



Physical Education Policy

December 2022

RATIONALE

This Policy has been produced to:

- Promote a high standard of excellence and consistency of approach amongst all staff;
- Communicate the main features of the teaching and learning of physical education within our school; and
- Form a reference document for all staff members.

CONSULTATION

On-going self-evaluation is a key aspect of Botanic Primary School. When developing and drafting this policy, staff and the Board of Governors were consulted.

INTRODUCTION

Botanic Primary School is committed to promoting the health and wellbeing of its pupils through physical education. This policy outlines the organisation, teaching and management of physical education at Botanic Primary School.

The policy is based on the requirements of the Northern Ireland Curriculum (2007) which is the starting point for planning a school curriculum that meets the needs of individual children.

WHAT IS PHYSICAL EDUCATION?

According to the Northern Ireland Curriculum (2007), Physical Education (PE) is one of the six key Areas of Learning. PE focuses on the development of knowledge, skills and understanding through play and a range of physical activities. It is beneficial for many reasons including the healthy functioning of the body, increased physical and muscular strength, suppleness and stamina, as well as improving mental health, concentration, social skills and self-esteem.

As per the curriculum, teachers at Botanic Primary School should and can 'integrate learning across the six areas to make relevant connections for children. Teachers have considerable flexibility to select from within the learning areas those aspects they consider appropriate to the ability and interests of their pupils.' (Page 2, NIC, CEA, 2007)

STATUTORY REQUIREMENTS

The statutory curriculum for PE is structured as follows:

Foundation Stage: Athletics, Dance, Games and Gymnastics.

Key Stages One: Athletics, Dance, Games and Gymnastics.

Key Stages Two: Athletics, Dance, Games, Gymnastics and Swimming.

The five contributory activities within PE are:

Athletics which provides opportunities for activities and physical challenges enabling pupils to learn, understand and develop the core skills of running, jumping and throwing in a co-operative context.

Dance which is concerned with responding to a variety of stimuli and the use of body movements to communicate ideas and express feelings.

Games which aims to develop games skills through a range of activities and using a variety of equipment.

Gymnastics which aims to explore, create, practise and improve body management skills.

Swimming which provides opportunities to develop movement in water, basic swimming, and confidence and safety in and around water.

BOTANIC PRIMARY SCHOOL AIMS FOR PE:

- To provide a broad and balanced approach to the four/five contributory activities (Athletics, Dance, Games, Gymnastics and Swimming) within PE;
- To develop knowledge, understanding and skills in the four/five activities within PE;
- To develop Thinking Skills and Personal Capabilities (TSPC), creativity, social and personal skills within and through physical activities;
- To provide a continuous and progressive approach to the teaching and learning of PE; and
- To develop pupils' abilities and confidence levels individually, co-operatively as part of a team and competitively with others.

BOTANIC PRIMARY SCHOOL HOPES THIS WILL:

- Promote pupils' understanding of physical health, emotional wellbeing and personal hygiene;
- Develop pupils' love for physical and sporting activities inside and outside of school so creating an active lifestyle; and
- Develop the foundations for a healthy lifestyle, physically and mentally, amongst our pupils.

CHILD CENTRED PROVISION

Inclusion

We aim to include and support all children so that they reach their full potential across all Areas of Learning including PE. Through our teaching of PE, we aim to provide learning opportunities which help pupils progress according to individual abilities. We do this by setting suitable learning challenges and responding to each child's needs.

The teachers are aware of the requirements of Special Educational Needs and Disability Order (NI) 2005, and their pupils' abilities and so should plan pupil experiences accordingly. This may include working as necessary with therapists and following medical advice. Similarly, if a child is not progressing in PE as expected, there may be special educational needs, and so action must be taken to meet their needs. Where appropriate, children with special educational needs may have specific targets relating to PE.

Teachers will use a variety of teaching strategies, including whole class teaching, co-operative small group/team work and individual skill progression. This may involve differentiation by outcome, grouping, activity, resources and/or support. This will happen most naturally by using open-ended physical activities. Activities can be adapted for challenge or to support by altering the space, time, task, equipment and people involved.

