>Y4 skill *Begin to use a bounce pass, which only bounces once. *Identify space to move into and show a clear target to receive a pass. *Mark another player and begin to attempt interceptions. *Know where positions are allowed on a court. *Use a chest pass and shoulder pass to support team in scoring. *Make decisions regarding which is the best type of pass to use.</p> | <p>Y3 skill *Run in different directions and at different speeds, using a good technique. Understand the relay and passing the baton. Choose and understand appropriate running techniques *Reinforce selection and application of jumping technique *Compete in a mini competition, recording scores and assessing against personal best.</p> | <p>Y4 skill *Explore different footwork patterns Understand which technique is most effective when jumping for distance. *Practise jumping with power and accuracy. *Jump safely and with understanding *Utilise all the skills learned in this unit in a competitive situation.</p> |

LKS2 Year B: PE skills progression

Core Knowledge-

Core Skills- use running, jumping, throwing and catching in isolation and in combination

§ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 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

Core behaviours- 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.

KS2: Subject content

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, 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.

Self-evaluating Performance

- Watch, describe and evaluate the effectiveness of a performance
- Describe how their performance has improved over time

Game related vocabulary

Dribble, Send, Pass, Receive, Calling, Signalling, Space, Movement, Scoring, High, Low, Tactics, Space, Opponent, Target, Throw, Catch, Evaluate, Feed, Aiming, Striking, Hitting, Rules, Overarm, Under arm, Fielding, Net games, Chasing, Rolling, Barrier, Space, Movement Scoring, Warm up, Cool down, Team work

Dance related vocabulary

Turn, Gesture, Jump, Travel, Express, Explore, Mimic, Mime, Timing, Music, Flow, Movement, Patterns, Motif, Beats, Rhythm, Machinery, Robotic, Aesthetic, Dynamic, Transition, Rotation, Performance, Perform, Warm up, Cool down, Evaluate

Year B Units of study

| FMS | OAA | | Dance | | Net and wall games- Badminton | | Invasion Games- Netball | | Athletics - Running, Throwing events | |
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| | Y3 Skill | Y4 skills | Y3 Dance skill | Y4 Dance skill | Y3 skill | Y4 skill | Y3 skill | Y4 skill | Y3 skill | Y4 skill |
| Locomotion & object manipulation (Skills highlighted on FMS progression) | <p>*Follow instructions from a peer and give simple instructions</p> <p>*Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>*Plan and attempt to apply strategies to solve problems</p> <p>*Orientate and follow a diagram/map</p> <p>*Reflect on when and why challenges are solved successfully and use others' successes to help them to improve.</p> | <p>*Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>*Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>*Plan and apply strategies to solve problems.</p> <p>*Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>*Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements</p> | <p>*Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>*Compose a dance that reflects the chosen dance style</p> <p>*Confidently improvise with a partner or on their own</p> <p>*Compose longer dance sequences in a small group demonstrate precision and some control in response to stimuli</p> <p>*Begin to vary dynamics and develop actions and motifs in response to stimuli</p> <p>*Demonstrate rhythm and special awareness</p> | <p>*Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>*Compose a dance that reflects the chosen dance style</p> <p>*Confidently improvise with a partner or on their own</p> <p>*Compose longer dance sequences in a small group</p> <p>*Demonstrate precision and some control in response to stimuli</p> | <p>*Keep games going because they have the skill and control to do so e.g. a badminton rally</p> <p>*Send and receive a shuttlecock with a racquet with increasing accuracy to a target, space or team mate</p> <p>*Use the 'ready position'</p> <p>*Use with increasing confidence</p> <p>forehand, backhand and over head shots</p> <p>*Use space well by finding and moving into a free space</p> | <p>*Keep games going because they have the skill and control to do so e.g. a badminton rally</p> <p>*Send and receive a shuttlecock with a racquet with increasing accuracy to a target, space or team mate</p> <p>*Use the 'ready position'</p> <p>*Use with increasing confidence</p> <p>forehand, backhand and over head shots</p> <p>*Use space well by finding and moving into a free space</p> <p>*Develop a range of defence and attacking skills in net/wall</p> <p>*Have the confidence to try out new skills and recognise which skills they need to practise</p> | <p>Mark another player and defend when needed.</p> <p>Begin to send a football to someone on team.</p> <p>*Keep a ball under control.</p> <p>*Know where space is and try to move into it.</p> | <p>*Mark another player and begin to attempt interceptions.</p> <p>*Send a football to someone on the team, using different parts of foot.</p> <p>*Keep a ball under control when receiving a range of passes from team.</p> <p>*Understand where the space is and can move into it.</p> | <p>*Reinforce a variation of throwing techniques.</p> <p>*Improve throwing distance through arm mobility.</p> <p>*Compete in a mini competition, recording scores.</p> <p>*Run in different directions and at different speeds, using a good technique.</p> <p>*Understand the relay and passing the baton. Choose and understand appropriate running techniques.</p> | <p>*Use correct technique to run at speed.</p> <p>*Develop the ability to run for distance. Identify and apply techniques of relay running.</p> <p>*Understand which technique is most effective when jumping for distance.</p> <p>*Explore different footwork patterns.</p> <p>*Throw with accuracy and power.</p> <p>*Learn how to use skills to improve the distance of a pull throw.</p> <p>*Demonstrate good techniques in a competitive situation.</p> |

