



Forefield Junior School is a *P.R.O.U.D.* school built on *Passion* and *Respect*, where *Opportunities* can be seized by *Unique* and *Determined* learners.

PROUD to be FOREFIELD



As a school, Forefield Junior School has always been committed to PE and Sport and now with the government funding we are able to provide our children with the best possible PE and Sport provision. Forefield Junior School has developed its vision for PE and school sport around five key targets, as we believe these give our children the best chance of succeeding in physical education:

- All children will have the **OPPORTUNITY** to partake in a variety of physical and sporting activities of their choosing both during PE lessons and in extra-curricular clubs.
- All children will be encouraged to experience healthy competition against their peers and will be taught the value of competing against themselves by setting **SMART** (specific, motivational, attainable, realistic and timed) targets in areas of their choosing.
- All children will improve their **DETERMINATION**, sportsmanship and resilience through organised competitions in which their teacher will model how to respond when winning and losing.
- All children will have the ability to make appropriate, life-long choices about living a healthy and active lifestyle.
- All children will leave Forefield Junior School physically literate. They will have a deep understanding of how their body works and how to improve the core areas of health, fitness and mobility.

These five core mission statements will enable Forefield Junior School to take its PE and school sport to higher levels of success and ensure that we provide our children the best physical springboard into their life that we can.

We also believe it is paramount that children understand the link between exercise, physical literacy and educational success. Those children who participate more regularly in sport and physical activity have greater levels of concentration, improved communication skills.

Acquiring and developing skills

Selecting and applying skills, tactics and compositional ideas

Evaluating and improving performance

Knowledge and understanding of fitness and health

(This strand should be evident and taught throughout all topics in all year groups)

Aims and objectives

1. In line with the Department for Education (DfE), a high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical 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.
2. 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 lifestyles

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their **PASSION** through:

- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*
- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

Our PE and Games curriculum supports this through developing curiosity and extending learning through visits, competitions, tournaments, visitors and coaches.

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P.E	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year	1	2	1	2	1	2		
3	Netball	Rugby/ Football	Hockey	Cricket	Tennis	Athletics	<u>Games:</u> <ul style="list-style-type: none"> I can throw and catch with control I am aware of space and use it to support team-mates and cause problems for the opposition. I know and use rules fairly. <u>Gymnastics:</u> <ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus/criteria. I can explain how strength and suppleness affect performance. I can compare and contrast gymnastic sequences. 	Agility Analyse Applying Balance Challenge Competitive sport Complex Confident Control Co-ordination Core movement Effectiveness Expert Fairness and respect Fitness Flexibility Movement patterns Strength Tactic Technique
	Gym (balances & jumps)	Dance (Street Dance)	Gym (co-operative balances)	Dance (Country Dance)	OAA	OAA	<u>Dance:</u> <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases. <u>Athletics:</u> <ul style="list-style-type: none"> I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do. <u>Outdoor & Adventurous:</u> <ul style="list-style-type: none"> I can follow a map in a familiar context. I can use clues to follow a route. I can follow a route safely. 	

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4	Netball	Hockey	Rugby	Cricket	Tennis/ Rounders	Athletics	<p><u>Games:</u></p> <ul style="list-style-type: none"> I can catch with one hand I can throw and catch accurately I can hit a ball accurately and with control I can keep possession of the ball I can vary tactics & adapt skills depending on what is happening in a game <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> I can work in a controlled way I can include change of speed and direction I can include a range of shapes I can work with a partner to create, repeat & improve a sequence with at least 3 phrases <p><u>Dance:</u></p> <ul style="list-style-type: none"> I can take the lead when working with a partner or group I can use dance to communicate an idea <p><u>Athletics:</u></p> <ul style="list-style-type: none"> I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways <p><u>Outdoor & Adventurous:</u></p> <ul style="list-style-type: none"> I can follow a map in (a more demanding) familiar environment I can follow a route within a time limit 	<p>Agility Analyse Applying Balance Challenge Competitive sport Complex Confident Control Co-ordination Core movement Effectiveness Expert Fairness and respect Fitness Flexibility Movement patterns Strength Tactic Technique</p>
	Dance (Charleston)	Gym (balances)	Dance (Bollywood -Jai Ho)	Gym (rolling)	Swimming	Swimming		
<p>Alongside one games lesson each week, every Year 4 class will go swimming for ONE whole term, complete ONE half term of Bollywood dance (Jai Ho) and ONE half term of Charleston dance, ONE term of gymnastics divided over two half terms (1. Balances/2. Rolling). = TWO hours of high quality Physical Education EVERY week. As each class will go swimming for one term, their timetable will vary to when they complete their dance and gymnastic sessions.</p>								

