



## Physical Education Statement of Intent

At Whinstone Primary School, we aim to develop children who will be physically active and can flourish in broad and balanced PE curriculum. We believe physical education develops skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. PE at Whinstone delivered by a qualified PE specialist encourages pupils to enjoy being physically active whilst developing their skills in a range of activities. All pupils have the opportunity to participate in numerous sporting festivals where they are encouraged to work with others and develop their sense of sportsmanship and fair play.

In KS2 children will continue to apply and develop a broader range of skills in activities already covered at KS1 along with additional sports such as fitness, tag rugby, swimming and cricket. They will develop their flexibility, strength, technique, control and balance within these activities. Children enjoy communicating and competing with each other as well as finding different ways to link actions and sequences of movement. Children develop an understanding of how they can improve in physical activities as well as be able to evaluate their own performance. Children participate in modified competitive games and apply basic tactics and strategies in various situations.

All pupils leaving primary school (to be) physically literate and with the knowledge and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.





## **Physical Education KS2 National Curriculum**

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.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



## Physical Education Implementation

Physical Education is taught as an area of learning in its own right as well as integrated with other curriculum areas where appropriate and especially where we can promote healthy lifestyles. It is timetabled to be taught for two sessions per week.

<b>Year 4 Physical education Implementation – Key Concepts</b>
<b>The Key Concepts of Physical Education at Whinstone are:</b>
<ul style="list-style-type: none"> <li>• Outwitting Opponent</li> <li>• Accurate Replication of Actions</li> <li>• Performing at Maximum Levels</li> <li>• Exercise Safely and Effectively</li> </ul>

<b>In Year 4 Physical Education is taught in the following sequence:</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor PE	Gymnastics	Basketball	Dance	Fitness	Indoor Tennis	Badminton
PE	Netball	Hockey	Tag Rugby	Football	Cricket/Rounders	Athletics

<b>Topic Specific Vocabulary</b>						
<b>Gymnastics</b>	<b>Tag Rugby</b>	<b>Dance</b>	<b>Football</b>	<b>Basketball</b>	<b>Hockey</b>	<b>Swimming</b>
Jump	Dodge	Movement	Dribble	Dribble	Dribble	Front crawl
Roll	Pass	Levels	Pass	Pass	Push Pass	Backstroke
Routine	Try	Actions	Control	Teamwork	Control	Breaststroke
Pair work	Tag	Timing	Marking	Marking	Marking	Butterfly
Balance	Rules	Choreograph	Rules	Rules	Positions	Sculling
Hands and feet	Attack	Unison	Positions	Backboard	Attack	Tread water
Apparatus	Defence	Cannon	Spatial awareness	Decision making	Defence	Rotate
<b>Fitness</b>	<b>Netball</b>	<b>Indoor Tennis</b>	<b>Cricket/Rounders</b>	<b>Badminton</b>	<b>Athletics</b>	<b>Float</b>
Warm-up	Teamwork	Tennis Racket	Bowl	Badminton racket	Throw	Submerge
Cool-down	Marking	Control	Catch	Forehand	Jump	10 metres
Fitness training	Rules	Forehand	Rules	Backhand	Relay	15 metres
Sustained running	Pass	Backhand	Teamwork	Rally	Teamwork	25 metres
Circuit training	Positions	Bounce	Positions	Match	Technique	50 metres
Effort	Court	Rally	Under arm	Court	Pace	Water safety
Boxercise	Attack	Court	Over arm	Ready position	Field Events	Self-rescue
Components of fitness	Defence	Scoring	Organisation	Scoring	Distance	Aquatic skills



## Whinstone Primary School Year 4 Physical Education



These key concepts and knowledge will be taught and reinforced through the development of these specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of Physical Education at Whinstone.

Outwitting Opponent			Accurate Replication of Actions		Performing at Maximum Levels		Exercise Safely and Effectively
Invasion games	Striking and Fielding games	Net games	Dance	Gymnastics	Athletics	Swimming	Fitness
Performance of skills in moving situations.	Different bowling techniques – under and overarm.	Hitting of the ball / shuttle over a net.	Creation of a short motif.	Basic jumps, rolls and hands and feet such as cartwheel, handstand.	Short, middle and long distance running events.	Swim competently, confidently and proficiently over a distance of at least 25 metres	How and why we warm up and cool down.
Spatial awareness.	Different throwing techniques on the move – under and overarm.	Returning of the ball / shuttle to a partner over a net.	Evaluation of strengths and weaknesses.	Basic balances – individual and paired.	Take part in different running events using the correct pace.	Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	Participate in fitness training methods – sustained running, circuit training and boxercise.
Man to man marking.	Catching skills – two and one handed catches.	Different types of shots – forehand and backhand.	Pair work.	Link basic jumps, rolls and balances together as an individual and in pairs.	Take part in running events using the basis of the correct technique.	Perform safe self-rescue in different water-based situations	Participate in all methods and be able to describe own strengths and weaknesses.
Main rules of the game.	Batting skills with correct technique.	Medium rallies.	Levels, directions and timing.	Apparatus work.	Take part in field events using the basis of the correct technique.		Participate in all methods and be able to describe own strengths and weaknesses.
Focus of the main positions in the game related to attack and defence.	All rules of the game.	Serving with the racket.	Different styles of dance.	Unison and Cannon.	Throwing events – javelin and shot putt.		Name components of fitness.
Decision making.	Application of the organisation of team in different positions.	Simple rules.	Unison and Cannon.	Evaluation of strengths and weaknesses.	Jumping events- standing long jump and standing triple jump.		
Introduction of winning and losing.		Adapted scoring.	Choreograph own dance in pairs.	Own led routines.	Work as a team in relay events.		
		Single games.					