LKS2 – End points

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| Fundamental Movement Skills | By the end of lower KS2 each child should be proficient in demonstrating a Static balance, Sprint Run, Vertical Jump and Catching, these must be able to be done in isolation and combination. Children should show creativity and control in these four fundamentals as well as developing and practicing the other eight. |
| OAA | In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations. End of unit: <ul style="list-style-type: none"> • Continue use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently. • Complete simple tasks with support and guidance; use some physical skills well; follow other people’s plans and approaches; recognise alternative approaches when others suggest them; • Cooperate in putting these approaches into practice; help prepare for activities; make some comments on how well activities were completed |
| Dance | In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. End of unit: <ul style="list-style-type: none"> • Demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of a dance; • Come up with basic responses to a stimulus; show some understanding of why they need to warm up and cool down; use simple words to describe and interpret dance |
| Net/wall Games | This unit lays the foundations for future net/wall games units, in which children will transfer their skills and tactics to games that involve using a range of equipment to strike a ball after it has bounced or on the volley. They will play games on bigger courts with higher nets, using balls that bounce higher and move faster, and will learn other net/wall games, eg badminton, squash and volleyball. They will also spend time developing effective serving techniques and tactics use forehand shots increasingly well in the games they play; ; use the skills they prefer with competence and consistency;; start to choose and use some tactics; play cooperatively with a partner; apply rules consistently and fairly; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices |
| Invasion Games | In this unit children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’.4 End of unit: <ul style="list-style-type: none"> • Play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; • Know the rules of the games; understand that they need to defend as well as attack; • Understand how strength, stamina and speed can be improved by playing invasion games; • Lead a partner through short warm-up routines; watch and describe others’ performances, as well as their own, and suggest practices that will help them and others to play better |
| Athletics | In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. End of unit: <ul style="list-style-type: none"> • Understand and demonstrate the difference between sprinting and running for sustained periods; • Know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; • Play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language |

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| <p>Experiences During Y3 and 4 children get to experience a range of sports and activities. This ranges from participating in local rugby festivals provided by Warrington Wolves or experiencing a range inclusive sporting workshops, Children also begin their swimming journey in Y3.</p> | <p>SMSC Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, 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. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p>Moral Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p>Social 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. 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. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural Through participation in 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. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.</p> | <p>British values Individual Liberty – Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Students in year 5 & 6 have the opportunity to take part in a sport leaders activities where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.</p> <p>Democracy – Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.</p> <p>Mutual Respect – Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities.</p> <p>Tolerance – Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students’ different abilities and also the calls/judgements made by officials during games.</p> <p>The Rule of Law – A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</p> | <p>WPAT/school values</p> <ul style="list-style-type: none"> • Resilience is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition. • Responsibility is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study. • Honesty is taught through the idea of working honestly and being able to self reflect on their own and others performances. • Humility is taught through the idea putting other children's views and ideas in front of own to allow all children to feel valued and listened to when participating in team games. |
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| UKS2 Year A: PE skills progression | | | | | | | | | | |
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| <p>Core Skills- use running, jumping, throwing and catching in isolation and in combination § play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 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</p> <p>Core behaviours- 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.</p> | | | | | | | | | | |
| <p>KS2: Subject content 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:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 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. | | | | | <p>Self-evaluating Performance</p> <ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance Describe how their performance has improved over time <p>Game related vocabulary Dribble, Send, Pass, Receive, Calling, Signalling, Space, Movement, Scoring, High, Low, Tactics, Space, Opponent, Target, Throw, Catch, Evaluate, Feed, Aiming, Striking, Hitting, Rules, Overarm, Under arm, Fielding, Net games, Chasing, Rolling, Barrier, Space, Movement Scoring, Warm up, Cool down, Team work</p> <p>Dance related vocabulary Turn, Gesture, Jump, Travel, Express, Explore, Mimic, Mime, Timing, Music, Flow, Movement, Patterns, Motif, Beats, Rhythm, Machinery, Robotic, Aesthetic, Dynamic, Transition, Rotation, Performance, Perform, Warm up, Cool down, Evaluate</p> | | | | | |
| Year A-Units of study | | | | | | | | | | |
| FMS | OAA- | | Dance | | Striking and fielding | | Invasion Games | | Athletics - Running, Jumping events | |
| Locomotion & object manipulation (Skills highlighted on FMS progression) | <p>Y5 Skill *Start to orientate themselves with increasing confidence and accuracy around an orienteering course. *Design an orienteering course than can be followed and offers some challenge to others. *Begin to use navigation equipment to orientate around a trail. *Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. *Identify a key on a map and begin to use the information in activities.</p> | <p>Y6 skills *Orientate themselves with confidence and accurately around an orienteering course when under pressure. *Design an orienteering course that is clear to follow and offers challenge *Use navigation equipment (maps, compasses) to improve the trail. *Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part of a team and independently. *Use a range of map styles and make an informed decision on the most effective.</p> | <p>Y5 skill *Show fluency/control in chosen dances in response to stimuli. *Perform fluent dances with characteristic styles/eras. *Adapt & refine (in pair/group), dances that vary direction, space & rhythm.</p> | <p>Y6 skill *Create & perform dances in a variety of styles consistently *Be aware of & use musical structure, rhythm & mood & can dance accordingly. *Use appropriate criteria & terminology to evaluate performances</p> | <p>Y5 skill *To link together a range of skills and use in combination. *To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance. *To collaborate as a team to choose, use and adapt rules in games.</p> | <p>Y6 skill *To apply with consistency standard cricket rules in a variety of different styles of games. *To attempt a small range of recognised shots in isolation and in competitive scenarios. *To use a range of tactics for attacking and defending in role of bowler, batter and fielder.</p> | <p>Y5 skill *Mark another player and defend when needed. *Begin to dribble a ball making small touches. *Begin to send a football to someone on team. *Keep a ball under control. *Know where space is and try to move into it.</p> | <p>Y6 skill *Further develop ability to evade and tag opponents. *Running at speed, changing direction at speed. *Play effectively in attack and defence. *Score points against opposition and support player with the ball. *Use speed, changing of direction and indian dribbling to advance towards team's goal. *Use a range of passes knowing which one depending on the distance of the pass. *Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). *Know when to defend and what defence skills could be used. *Seize an opportunity to score, sometimes quite quickly.</p> | <p>Y5 skill *Use correct technique to run at speed. Develop the ability to run for distance. Identify and apply techniques of relay running. *Understand which technique is most effective when jumping for distance. Explore different footwork patterns. *Throw with accuracy and power. *Learn how to use skills to improve the distance of a pull throw. *Demonstrate good techniques in a competitive situation.</p> | <p>Y6 skill *Explore different footwork patterns. *Understand which technique is most effective when jumping for distance. *Practise throwing with power and accuracy. *Throw safely and with understanding. *Utilise all the skills learned in this unit in a competitive situation.</p> |

UKS2 Year B: PE skills progression

Core Knowledge-

Core Skills- use running, jumping, throwing and catching in isolation and in combination § play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, 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 as a team § compare their performances with previous ones and demonstrate improvement to achieve their personal best
Core behaviours- 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.

KS2: Subject content

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, 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.

Self-evaluating Performance

- Watch, describe and evaluate the effectiveness of a performance
- Describe how their performance has improved over time

Game related vocabulary

Dribble, Send, Pass, Receive, Calling, Signalling, Space, Movement, Scoring, High, Low, Tactics, Space, Opponent, Target, Throw, Catch, Evaluate, Feed, Aiming, Striking, Hitting, Rules, Overarm, Under arm, Fielding, Net games, Chasing, Rolling, Barrier, Space, Movement Scoring, Warm up, Cool down, Team work

Dance related vocabulary

Turn, Gesture, Jump, Travel, Express, Explore, Mimic, Mime, Timing, Music, Flow, Movement, Patterns, Motif, Beats, Rhythm, Machinery, Robotic, Aesthetic, Dynamic, Transition, Rotation, Performance, Perform, Warm up, Cool down, Evaluate

Year B-Units of study

| FMS | | OAA | | Dance | | Striking and fielding | | Invasion Games - Netball | | Athletics - Running, Jumping | |
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| | | <u>Y5 Skill</u> | <u>Y6 skills</u> | <u>Y5 Dance skill</u> | <u>Y6 Dance skill</u> | <u>Y5 skill</u> | <u>Y6 skill</u> | <u>Y5 skill</u> | <u>Y6 skill</u> | <u>Y5 skill</u> | <u>Y6 skill</u> |
| Locomotion & object manipulation (Skills highlighted on FMS progression) | | *Choose the best equipment for an outdoor activity. *Create an outdoor activity that challenges others. *Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. *Communicate clearly and effectively with others. *Work effectively as part of a team. Successfully use a map to complete an orienteering course. *Begin to use a compass for navigation. *Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. *Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of a course. *Choose and use criteria to evaluate own and others performances. *Explain why they have used particular skills or techniques, and the effect they have had on their performances | *Choose the best equipment for an outdoor activity. *Prepare an orienteering course for others to follow. *Identify the quickest route to accurately navigate a course. *Manage an orienteering event for others to compete in. *Communicate clearly and effectively with others when under pressure. *Work effectively as part of a team, demonstrating leadership skills when necessary.*Successfully use a map to complete an orienteering course. Use a compass for navigation. *Organise an event for others. *Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. *Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. *Listen to feedback and improve an orienteering course from it. *Thoroughly evaluate their own and others work, suggest thoughtful and appropriate improvements | *Confidently perform choosing appropriate dynamics to express changes in character or narrative. *Use counts when choreographing short phrases. *Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. *Choreograph phrases individually and with others considering actions, dynamics, space and relationships | *Confidently perform choosing appropriate dynamics to represent an idea. *Use counts accurately when choreographing to perform in time with others and the music. *Perform dances confidently and fluently with accuracy and good timing. *Work creatively and imaginatively individually, with a partner and in a group | *Develop the range and consistency of their skills, especially in specific striking and fielding games. *Know how to warm up. *Understand what to include in a warm up in order to improve performance. *Understand why exercise is good for their fitness, health and well-being. | *To apply with consistency standard cricket rules in a variety of different styles of games. To attempt a small range of recognised shots in isolation and in competitive scenarios. To use a range of tactics for attacking and defending in role of bowler, batter and fielder. | *Show ways to keep ball away from defenders and shield the ball. *Change speed, direction with ball to get away from defender. *Shoot accurately in a variety of ways. *Mark an opponent. *Watch and evaluate the success of the games they play in. *Identify parts of the game that are going well and parts that need improving. *Explain how confident they feel in different positions. *Suggest what they need to practice to enjoy game more. Change pitch size to make games better. | *Understand that when team has ball they are attacking and when they haven't they are defending. *Understand different ways of attacking and encourage them to use positions for their team carefully. *Understand different ways to attack and defend. *Choose right formations and tactics for attack and defence. *Know how they support other players in attack and defence. | *Use correct technique to run at speed. *Develop the ability to run for distance. Identify and apply techniques of relay running. *Understand which technique is most effective when throwing for distance. Explore different footwork patterns. Throw with accuracy and power. *Learn how to use skills to improve the distance of a pull throw. *Demonstrate good techniques in a competitive situation. | Explore different footwork patterns. Understand which technique is most effective when throwing for distance. Practise throwing with power and accuracy. *Throw safely and with understanding. Utilise all the skills learned in this unit in a competitive situation. |

UKS2 – End points

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| Fundamental Movement Skills | <p>End of unit: By the end of this unit children should be able to have mastered all of the FMS, they should be competent, confident and creative in the way they perform each skill.</p> |
| OAA | <p>In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Work confidently in familiar and changing environments; • Adapt quickly to new situations; • Devise and put into practice a range of solutions to problems and challenges; • Understand clearly the nature of a challenge or problem and what they want to achieve; • Take a leading role when working with others; prepare efficiently and safely; • Identify and respond to events as they happen; • Identify effective performances and solutions; take the lead in planning to improve weaknesses |
| Dance | <p>In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Compose motifs and plan dances creatively and collaboratively in groups; • Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; • Perform different styles of dance clearly and fluently; • Organise their own warm-up and cool-down exercises; • Show an understanding of safe exercising; • Recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people’s work |
| Striking and fielding | <p>In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Strike a bowled ball; • Use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency; • Work collaboratively in pairs, group activities and small-sided games; • Use and apply the basic rules consistently and fairly; • Understand and implement a range of tactics in games; • Recognise the activities and exercises that need including in a warm up; identify their own strengths and suggest practices to help them improve |
| Invasion Games | <p>In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on netball. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent’s territory with the ‘ball’ and try to get into good positions for shooting or reaching the ‘goal’.</p> <p>End of unit:</p> <ul style="list-style-type: none"> • Use different techniques for passing, controlling and shooting the ball in games; • Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; • Know what position they are playing in and how to contribute when attacking and defending; • Plan practices and warm ups to get ready for playing safely; recognise their own and others’ strengths and weaknesses in games; suggest ideas that will improve performance |
| Athletics | <p>In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> |

End of unit:

- Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities;
- Show accuracy and good technique when throwing for distance; organise and manage an athletic event well;
- Understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria

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| <p>Experiences During Y5 and Y6 children can access a range of competitive and non competitive experiences ranging from the annual Fire 7s competition to accessing life skills such as swimming and Bike ability sessions. All children are expected to have represented school by the time they leave Y6. We also have a variety of visitors who provide workshops on inclusivity in sport, health and nutrition, mental health and wellbeing.</p> | <p>SMSC Spiritual PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, 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. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p>Moral Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p>Social 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. 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. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p>Cultural Through participation in 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. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances</p> | <p>British values Individual Liberty – Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Students in year 5 & 6 have the opportunity to take part in a sport leaders activities where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.</p> <p>Democracy – Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.</p> <p>Mutual Respect – Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities.</p> <p>Tolerance – Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students’ different abilities and also the calls/judgements made by officials during games.</p> <p>The Rule of Law – A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</p> | <p>WPAT/school values</p> <ul style="list-style-type: none"> • Resilience is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition. • Responsibility is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study. • Honesty is taught through the idea of working honestly and being able to self reflect on their own and others performances. • Humility is taught through the idea putting other children's views and ideas in front of own to allow all children to feel valued and listened to when participating in team games. |
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