



Physical Education (PE)

Statement of Intent

At St. Giles Junior School, Physical Education (PE) supports our students by giving them the knowledge to demonstrate all 3 aspects of health. As well as giving them a safe environment to learn the importance of being competitive and develop their own physical skills. It aims to give them the experience of a wide range of sports across the 5 main areas of Physical Education. Through a student's time at St Giles, they will participate in competitive sport intra-school as well as having the opportunity to represent the school in inter-school sport. Our students are encouraged to actively participate, enjoy and develop their own skills.

Subject Leader Curriculum Intent, Implementation and Impact Overview

Intent	Implementation	Impact
<p>To build a PE curriculum that incorporates a healthy active life style as integral throughout. This is so that students can be fully informed of the importance of physical activity to maintaining all 3 aspects of health (Physical, Mental and Social)</p> <p>The curriculum will also give the students the opportunity to experience a range of sports and activities, as opposed to the usual games-based lessons that so frequently appear across the country. This is so that students can have a larger opportunity to</p>	<p>Clear and comprehensive PE scheme of work in line with the National Curriculum</p> <p>The teaching and learning of PE is planned explicitly within each year group so that students are able to access the work suitable for their age.</p> <p>PE Scheme is to be planned by the PE lead in advance.</p> <p>All members of staff will have access to unit plans and lesson plans that have been produced by the PE lead. This is makes</p>	<p>By the end of year 6; students will have:</p> <p>Experienced a variety of sports giving them the tools to understand games in a multitude of ways.</p> <p>Understand the importance of health and how physical activity can improve their physical, mental and social health.</p> <p>Have a developed sense of team work and be able to demonstrate some leadership abilities, such as communication and delegation.</p>

<p>find and develop a sport that they enjoy and could therefore potentially take that sport up, at a grass roots level.</p>	<p>the work set more relevant to the schools cohort and makes the best use of the resources available.</p> <p>PE programme of work is progressive in content and aimed at the correct audience</p> <p>The programme of work will be different for each year group to prevent repetitive lessons taking place. Students should be able to retain information given to them as a result of high-quality teaching.</p>	<p>Know the correct anatomical terms for parts of the body that they will frequently use during a PE lesson.</p> <p>Understand the importance of a warm up on the muscular skeletal system and how to lead an effective warm up for the activity that they are taking part in.</p>
<p>To ensure that students leave St Giles being able to swim 25 metres and keep themselves safe in accordance with the National Curriculum.</p>	<p>All students will partake in a unit of swimming, that is delivered by the local swimming teachers at the local swimming baths. This unit of work will be undertaken in year 3.</p> <p>To provide booster sessions for those unable to swim 25m and demonstrate essential self-preservation skills</p> <p>In year 6, those students who the school have no record of, will participate in booster swimming sessions in order for the school to maximise the amount of students that are able to swim 25m sufficiently. During these booster sessions the students will also take part in basic personal survival so that all students leave the school with the knowledge to safeguard themselves when out in water.</p>	<p>All students will have left St Giles with the opportunity to develop their swimming as much as possible. Most students will be able to swim 25m and for those that are not able to, measures would have been put in place to demonstrate that everything possible was done to enable this achievement.</p>

Curriculum Long-term plan

Year Group	Autumn Sport 1	Autumn Sport 2	Spring Sport 1	Spring Sport 2	Summer Sport 1	Summer Sport 2
3	OAA (Swimming)	Gymnastics – Shape and travel (Swimming)	Dance – Beat and rhythm (Swimming)	Invasion Games (Swimming)	Striking and Fielding Games (Swimming)	Athletics (Swimming)
4	Invasion Games	Health Related Fitness	Paralympic Games – Boccia, goalball, seated volleyball	Gymnastics – balance and routine	S&F Games	Athletics
5	Invasion Games	Target Games	Dance – from other cultures	OAA	S&F Games	Athletics
6	Health Related Fitness	Invasion games	Gymnastics – Complex movements	Paralympic sports – Boccia, Goalball, seated Volleyball	Play Maker – Junior Sports Leadership award	Athletics

Coverage of skills

Below sets out the skills that are taught in each year group and briefly what is covered. It shows the progress of these skills as students move year groups and how they build on the previous year's skills. The students are aware of these and will use a variety of measures to evaluate whether or not they have hit these targets.

YEAR 3

Outwitting opponents (Games - Invasion and Striking & Fielding)

Within the games units of work in year 3 - Students will learn the basic techniques that are sport specific within invasion games and striking and fielding. These units will build on 4 basic gross motor skills that should have been developed at infant school. These gross motor skills are running, catching, jumping and throwing. Students will consider different ways of passing and scoring in invasion games through a Teaching Games For Understanding (TGFU) approach. In S&F games, students will continue to develop their throwing and catching as well as developing a tactical understanding of how to win/score in S&F games.

Accurate Representation (Gymnastics)

During the gymnastics units, students will understand the concepts that basic shapes make up most of gymnastics, for example, a tuck is the predecessor to a forward roll. The students will develop their skills of shape and balance. As well as learning how to travel between each movement. Through different rolls or other movements.

Identifying and solving problems to overcome challenges of an adventurous nature (OAA & Swimming)

OAA

In OAA, students will learn how to work collaboratively as a team. This is why the unit of work has been placed as the first unit in the school. Through different activities and structure, students will understand leadership and how to interact with each other while listening to others opinions.

Swimming

Within swimming, students will learn how to perform the different strokes of swimming, looking particularly at both crawls and breast stroke. Students will also learn some essential personal survival skills so that they are able to stay safe when out in water.

Performing at maximum levels (Athletics)

Students will again develop their gross motor skills so that they are able to perform to a higher level in athletics. Students will be taught the techniques for different throws and jumps. These will be differentiated so that all students are able to access the equipment.

Exploring and communicating ideas, concepts and emotions (Dance)

In year 3 - Students will predominantly learn basic aspects of dance, including rhythm and beat. As well as looking at different ways to represent their dances. Looking specifically at different methods such as cannon and symmetry.

YEAR 4

Outwitting opponents (Games)

Pupils will continue to develop their use of gross motor skills within invasion games and Striking and Fielding games. They will also begin to develop some fine motor skills within the unit of Paralympic games - especially within the game of Boccia. Here students will be taught how to think tactically so that they are able to outwit their opponent.

Accurate Representation (Gymnastics)

Students will be taught the importance of balance within Gymnastics. Especially how balance is maintained and begin to think of their centre of gravity as their balance point. Students will develop this skill further by using pair and group balances. Students will use existing knowledge to choreograph their own gymnastic routines.

Exercising safely and effectively to improve health and wellbeing (Health related fitness)

Within the students first HRE unit, students will understand the importance of exercise on the body and what happens to the body when put through stress as a result of exercise. Students will learn the importance of a warm up and be able to lead a small warm up to a group of students.

Performing at maximum levels (Athletics)

Students will continue their development of gross motor skills from the previous year, however this year, focus more heavily on running events (track). Pupils will be taught the importance of pacing in long distance races as well as how to maximise their sprint speed over the short distance races.

Year 5

Outwitting opponents (Games)

Invasion - More sport specific skills will be taught throughout this year, mainly focusing on shooting and defending shooting opportunities.

S&F - This unit will concentrate on the tactical understanding of preventing people from scoring runs or points. This will consider how students can analyse where someone is likely to try and score and putting something into place to prevent them from scoring.

Target - Students will experience a variety of target games, so that they can apply prior knowledge (how to kick a ball) and then transfer that skill into a game of footgolf. The purpose of this unit is to appreciate that a fine

adjustment as well as executing the skill correctly is most likely to achieve success in target games.

Identifying and solving problems to overcome challenges of an adventurous nature (OAA)

Students will understand the sport of orienteering. Including looking at how to create a hand drawn map, write down instructions on how to follow a route and create a route from scratch. Students will also use ICT in order to develop their maps and how they can be drawn out.

Performing at maximum levels (Athletics)

Students will develop their mastery of the 3 main disciplines in athletics (throw, run and jump). They will continue to look at the throws and jumps in particular as these are the most technical. They will recap prior learning and understanding and develop how they utilise a run up in order to help their jumps and their throws.

Exploring and communicating ideas, concepts and emotions (Dance)

Students will learn and observe a variety of dances from different cultures, these will include - Bollywood, pacific islanders, latin and modern dance types. Students will then demonstrate their understanding of how these dances are different by demonstrating skills such as cannon and symmetry within the dance. The dances will be group dances.

Year 6

Outwitting opponents (Games)

Invasion games - Students will understand the importance of being part of a team in order to develop a variety of skills focused on a particular sport (Teacher choice). The students will work collaboratively in order to perform and achieve the best they can and compete frequently against each other. Understanding tactics and how best to outwit their opponents. (Sport Education)

Paralympic games - Students will develop their understanding of Paralympic games, by again experiencing a variety of games, but also by developing their own type of Paralympic sport. Here students will consider a target audience for the game to be played by and create rules, regulations and how to score.

Accurate Representation (Gymnastics)

Students will be able to develop their prior learning by taking part in an alternative unit of gymnastics based on parkour. Students will learn how to roll in a different manner and how to use prior gymnastics knowledge to teach them how they can maintain safety when landing, rolling and traversing.

Exercising safely and effectively to improve health and wellbeing (Health related fitness)

Within this unit of work, students will understand at a more advanced level the impact of exercise on the body. Students will consider how diet can impact on performance levels and in what particular way. Students will also take part in a Personal exercise plan. Students will record their base level fitness at the start of the unit, and then record the result at the end of the unit. This will involve the students doing exercise outside of the class room and to see the impacts of Physical Activity on their body.

Performing at maximum levels (Athletics)

Students will have the opportunity to develop their understanding of mastery within the 3 main athletic disciplines. They will use a variety of teaching methods in order to achieve this. Including but not limited to, reciprocal cards, peer teach, ICT and self-assessment. Within this unit they will also use prior understanding on how to lead effectively in order to teach a small group a certain aspect/skill of a throw or a run.

Organisation, provision and time

The PE curriculum is very important and underpins the core skills we are trying promote here at St. Giles Junior School. There are 2 lessons per week for an hour each time. One of these lessons is delivered by the class teacher. Another lesson is delivered by the Sports Coaches of NW Active.

PE is delivered within a whole school approach which includes:

- ◆ Dedicated curriculum time
- ◆ Teaching PE through and in other subjects/curriculum areas
- ◆ Intra school sport
- ◆ Inter school sport
- ◆ Demonstrating leadership ability and teamwork