



PHYSICAL EDUCATION AT SEC



NATIONAL CURRICULUM – KSI

Key stage 1

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.

NATIONAL CURRICULUM – KS2

Key stage 2

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, hockey, 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.



Intent:

At St Edmund Campion, we aim to inspire an active generation to enjoy PE. We provide a range of different physical activities to allow children to develop a life-long love of fitness and support them in making healthy life choices. Our PE curriculum is designed to challenge and promote self-esteem through the development of physical confidence. It can teach children to cope with both successes and failures in competitive, individual and team based physical activities.



IMPLEMENTATION



Implementation:

PE at St Edmund Campion provides both challenging and enjoyable learning experiences through a range of sporting activities including, strike and field games, gymnastics, orienteering, handball and hockey. Pupils participate in high quality PE lessons each week taught by a coach from Premier Sports. The sessions are taught in line with the national curriculum and are designed to *'bring each sport to life with games and activities whilst helping to build skills and confidence in each child.'*

In Year 4, the children are given the opportunity to attend swimming lesson to help them understand how to keep safe in water. In addition to this, 'booster sessions' for identified Year 5 and 6 pupils are used to help meet the National Curriculum requirements of swimming 25m by the end of Year 6. From EYFS to Year 6, the children also engage in dance lesson which provides the children with the opportunity to express their individuality through the construction of dance pieces – both in groups and individually.

We also offer a wide range of sporting after-school clubs, such as basketball and football, run by both teaching staff and outside agencies.

OVERVIEW OF THE YEAR

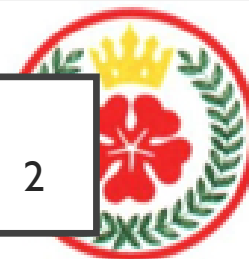
To provide the children with the required 2 hours of physical activity a week, we have incorporated a range of activities which run alongside the weekly PE sessions. This includes forest school, mindfulness and trips such as PGL and Kingswood

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
FS	Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					Forest Schools
	Dance	Dance	Dance	Dance	Dance	Dance
						Mindfulness
Y1	Multi-Skills	Games Dodgeball	Gymnastics	Multi-Skills Team Games	Athletics	Net and Wall Tennis
	Dance	Dance	Dance	Dance	Dance	Dance
						Forest Schools
Y2	Multi-Skills	Games Dodgeball	Gymnastics	Multi-Skills Team Games	Athletics	Net and Wall Tennis
	Dance	Dance	Dance	Dance	Dance	Dance
						Mindfulness
Y3	Games Hockey	Games Dodgeball / Handball	Gymnastics	Orienteering	Athletics	Striking and Fielding Cricket
	Dance	Dance	Dance	Dance	Dance	Dance
						Mindfulness
Y4	Games Hockey	Games Dodgeball / Handball	Gymnastics	Orienteering	Athletics	Striking and Fielding Cricket
	Forest schools	Dance	Dance	Dance	PGL	Dance
	Dance	Swimming		Dance	Dance	Dance
						Mindfulness
Y5	Games Hockey	Games Dodgeball / Handball	Gymnastics	Orienteering	Athletics	Striking and Fielding Cricket
	PGL	Dance	Dance	Dance	Dance	Dance
	Dance	Forest Schools	Dance	Dance	Dance	Dance
					Mindfulness	

SEC Autumn 2: PE Learning Objectives



LEARNING OUTCOMES
EXAMPLE FROM AUTUMN 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
FS	Multi-skills					
	To understand the term space	To be able to move and find space	To be able to control an object	To be able to move with an object	To be able to send and receive an object	To perform all the skills in a range of games
Y1	Dodgeball					
	To be able to pass and receive	To begin to move and send an object	To throw the ball with control	To be able to throw with accuracy	To be able to hit a target, developing hand eye co-ordination	Participate in a simple game
Y2	Dodgeball					
	To develop throwing, catching skills	Continue improving our throwing and receiving skills	Confident to send the ball to others in a range of ways.	Develop spatial awareness.	Understand the importance of rules in games.	Begin to apply and combine a variety of skills to a game situation

Dodgeball / Handball

Y3

Develop strong spatial awareness

Throw and receive a ball with confidence and accuracy

To develop our skills of working as a team and achieving a goal, understanding tactics and responses

Uses skills with co-ordination and control.

Beginning to understand how to compete with each other in a controlled manner.

Apply basic skills for attacking and defending in a game situation

Dodgeball / Handball

Y4

Demonstrate strong spatial awareness

Shows confidence in using ball skills in various ways, and can link these together.

Uses skills with coordination, control and fluency, improving shooting

Apply basic skills for attacking and defending.

Compares and comments on skills to support others

Takes part in competitive games with a strong understanding of tactics

Dodgeball / Handball

Y5

Continue to develop strong spatial awareness

Use skills with co-ordination, control and fluency, throwing and receiving of the ball

Continue developing our throwing and receiving and looking to moving onto shooting.

Apply basic skills for attacking and defending.

Shows confidence in using ball skills in various ways

Takes part in competitive games with a strong understanding of tactics and composition

Dodgeball / Handball						
Y6	To recap our memory on passing and receiving and go onto movement	To develop our skills of working as a team to achieve a goal	Shows confidence in linking together ball skills in various ways	Consistently uses skills with coordination, control and fluency	Keeps possession of balls during games situations.	Takes part in competitive games with a strong understanding of tactics and composition.

- The objectives taught are developed on each year throughout their time in school.
- Objectives from the previous year are revisited to embed.
- The learning outcomes are in line with our Skills Progression Overview.



PROGRESSION OF SKILLS - GAMES

Games						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>I am confident throwing and catching a ball with a partner.</p> <p>I am developing my ball skills when throwing, kicking, catching, passing, batting and aiming.</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple Games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>

PROGRESSION OF SKILLS - GAMES



			<p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select Resources independently to carry out different skills.</p>	<p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Can create their own games using knowledge and skills. Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
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The skills overview covers Games, Dance, Gym, Athletics, Outdoor Adventurous Activities and Swimming.

All are available on the school website.



IMPACT

Impact:

The wide range of physical activity offered at St Edmund Campion, allows for the development the physical, social and emotional well-being of our students as we strive for each child to find an area they enjoy and can excel in. **Reflect, evaluating, impacting, compare and demonstrate personal best**

Children at St Edmund Campion make good progress in PE and are eager to attend after school clubs and competitive sports events





ASSESSMENT

All lesson plans and assessments for each half term can be found on our performance portal <https://schools.premier-education.com>

At the end of each term the Activity Professional assesses the children and reports back to the class teacher.

Year 1: Athletic activities - Mrs C Mannering

Summative Assessment – Review of unit and pupil achievement (Summer-1)

Learning outcomes included in this assessment :

- ✓ Understand and explain which activities are good for our health
- ✓ Move confidently and creatively with control and coordination in large and small movements
- ✓ Perform basic fundamentals of movement (ABC's) with control and confidence
- ✓ Listen to others and follow instruction
- ✓ Cooperate and work in small teams
- ✓ Describe, explain and comment on their own and others' actions and feelings
- ✓ Understand and explain the importance of good health, physical exercise and healthy food
- ✓ Safely negotiate space both indoors and outdoors
- ✓ Practice a range of movements with control demonstrating balance & coordination
- ✓ Dress and undress for PE promptly with minimum help
- ✓ Communicate, select, prepare and handle appropriate resources effectively
- ✓ Listen, respond to set tasks and sounds following expectations and rules

Establishing (0)

0%

Expected (24)

89%

Yazan Ali	»	Mia Barnett	»	Mack Cheng Yau Hong	»
Eleni Constantinou	»	Elicia Davis	»	Harry Day	»
Iona Hayes	»	Carla Housley	»	Deigo Housley	»
Jidenna Igwe	»	Leandro Lawrence	»	Wilfred Lomas	»
William Neville	»	Phoebe Rose Olivero	»	Grace Peachey	»
Grace Peachey	»	Cora Pickles	»	Martha Pike	»
Phoebe Price	»	Cillian Rendu	»	Benas Stukas	»
Catherine Thomas	»	Mollie Watchorn	»	Alice Watson	»

Exceeding (3)

11%

Flynn McDonagh	»	Annie Wood	»	Joseph Wren	»
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SPORTS PREMIUM FUNDING

Sports Premium Funding is carefully planned to meet the 5 key indicators

1. The engagement of pupils in regular physical activity.
2. Raising the profile of sport across the school for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE.
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport



SEC 2021-22

SPORTS PREMIUM SPENDING

Sports Premium Grant 2021-22	£19,690
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Projected Spend	Cost
Stay Active (Lunch provider)	£3000
Dance Coach CPD	£6630
Mindfulness	£3600
SSCO Subscription	£730
Transport (FS/Y1 to Sharp Hill)	£1225
Paceball	£650
Trent Bridge Classroom	£500
Health Week	£2555
Equipment	*

Total Actual Spend	£18,890
Surplus	£800

WIDER OPPORTUNITIES



The children can access a range of extra-curricular Clubs (including lunch time provision) such as:

- Rattle and Roll (Performance + Dance)
- Football
- Gymnastics
- Premier Sports
- Basketball
- Table-Tennis
- Rowing



There is also the opportunity to attend event days and competitions to proudly represent the school.

For example;

- Football competitions
- Hockey competitions
- Cricket events days
- Tennis events days





HEALTH WEEK



Health Week provides the children the opportunity to experience a range of sports and activities, some of which are not routinely taught as part of our curriculum.