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5	Netball	Rugby	Hockey	Cricket	Tennis/ Table tennis	Athletics	<p><u>Games:</u></p> <ul style="list-style-type: none"> I can gain possession by working as part of a team I can pass in different ways I can use forehand & backhand with a racquet I can field I can choose a tactic for defending & attacking <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> I can make complex extended sequences I can combine action, balance and shape I can perform consistently to different audiences <p><u>Dance:</u></p> <ul style="list-style-type: none"> I can compose my own dances in a creative way I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency <p><u>Athletics:</u></p> <ul style="list-style-type: none"> I can control my take-off and landing I can throw with accuracy I can combine running and jumping <p><u>Outdoor & Adventurous:</u></p> <ul style="list-style-type: none"> I can follow a map in an unknown location I can use clues and a compass to navigate a route I can change my route to overcome a problem I can use new information to change my route 	<p>Agility Analyse Applying Balance Challenge Competent Competence Competitive sport Complex Confident Control Co-ordination Core movement Effectiveness Excel Expert Fairness and respect Fitness Flexibility Movement patterns Strength Sustained Tactic Technique Strategy</p>
	Dance (Musical theatre Hairspray)	Gym (flight)	Dance (Salsa)	Gym (matching)	Swimming	Swimming		
<p>Alongside one games lesson each week, every Year 5 class will go swimming for ONE whole term, complete ONE half term of Musical Theatre dance (Hairspray) and ONE half term of Salsa dance, ONE term of gymnastics divided over two half terms (1. Flight/2. Matching). = TWO hours of high quality Physical Education EVERY week. As each class will go swimming for one term, their timetable will vary to when they complete their dance and gymnastic sessions.</p>								

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6	Lacrosse	Netball	Rugby	Cricket	Athletics	Tennis/ Rounders	<p><u>Games:</u></p> <ul style="list-style-type: none"> I can play to agreed rules I can explain rules I can umpire I can make a team and communicate a plan I can lead others in a game situation <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> I can combine my own work with that of others I can link sequences to specific timings I can evaluate and understand what factors will improve a performance. <p><u>Dance:</u></p> <ul style="list-style-type: none"> I can develop sequences in a specific style I can choose my own music and style <p><u>Athletics:</u></p> <ul style="list-style-type: none"> I can demonstrate stamina I can refine and improve techniques through coaching <p><u>Outdoor & Adventurous:</u></p> <ul style="list-style-type: none"> I can plan a route and a series of clues for someone else <p>I can plan with others taking account of safety and danger (may be evidenced at Ambleside)</p>	<p>Agility</p> <p>Analyse</p> <p>Applying</p> <p>Balance</p> <p>Challenge</p> <p>Competent</p> <p>Competence</p> <p>Competitive</p> <p>sport</p> <p>Complex</p> <p>Confident</p> <p>Control</p> <p>Co-ordination</p> <p>Core movement</p> <p>Effectiveness</p> <p>Excel</p> <p>Expert</p> <p>Fairness and respect</p> <p>Fitness</p> <p>Flexibility</p> <p>Movement patterns</p> <p>Strength</p> <p>Sustained</p> <p>Tactic</p> <p>Technique</p> <p>Strategy</p>
	Gym (paired balances)	Dance (Rock 'n' roll)	Gym (obstacles)	Dance (Maypole dance)	OAA	OAA		

Commented [MLC1]: