

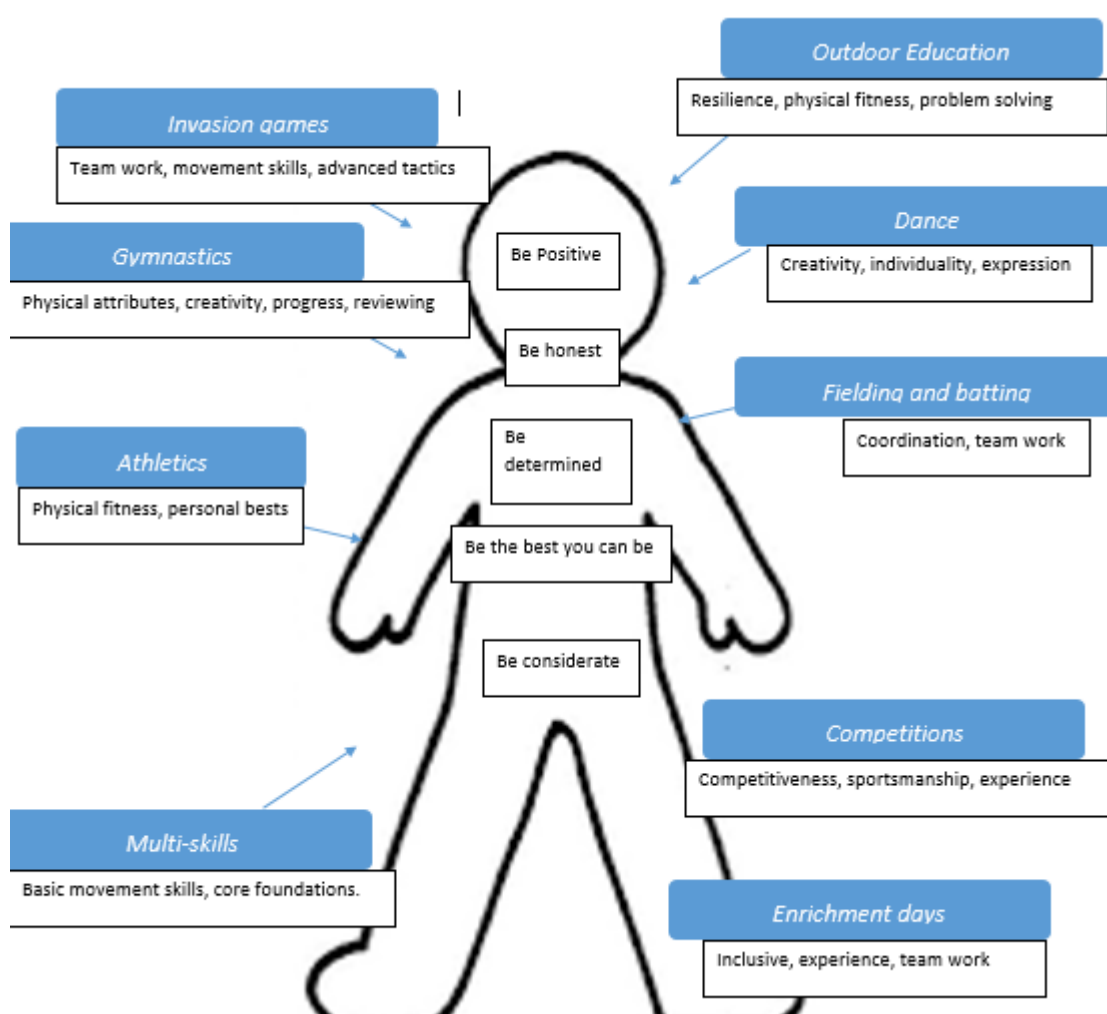
What does Physical Education look like at St. Luke's?

This is our philosophy:

Our sport and p.e at St Luke's aims to impact the entire school positively. We believe the five bee's (our school rules) link perfectly with sport and the sport develops the five bees. The sports we include in our curriculum, the clubs and competitions we run help to develop the children's attitudes, which in turn should bring a positive impact to all other areas of school.

We have found and research shows that sport helps children get fit, **develop** skills, **make friends** and learn to **manage emotional highs and lows**. It Helps children to be a **good sport** by being a **good role model, encouraging a positive attitude and showing interest**. We focus on **effort, participation and fun**, rather than on winning and losing, however when focusing on those things the winning normally comes with it. If children don't want to play sport, they have many **other options** for physical activity.

(BOLD)- Language heard throughout the school.



What a P.E lesson looks like in our school:

- Children will develop their understanding of what they are doing and why, they will complete a 10-15 minute warm-up preparing them for the session, they will develop a skill linked towards the current topic and then in KS2 they will then put the skill into game situations.
- Mixed ability groupings which allows children to work with different people over the course of time.
- Lots of talk to develop their understanding (**Conditional**)
- Mini plenaries to share misconceptions, pose questions, challenge ideas and ensure pupils are learning the correct methods and skills.
- Scaffolded learning using the acronym SPACE (Space, Task, Equipment, People)

How does it work?

- Children access 2 hours of curriculum p.e a week.
- We use the PEDPAS planning document which provides objectives for children to achieve and be assessed from, flexible planning and acceptable planning for teachers.
- Skills from the PEDPAS objectives in each session for children to develop.
- Discussion to develop understanding.
- Repetition to develop the fine and motor skills.
- Teamwork to develop that fundamental skill used in sport.

This is what we do:

- Staff are able to plan to suit themselves. We don't use a fixed planning pro forma and encourage teachers to plan for the needs of their own class following the PEDPAS objectives.
- Positive use of mistakes/misconceptions that are identified during formative assessment in each session.
- Learning walks & pupil voice.