For this years Health Week, we currently have booked:

- Drumba
- Zumba
- Yoga
- Basketball
- Sport Stacking
- Tennis
- Mindfulness
- Martial Arts
- Korfball
- Pepsico
- Olympic Athlete – Sports For Schools

The children also attend teacher lead sessions using the trampolines, exercise bikes and scooters – to name a few!

The week concludes with a sports day which allows the children to compete in a range of competitive sporting activities and races.



HEALTH WEEK- EXAMPLE 2021 KS2 TIMETABLE

Monday				Tuesday				Wednesday			Thursday				Friday
Field	Hall	Classroom	Astro	Astro	Playground	Hall	Field	Field	Astro	Hall (pm)	Astro	Hall	Playground	Field	Field
Prem Sports	Drumba	Mindfulness	Paceball	Prem Sports	Jimmy (am)	Mixture * (Teacher Led)	Korfball	P. Sports	Football or Hockey (teacher led)	Yoga	Prem Sports	Dance	Paceball	Sports Day Practise	Sports Day
9.10 – 9.45 6S	9.10 – 9.45 4D	9.10 – 9.45 4R	9.00 – 9.40 6T	9.05 – 9.40 Year 6	9.05 – 9.45 5J	9.10 – 9.40 4D	9.05 – 9.45 5A	9.00 – 9.40 6T	9.00 – 9.40 6S	9.00 – 9.40 5J	9.00 – 9.40 6S	9.10 – 9.45 5A	9.00 – 9.40 6T	9.00 – 9.40 5J	Y3/4 Sports Day
9.45 – 10.20 3C	9.45 – 10.20 3B	9.45 – 10.20 5J	9.40 – 10.20 5A	9.40 – 10.15 3B	9.45 – 10.25 4R	9.40 – 10.10 3C	9.45 – 10.25 Year 6	9.40 – 10.20 3B	9.40 – 10.20 3C	9.40 – 10.20 4D	9.40 – 10.20 3C	9.45 – 10.20 3B	9.40 – 10.20 4R	9.40 – 10.20 4D	
10.20 – 10.55 6T	10.20 – 10.55 4R	10.20 – 10.55 6S	10.20 – 11.00 5J	10.15 – 10.50 4D	10.25 – 11.05 3C	10.10 – 10.40 5J	10.25 – 11.05 3B	10.20 – 11.00 5A	10.20 – 11.00 5J	10.20 – 11.00 6S	10.20 – 11.00 6T	10.20 – 10.55 6S	10.20 – 11.00 5J	10.20 – 11.00 5A	
10.55 – 11.30 4D	10.55 – 11.30 5A	10.55 – 11.30 3C	11.00 – 11.40 6S	10.55 – 11.30 5J	11.10 – 11.50 Year 6	10.40 – 11.10 4R	11.10 – 11.50 3C	11.00 – 11.40 4D	11.00 – 11.40 4R	11.00 – 11.40 3B	11.00 – 11.40 4D	10.55 – 11.30 3C (outside)	11.00 – 11.40 3B	11.00 – 11.40 4R	
11.30 – 12.10 5J					11.50 – 12.30 3B		11.50 – 12.30 4D	11.40 – 12.20 5J	11.40 – 12.20 6T	11.40 – 12.20 5A	11.40 – 12.20 5A	11.30 – 12.05 5J (outside)	11.40 – 12.20 6S	11.40 – 12.20 6T	
1.15 – 1.55 5A	1.00 – 1.35 6T	1.00 – 1.35 5J		1.30 – 2.05 3C	1.35 – 2.20 4D	1.15 – 1.45 5A	1.35 – 2.20 4R								Y5/6 Sports Day
1.55 – 2.35 3B	1.35 – 2.10 6S	1.35 – 2.10 4R		2.05 – 2.40 5A	2.25 – 3.05 5A	1.45 – 2.15 3B	2.20 – 3.05 5J	1.20 – 1.55 6S	1.20 – 1.55 3B	1.15 – 1.45 3C	1.20 – 1.55 3B	1.20 – 1.55 4R	1.20 – 1.55 4D	1.30 – 2.05 3C	
2.35 – 3.10 4R	2.10 – 2.40 5J	2.10 – 2.40 5A		2.40 – 3.15 4R		2.15 – 2.45 Year 6		1.55 – 2.30 3C	1.55 – 2.30 5A	1.45 – 2.15 6T	1.55 – 2.30 5J	1.55 – 2.30 6T	1.55 – 2.30 5A	2.05 – 2.30 6S	
	2.40 – 3.15 3C	2.40 – 3.10 3B						2.30 – 3.05 4R	2.30 – 3.05 4D	2.15 – 2.45 3B	2.30 – 3.05 4R	2.30 – 3.05 4D (outside)	2.30 – 3.05 3C	2.30 – 3.10 3B	



ANY QUESTIONS?