Pupils will be assisted to access PE using a range of learning styles: visual, auditory and kinaesthetic. They may record and demonstrate their learning in a variety of ways according to their learning needs and preferences, including through the use of technology. Children with exceptional ability will have access to more demanding aspects of the PE curriculum and extra-curricular activities.

Extra-Curricular Activities

It is recognised that we have a responsibility as a school to promote and encourage children's physical education. One way of doing so is through afterschool sporting clubs, tournaments and sporting blitzes.

HIGH QUALITY TEACHING AND LEARNING

In Botanic Primary School, the teaching and learning of PE provides suitably challenging opportunities for all pupils to take part in lessons fully and effectively. Learning experiences should be active, practical and enjoyable. We make use of a wide range of resources and teaching methods to engage children in effective learning.

Subject Organisation

We recognise that a sound underlying organisation and management of PE is crucial to promote, support and encourage learning in a safe way. Organisation will vary to suit the purpose, activity, skills being taught and children involved. Therefore, a range of organisational strategies are essential:

- High quality teaching of PE will follow a 'Plan. Do. Review' model;
- Equipment and activities will be differentiated according to individual ability, age, learning style, learning rate and skill demonstrated;
- Classroom assistants (if available) are used with individual children and small groups, under the direction of the class teacher;
- At least two slots of PE will be timetabled per week in the assembly hall but PE may also be covered through the use of outdoor areas and the PEC;
- Each teacher will follow an order of activities (Appendix 1) to increase progression and continuity, and ensure the relevant equipment is easily accessible. Generally, the area of PE will change each half term to ensure all four/five activities are completed throughout the year. Changes to these areas are monitored by the PE coordinator and regular communication takes place between staff; and
- Teachers submit evaluations of their PE planners five times a year. The PE coordinator monitors these plans and evaluations.

Planning

Planning for PE is most often done on a half-termly basis. Where there is a job share, classroom assistant or another teacher taking the class, they are made aware of the activities and skills being taught. Planners are shared on a planning folder on the school's network.

Planners will outline the day-to-day teaching including the learning intentions, suggested warm-ups, development, main activity/game, cool down/plenary, and equipment used (Appendix 2). Teachers should refer to the statutory requirements of the NI Curriculum whilst writing their planners.

Whilst initial planning is **for** the pupils, at all stages children will be encouraged to become active participants in the planning/learning process.

It is expected that teachers will evaluate and modify their planning according to the needs and interests of the pupils. Evaluations should happen on a half-termly basis, with the exception of only one submitted evaluation in term 3.

The PE coordinator has responsibility for overseeing and monitoring half-termly plans and evaluations. They will monitor the standard of children's learning by means of observations and photographic evidence. Teachers are encouraged to share good practice in PE.

Planning for Progression and Continuity

Planning for PE builds on the earlier experiences of children and continues to help them as they progress through the school.

We ensure that the overall programme of learning in any class, and across the key stages, is broad and balanced and that there is continuity and progression in children's skill development.

As part of planning for progression and continuity, fundamental movement skills are practised, improved and applied widely throughout the school:

Body Management	Locomotor	Object Control
Balance on one foot	Sprint Run	Foot Dribble
Line/Beam Walk	Hop	Hand Dribble
Climb	Skip	Kick
Forward Roll	Gallop	Catch
	Side Gallop	Underarm Throw
	Continuous Leap	Overarm Throw
	Jump for Distance	Chest Pass
	Jump for Height	Punt
	Dodge	Two-Handed Strike

Thinking Skills and Personal Capabilities

'At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning contexts . . . children should develop Cross-Curricular Skills and TSPC.' (Page 5, NIC, CEA, 2007) Therefore, through the teaching and learning of PE, Botanic Primary School aims to develop links with the TSPC framework.

Connected and Cross Curricular Learning

Recognising the requirements of the NI Curriculum, teachers are encouraged to make meaningful links between PE, other areas of learning and TSPC being taught. We may also use the Ideas for Connected Learning, Thematic Units and other guidance material from CCEA in our planning. We encourage children to transfer understanding and skills from one context to another, allowing them to practise and apply the skills they have gained.

Learning in the Outdoors

Teachers are encouraged to use the playground where weather and activity permitted.

Use of local, outdoor facilities including the PEC pitches and activity-based trips are also planned for when possible.

Play equipment is provided at break times to increase pupils' physical activity. Pupils also have access to climbing frames in the playgrounds.

Health and Safety

Use of the playground, outdoor facilities, external coaching services and sporting events will be undertaken in accordance with the appropriate school policies and risk assessments. This will ensure risk is minimised and pupils can experience PE within health and safety guidelines. 'All activities must be taught within a safe environment and children must be made aware of safe practice at all times.' (Page 84, NIC, CEA, 2007)

Pupils will be made aware of the need for personal hygiene, particularly in Key Stage 2.

Pupils should wear a school PE kit during PE lessons: a t-shirt/polo shirt suitable for sports and leggings, tracksuit bottoms or shorts. This may involve changing during the school day, at the discretion of the teacher, and in line with available changing areas and safeguarding. As Botanic Primary School do not have designated changing rooms, pupils will change in their classrooms. Upper KS2 students will be split into gender-separated areas for changing. Staff are present, or within close proximity, during changing times to ensure pupils are safe at all times. PE kits should be washed (at least) weekly at home.

Pupils should have footwear suitable to the location and activity. Where sports trainers are not in school, pupils may be required to complete their PE lesson barefoot.

The removal of all jewellery is expected including sports watches and piercings. As a last resort, where piercings cannot be removed, pupils must be able to tape their piercing (this should be sent into school). Pupils are not permitted to wear hooded items of clothing, bulky clothing or items which may hinder their safety. Long hair should also be tied back.

In hot weather, protection from the sun is advisable; therefore pupils can wear cap and loose clothing. Parents should apply sun cream before school.

In line with PEC requests, during swimming lessons, pupils must wear swimming caps and goggles. Pupils are expected to be able to adjust, put on and remove their own goggles. On some sporting occasions, such as hockey or football matches, children may be asked to wear a mouth guard and/or shin pads.

If a child is well enough to be in school, they are encouraged, unless based on health grounds, to take part. If a pupil is to miss a PE lesson, direct contact must be made with the school or a written note given to the class teacher. Any expectation of missing PE lessons including swimming will normally require a medical note from a doctor.

Some additional PE kits and swimming kits will be kept in school to ensure all pupils have access to suitable and clean attire. It is therefore the responsibility of the parents of those pupils to return the items to school as soon as possible, freshly laundered.

All teachers will endeavour to reduce risk by ensuring the environment is secure, clear and the surface is appropriate. A copy of the Association for Physical Education's Safe Practice in PE, School Sports and Physical Activity is located in the P7 classroom which provides a comprehensive guide to safe practice and managing risk.

Mats will only be used to absorb the impact when landing on feet and to provide suitable cushioning for aspects of floor work.

Equipment

PE equipment will be provided taking into consideration pupils' age, ability, individual needs, learning styles and the skill being taught. Extension equipment, activities and roles will be available for the more able, whilst reinforcement of core skills will require appropriately adjusted equipment for the less able. Pupils will be encouraged to take responsibility for setting up activities and equipment where appropriate.

Botanic Primary School has a range of centrally stored equipment for the teaching of PE in Nursery, Foundation, Key Stage 1 and Key Stage 2, including play equipment at break times. Digital technology will be available, particularly during dance teaching blocks. Wall bars will be inspected annually. An audit of the equipment and organisation of the PE store will happen each year.

Planners will indicate specific use of the school's equipment and show progression and continuity.

Monitoring and Assessment

Assessment within PE will be used to promote and enhance pupils' learning. It can also develop a positive learning environment, increase independence, promote the development of skills and monitor pupils' TSPC within a relevant context.