This is what you might typically see:

- Pupils taking part in outdoor and adventurous activity challenges both individually and within a team (orienteering)

- Pupils playing competitive games, modified where appropriate [for example, , netball, tag rugby, rounders, cricket and tennis]
- using running, jumping, throwing and catching in isolation and in combination (athletics and invasion games)
- Developing flexibility, strength, technique, control and balance through athletics, gymnastics and dance.
- perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Children being challenged in their learning
- Engagement and perseverance

This is how we know how well our pupils are doing:

- Internal tracking following our assessment criteria based off of PEDPAS
- End of unit inter house sports competitions
- Pupil progress meetings
- Teacher assessment/targets
- Formative feedback
- Photo evidence

This is the impact of the teaching:

- All children will leave with positive memories of sport and p.e.
- Children understanding the importance of sport and healthy life styles
- Confident children who can talk about and take part in sport
- We will meet the 75% requirement of ks2 swimming and more.

PEDPASS EXAMPLE

Developing skills

Learning objectives

- to consolidate and improve the quality of their actions, body shapes and balances, and their ability to keep processes of movement

Teaching activities

- Help the children to develop and perform actions, e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands. Ask them to practice actions and concentrate on the quality of the movement, e.g. extended feet, hands, arms, legs.
- Teach the children to live different balances, moving in and out of positions of stillness, e.g. balance on hand, knee, elbow, nose smoothly into a roll, move smoothly into a balance on one foot.
- Teach the children to transfer weight smoothly from one part of the body to another, e.g. from a balance on the shoulders to a movement taking weight on the floor and over, through, across and along apparatus.

group
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Floor work
a) 3 jumps, diff shapes
B, M, End
b) Jump → land, resettle
into a roll - FLUENT!
c) Sequence - 3 jumps +
2 rolls
d) add a balance
Focus - high quality
links

Learning outcomes

- explain combinations of floor, mats and apparatus, and find different ways of using a space, balance or travel
- practise an action or short sequence of movements, and improve the quality of the actions and transitions
- show control, accuracy and fluency of movement when performing actions on their own and with a partner

Start of task End of task

Selecting and applying skills, tactics and compositional ideas

Learning objectives

- to improve their ability to select appropriate actions and use simple compositional ideas

Teaching activities

- Help the children to vary and apply their actions on the floor and on apparatus, e.g. varying shapes (contracting, twisting etc), changing speed, changing direction (forwards, backwards, sideways), changing level, using apparatus (same, more over, underneath). Teach them to copy a partner's sequence on the floor and using apparatus, e.g. following or matching movements, shapes, balances.
- Teach the children key combinations of connecting actions, e.g. moving from a low travel to a high travel, from a high balance to a low travel. Teach them how to choose combinations that work in their sequences. Talk to them about how they devise sequences. Listen to their suggestions about how to adapt a sequence for a partner or for different apparatus. Encourage them to work well with a partner.

Lesson Three
w/up running,
stepping actions
face + precise foot
placement
Stretch - g/answer
flexibility
Recap week 2

Learning outcomes

- devise and perform a gymnastic sequence, showing a clear beginning, middle and end
- adapt a sequence to include different levels, speeds or directions
- work well on their own and contribute to pair sequences

Start of task End of task

Knowledge and understanding of fitness and health

Learning objectives

- to recognise and describe the short-term effects of exercise on the body during different activities
- to know the importance of suppleness and strength

Teaching activities

- Ask the children to say which parts of the body are important for gymnastic activities or movements. Ask them why the warm-up is an important part of gymnastic activity.
- Ask the children to compare and contrast breathing and heart rates when resting and exercising. Talk to them about why good suppleness and strength improve the quality of gymnastic performance.
- Help the children to work safely on their own and in pairs, e.g. to decide which pathways to use when creating a sequence.

Floor work
Stretching routine to music
a) Intro, 5 stretches, put together
to music
b) Focus, Stopping on command
Hold balance, 3 sec
(Solid, still, precarious)
c) Intro Shoulder balance,
V sit, front rest back support
d) build routine, 3 jumps, 2 balances,
2 rolls (flow + transition)

Learning outcomes

- understand the importance of warming up
- identify when their body is warm and stretched ready for gymnastic activity
- understand that strength and suppleness are important parts of fitness

Start of task End of task

Evaluating and improving performance

Learning objectives

- to describe and evaluate the effectiveness and quality of a performance
- to recognise how their own performance has improved

Teaching activities

- Ask the children to compare and contrast sequences. Ask them to identify similarities and differences in performance, e.g. similar or contrasting movements, body shapes, balances, how the apparatus is used.
- Teach the children to judge the best performance and say why, e.g. it meets the requirements of the task, better extension and body control, smooth transitions. Help them to suggest how a performance could be improved. Listen to the language they use and help them to develop it.

Lesson Four

Hannah + Stuart need help jumping
w/up - jumping - jumping patterns on
letter pathway.
Top group - precise body shape,
in pairs → syncro?
Stretch, consolidate wk 3 with music
Teach routine to partner
Floor work - memorising a routine
Make routine - 2 bal, 3 jumps, 2 rolls -
any order. Inc. Shodde legs or legs tog.
Focus - repeat routine accurately
End - weight on hands

Learning outcomes

- explain the differences between two performances
- identify when two performances have the same elements and order, and comment on their quality
- understand what is involved in the process of improving a performance

Start of task End of task

REPEAT Session 4
Practice and refine routine
Lower ability - shorter
focus = movement memory
Perform work for
each other



Gymnastics