# Whinstone Primary School Year 4 Physical Education



## Physical Education Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
<b>Outwitting Opponent</b>	I can dribble a ball avoiding defenders
	I can pass a large ball to a partner using the correct technique every time
	I can pass a ball into a space for a teammate to move onto
	I can pass and receive a ball repeatedly with a partner over a short distance
	I can receive a ball with balance, whilst moving towards the ball
	I can catch a ball facing one way and pivot to face another way
	I can man to man mark
	I can tackle using the correct technique, winning the ball
	I can use a one handed shooting technique
	I can score in a range of targets, using a range of objects
	I can help my team attack and defend
	I can tell you the importance of positions in a team
	I can fulfil a position in a team
	I can roll a ball around my racket while moving
	I can perform backhand and forehand volleys while moving around and avoiding others
	I can hit a ball or shuttlecock to my partner over a net most of the time
	I can serve a ball or shuttlecock over a net most of the time
	I can sustain a rally over a net most of the time
	I can make a range of tennis and badminton shots to win a point over a net
	I can bowl an underarm ball with precision
	I can throw a ball on the move using the correct technique
	I can catch a ball with one and two hands
	I can pass a small or large ball a long distance
	I can stop a rolling ball, dropping my leg to stop it travelling through my legs
	I can strike a ball with a cricket bat using two hands to score runs
	I can strike a ball with a rounders bat with one hand to score a rounder
	I can explain different ways to be out in a striking and fielding game
	I can work as a team
I can anticipate the path of a ball in a game situation	



# Whinstone Primary School Year 4 Physical Education



	I can demonstrate awareness of boundaries of the playing area in a game situation
	I can tell you what the right decision is during a game
	I can follow the rules and compete in a competitive game
	I can understand winning and losing a game
<b>Accurate Replication of Actions</b>	I can create different shapes with my body
	I can move my body to different beats
	I can dance at different levels and speeds
	I can use appropriate actions to suit the music / style of dance
	I can show emotion through movement
	I can perform with fluency, linking actions smoothly
	I can perform a sequence with a beginning, middle and end with a partner
	I can move in unison and in time with my group, meeting and parting
	I can perform movements in canon with my group
	I can evaluate a performance, offering areas for improvement
	I can identify specific steps to improve my performance
	I can describe exactly what I'm doing using dance vocabulary
	I can travel showing different speeds, directions, foot patterns and levels
	I can perform a series of jumps e.g. straddle, pike, tuck, pencil
	I can perform a series of rolls e.g. log, forward, backwards
	I can perform a series of hands and feet movements e.g. bridge, cartwheel, round-off
	I can perform a handstand using a partner for support
	I can link jumps, rolls and hands and feet together
	I can move in unison and cannon with my partner
	I can create symmetrical and asymmetrical balances with a partner
	I can balance on a narrow beam (upturned bench) independently
	I can jump from apparatus, using my body correctly to gain height and land safely
	I can use a range of available apparatus safely, with caution
	I can perform a sequence of gymnastic movements that are linked (e.g. travel, jump, roll, stand, balance)
	I can show a good gymnastic finishing position
	I can describe exactly what I'm doing using gymnastic vocabulary
<b>Performing at Maximum Levels</b>	I can sprint correctly
	I can run for long distances pacing myself



## Whinstone Primary School Year 4 Physical Education



	I can run over low obstacles, clearing them most of the time
	I can run with an object in my hand without dropping it
	I can pass and receive a relay baton without dropping it
	I can work as team
	I can show the correct throwing and jumping techniques e.g. javelin, standing long jump
	I can throw an object or small ball, using a run up to help me throw further
	I can use heel, toe, push up to jump high
	I can apply my running and jumping skills in a competitive situation
	I can evaluate my performance, strengths and weaknesses
	I can identify an area that I need to improve in
	I can set myself a target and measure my success
	I can explain how I achieved my target
	I can swim competently, confidently and proficiently over a distance of at least 25 metres
	I can use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
	I can perform safe self-rescue in different water-based situations
<b>Exercise Safely and Effectively</b>	I can explain the benefits of being healthy and active
	I can tell you why I warm-up and cool-down
	I can explain how my body changes during exercise
	I can participate in fitness training methods – sustained running, circuit training and boxercise
	I can name the components of fitness