Assessment within PE involves any method used to appraise the children's learning, either individually or in groups. It will generally take the form of Assessment for Learning, following the belief that 'assessment which is explicitly designed to promote learning is the single most powerful tool we have for raising standards.' (Beyond the Black Box, Assessment Reform Group, 1999)

In line with CEA's document, Assessment for Learning in Key Stage 1 & 2 (Page 15, 2007), quality feedback is essential for effective learning and teaching within the curriculum, including PE. 'Feedback can motivate pupils by building self-esteem and reinforcing the positive...'

Formative feedback:

- is timely;
- relates to the focus of the learning (learning intention);
- identifies where success has occurred;
- identifies where and how improvement can take place;
- allows time for improvement; and
- is accessible to the pupil in terms of meaning/vocabulary.'

Teachers are encouraged to upload photographic evidence of pupils' learning to the school website. This serves as an evidence bank and promotes the teaching and learning of PE.

The role of the teacher is:

- To increase pupil voice and become aware of the interests of pupils so that a relevant, engaging PE environment is created;
- To be flexible in approaches and embed practical and active approaches to teaching PE which are suitable to all learners;
- To use a range of teaching strategies including demonstrations, problem-solving and guided discovery;
- To update PE schemes and equipment as appropriate, whilst communicating changes with the PE coordinator;
- To plan a PE scheme of work which has effective cross-curricular links where appropriate, is age-appropriate, relevant, progressive and continuous;
- To help children feel confident and comfortable within the environment: giving attention to the layout and space; giving freedom of movement; flexibility to work; use of varied equipment; a range of stimuli; and provision of ICT to allow demonstrations, teaching points and to inspire creativity;
- Ensure warm-up and cool-down activities are used in all lessons;
- Visually check any equipment being used, report any faulty equipment to the coordinator and remove such equipment;
- Ensure equipment is replaced safely and in an organised manner in the PE store;
- Ensure pupils are physically active for sustained periods of time;
- Use different types of groupings where appropriate, and consider size, flexibility and composition of groups including independent, individual, paired and partner work, small groups (mixed ability, friendship or gender) and whole class;
- To use effective questioning, praise and feedback to promote all aspects of learning in PE and to encourage pupils;
- To teach PE in a way which highlights a passion, knowledge and excitement for the subject;
- To promote TSPC which are supported within a meaningful context;
- To embed assessment for learning within PE, feeding this information into future PE planners and evaluations;

- To adopt the approach of teach safely, teach safety, in an age-appropriate manner and eliminate unnecessary dangers (Safe Practices in Physical Education, 2020);
- To complete a series of checks on equipment, environments and PE kits including clothing and footwear;
- To evaluate PE planners half-termly; and
- To direct classroom assistants to work with individuals or small groups (when available).

Role of the Classroom Assistant

Classroom assistants can provide valuable assistance to the teacher in supporting the development of PE within Botanic Primary School. This may involve, under the direction of the teacher:

- Preparation of equipment and resources for lessons; and
- Supporting and aiding supervision during the implementation of activities and outdoor lessons.

EFFECTIVE LEADERSHIP

Role of the PE Coordinator

In Botanic Primary School, all teachers accept shared responsibility for promoting PE throughout the school. However, one teacher has designated responsibility for overseeing this work. The PE coordinator is responsible for leading and directing the subject development, in consultation with the principal, teachers, parents and governors and in accordance with the school's development plan. It is the responsibility of the PE coordinator to:

- Draw up, monitor and evaluate a yearly action plan for the development of the PE in Botanic Primary School;
- Negotiate, in accordance with the whole school, the place of PE within the School Development Plan and be involved in monitoring and evaluating;
- Develop and disseminate knowledge and expertise of PE including new resources, schemes, websites, sporting events and external coaching services;
- If and when appropriate, organise relevant staff training;
- Advise and guide colleagues with regard to appropriate physical activity practice and updates on planners;
- Oversee the progression and continuity of planners throughout the school;
- Formulate, review and update the school PE policy in association with pupils, parents, teachers and principal;
- Promote and disseminate the policy within school;
- Undertake monitoring including lesson observations, reviewing photographic evidence, and examination of planning and evaluations;
- Ensure that athletics, dance, games, gymnastics and swimming are properly resourced in terms of acquisition, safe storage and access;
- Promote the teaching and learning of PE through competitions and events including the organisation of annual sports days;
- Promote extra-curricular sporting events;
- Organise partnerships and communicate with external coaching services such as PEC;
- Organise a PE timetable for the assembly hall;
- Commit to their own on-going professional development and subsequently inform the rest of the staff of recent curriculum innovations and research in the area of PE; and
- Maintain contact with all concerned: principal, senior management team, teachers, other staff, parents and pupils.

A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY

In Botanic Primary School, we believe that the education of our pupils is a collaborative enterprise involving teachers, classroom assistants, parents, pupils, external agencies and the wider community.

During the academic year, parental and community involvement is promoted in a variety of ways:

- Sports Days
- Swimming lessons at PEC
- Increasing use of PEC's outdoor areas during term 3
- Tournaments and sporting blitzes
- External coaching agencies
- Use of the school website.

CONCLUSION

This policy will be in line with other school policies including:

- Assessment and Feedback Policy
- Special Educational Needs Policy
- All Curriculum Policies
- Health and Safety Policy

MONITORING AND REVIEW OF POLICY

Although the overall aims for PE teaching and learning are likely to remain fairly consistent, the practices will evolve over time as the school progresses in its development of PE provision.

The PE Policy is:

- Agreed with the Board of Governors
- Shared with parents via the school office and website
- Regularly reviewed and updated in consultation with school stakeholders: staff, children, parents and governors.

Date Policy Reviewed:

Signed _____(Principal)
_____ (Chair of Board of Governors)

Overview

Appendix 1

	Term 1		Term 2		Term 3
	1A	1B	2A	2B	3
P1	Games	Dance	Gymnastics	Games	Athletics
P2	Games	Dance	Gymnastics	Games	Athletics
P3	Games	Dance	Gymnastics	Games	Athletics
P4	Games	Dance	Gymnastics	Games	Athletics
P5	Games Swimming	Dance Swimming	Gymnastics	Games Swimming	Athletics Swimming
P6	Games Swimming	Dance Swimming	Gymnastics Swimming	Games	Athletics
P7	Games	Dance	Gymnastics Swimming	Games Swimming	Athletics Swimming

Sample PE Planners

Appendix 2

Games - KS2

Learning Intentions:

Class:	Term:
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		2	3	4	5	6	7
Warm Up -							
Run, stop and SIT							
Continuous running							
Run and jump							
Speed - fast, slow, static							
"Stick in the mud" or other							
"Catch a tail" or other							
Target landings using hoops							
Run and touch cone							
Health Education							
Stretching -							
Stretch every body part							
Development -	Football						
Ball control	1) running with ball						
	2) dribbling						
	3) dribbling and stop						
	4) dribble, stop, change direction						

Passing and receiving	1) Pass to a partner who stands still						
	2) Piggy in the middle						
Dodging and blocking	1) introduce term						
	2) dribble in and out of cones						
	3) dodge a partner						
Shooting and aiming	1) shoot at targets on wall						
	2) Gradually smaller targets						
	3) with a goal keeper						
Game	1) Introduce basic rules						
	2) 2 vs 2						
	3) 5 vs 5						
	4) design a game						
Evaluate							

Development -	Basketball				
Ball control	1) running with ball				
	2) dribbling				
	3) dribbling and stop				
	4) dribble, stop, change direction				
Passing and receiving	1) Pass to a partner who stands still				
	2) Piggy in the middle				
Dodging and blocking	1) introduce term				
	2) dribble in and out of cones				
	3) dodge a partner				

Shooting and aiming	1) shoot at targets on wall				
	2) Gradually smaller targets				
	3) with a lowered net				
Game	1) Introduce basic rules				
	2) 2 vs 2				
	3) 5 vs 5				
	4) design a game				
Evaluate					

Development -	Indoor Hockey						
Ball control	1) running with ball						
	2) dribbling						
	3) dribbling and stop						
	4) dribble, stop, change direction						
Passing and receiving	1) Pass to a partner who stands still						
	2) Piggy in the middle						
Dodging and blocking	1) introduce term						
	2) dribble in and out of cones						
	3) dodge a partner						
Shooting and aiming	1) shoot at targets on wall						
	2) Gradually smaller targets						
	3) with a net						
Game	1) Introduce basic rules						
	2) 2 vs 2						

	3) 5 vs 5						
	4) design a game						
Evaluate							

Development -	Tennis				
Ball control	1) holding racquet				
	2) hitting ball on racquet				
	3) bouncing ball with racquet				
	4) hitting ball				
Hitting	1) return a ball				
	2) return a ball over a line				
	3) return a ball over a low net				
	4) return a ball over a net				
Games	1) Tennis train				
	2) Tennis jail				
	3) design a game				
	4) tennis rules				
	5) 4 vs 4				
	6) 2 vs 2				
Evaluate					

Development -	Dodgeball						
Ball control	1) under arm throw						
	2) javelin throw						
	3) side arm throw						
	4) hitting a target eg cones or hoops						
Travelling	1) running						
	2) changing direction						
	3) fast feet						
	4) always moving (avoiding being a target)						
Games	1) Defend the castle						
	2) Protect the pin						
	3) Dungeon Dodge Ball						
	4) Protect the President						
	5) 5 vs 5						
Evaluate							

Cool Down -							
Stretch all body							

Differentiation and Notes:

Gymnastics - KS2

Learning Intentions:

Class:	Term:
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		1	2	3	4	5	6	7
Warm Up -								
Run, stop and SIT								
Hopping								
Galloping								
Spinning								
Speed - fast, slow, static								
Jump on the spot	1) tuck (small/curled)							
	2) wide							
	3) straight (narrow)							
	4) twisted							
	5) pike							
Formal	1) swings							
	2) tuck and stretch							
	Cross and lift							
Health Education								
Stretching -								
Stretch every body part								
Split stance								

Good toes/bad toes								
Sit and reach								

Development -								
Make a shape with body (no legs)	1) tuck							
	2) wide							
	3) tall							
Move from one shape into another	1) individual							
	2) pair							
	3) group							
	4) whole							
Move from one shape into another <i>with music</i>								
Balance	1) on four							
	2) on three							
	3) on two							
	4) on one							
Balance	1) individual							
	2) pair							
	3) group							
	4) whole							
Jump and land	1) forward							
	2) backward							

	3) sideways								
	4) over								
Run, jump and land	1) forward								
	2) backward								
	3) sideways								
Run, jump and land with bunny hop									
Run, jump and land with bunny hop, shoulder roll									
Run, jump and land with backward rock									
Run, jump and land with backward rock to stand									
Run, jump and land with shape	1) on four - wide/tuck								
	2) on two - tall/wide								
Run, jump and land with shape	1) with a partner								
	2) in trio								
Evaluate									
With Equipment -									
Music									
Bench									
Scarf/ribbon									
Skipping ropes									
Hoops									
Rope/bars (climbing)									

Cool Down -								
Stretch all body								
Good toes/bad toes								
Split stance								
Skills Training -								
Forward roll								
Backward roll								
Handstand								

Differentiation and Notes

Dance - KS2

Learning Intentions:

Class:	Term:
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			1	2	3	4
Warm Up -						
1	Musical statues (safety training)	When music stops freeze at different levels called by teacher -high, medium and low different shapes called by teachers - tucked or ball, long, and wide				
2	Copy the leader Travelling and "on the spot" (Use modern or traditional music)	"On the spot" can be held positions for a count of beats e.g hold for eight				
Stretching -						
	Stretch every body part					
	Good toes/bad toes					
Development						
3	Moving to music (traditional e.g. barn dance or modern pop) This can begin to build simple dances composed by the teacher or by the pupil with a little teacher direction. Pick and mix from sections 3,4,5,6,7,8	<ul style="list-style-type: none"> a. Walk b. Skip c. Gallop d. Shuffle e. Spinning f. On tip toes g. On heels & toes h. Side close step i. Side stamp step j. In character e.g.puppet, ballerina, cool dude, frog, lion, monster, snowman etc. 				
4	Moving to the music along different floor patterns	<ul style="list-style-type: none"> a) Straight lines b) Circles c) Squares d) Figure of eight e) Dos-si-dos f) Your initials 				

5	Steps on the spot	<ul style="list-style-type: none"> a) Stand still b) Clapping c) Bouncing d) Hopping e) Step-hop f) Step-stamp g) Heel/toe point h) Criss-cross i) Step-swing j) Step close step (chassee) 				
6	All of the above 1-5 with a partner, in 3's or 4's					
7	Handholds	<ul style="list-style-type: none"> a) Right hand star b) Left hand star c) Both hands star d) Crossed hands e) Coach and horses 				
		f) Pat-a-cake turns				
8	Formations	<ul style="list-style-type: none"> a) Circling b) Chain c) Arching d) Thread the needle e) Long sets f) Squares 				
9	Props	<ul style="list-style-type: none"> a) Scarves b) Ribbons c) Batons d) Hoops e) Hats f) Maypole g) umbrellas 				
CLIMAX-						
10	Set or composed dances (by pupils and teacher) OR	<ul style="list-style-type: none"> a) Longways set b) Barn dance circles c) Circle waltz d) Syvespring 				

	Dramatised creative dance from e.g Disney stories, classical ballet, a favourite author, curriculum based - weather or seasons, the Olympics	<ul style="list-style-type: none"> e) Sieben Schritt f) Alunelul (The nutcracker) g) Pat-a-cake polka h) Mayim Mayim (water water) i) Cottage pie j) Story telling to music e.g. Little Red Riding Hood, The Ugly Duckling, Doll On a Music Box, Pinocchio's song (I got no strings), Toy Story (You got a friend in me), Bare Necessities, Trust in me (hypnosis snake song from Disney), I Wanna Be Like You, Heigh Ho Heigh Ho, 				
Cool Down -						
11	Stretch all body					
12	Training to music	<ul style="list-style-type: none"> 1) springing (sauté) 2) feet and ankles 3) walks 4) runs 5) good toes/bad toes 				
SHARING						
14						

Notes and differentiation

ATHLETICS - KS2

Learning Intentions:

Class:	Term:
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		1	2	3	4	5	6	7	8
Warm Up -	Game/Activity								
Run, stop and SIT	KINGS AND QUEENS								
Continuous running									
Run and jump									
Gallop									
Sprint relay									
Speed - fast, slow, static	GETTING FASTER								
Jump for height									
Jump for distance	CATERPILLARS AND CRABS								
Health Education									
Development -	Game/Activity	1	2	3	4	5	6	7	8
1) race rules									
2) high knees	STEEPLE CHASE								
3) pumping arms									
4) stride	TRAINS								
5) speed fast/paced									
6) long distance									
7) up/down inclines									
8) hurdles									

SPRINT

JUMP

THROW

9) novelty running									
10) timing running									
1) long jump rules									
2) standing broad jump	HOW MANY JUMPS								
3) run and jump									
4) take off and landing									
5) high jump and hit target	HIGH JUMPER								
6) measure									
1) throwing rules									
2) sitting throw	CATERPILLARS								
2) underhand throw stance step forward with opposite foot step, swing and follow through	PASS IT ON								
3) overhand throw side on stance take a lead step forward bend elbow step and throw (crack a whip)									
4) Throwing different equipment ball, quoit, javelin	BALL RELAY								
5) accuracy - aiming at a target eg hoop									
6) measure distance									

Evaluate									
With Equipment -									
Hurdles									
Balls									
Quoit									
Beanbags									
Hoops									
Cool Down -									
Stretch all body									

Differentiation and Notes