



## 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.



# Whinstone Primary School Year 6 Physical Education



## 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 6 Physical education Implementation – Key Concepts</b>
<p><b>The Key Concepts of Physical Education at Whinstone are:</b></p> <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 6 Physical Education is taught in the following sequence:</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor PE	Fitness	Basketball	Gymnastics	Dance	Indoor Tennis	Badminton
PE	Tag Rugby	Football	Hockey	Netball	Cricket/Rounders	Athletics

<b>Topic Specific Concepts and Vocabulary</b>					
<b>Gymnastics</b>	<b>Tag Rugby</b>	<b>Dance</b>	<b>Football</b>	<b>Basketball</b>	<b>Hockey</b>
Routine	Attack	Unison	Positions	Teamwork	Marking
Apparatus	Defence	Cannon	Skill	Marking	Attack
Counter balance	Anticipation	Complex patterns	Referee	Decision making	Defence
Link	Interception	Exaggeration	Competitive	Strategies	Tactics
Mirroring	Pressure	Control	Tactics	Pressure	Umpire
Evaluation	Formation	Emotion	Anticipation	Competitive	Strategies
Suggestion	Role	Evaluation	Interception	Umpire	Formation
<b>Fitness</b>	<b>Netball</b>	<b>Indoor Tennis</b>	<b>Cricket/Rounders</b>	<b>Badminton</b>	<b>Athletics</b>
Fitness training	Marking	Control	Positions	Forehand	Technique
Sustained running	Positions	Forehand	Pace	Backhand	Pace
Circuit training	Attack	Backhand	Distance	Match	Distance
Boxercise	Defence	Serve	Speed	Badminton net	Record
Components of fitness	Performance	Match	Tactics	Serve	Strategies
SAQ training	Umpire	Volley	Long barrier	Overhead clear	Tactics
HITT training	Anticipation	Technique	Strengths	Technique	Hurdles
Benefit	Interception	Umpire	Weaknesses	Umpire	Measure



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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.

Performing at Maximum Levels	Accurate Replication of Actions		Exercise Safely and Effectively	Outwitting Opponents		
Athletics	Gymnastics	Dance	Fitness	Invasion games	Striking and Fielding games	Net games
<p>Short, middle and long distance running events.</p> <p>Take part in running events such as hurdles using the correct pace and technique.</p> <p>Take part in different running events using different tactics and strategies.</p> <p>Take part in field events using the correct technique.</p> <p>Throwing events- javelin, shot putt and discuss.</p> <p>Jumping events -standing long jump and standing triple jump.</p> <p>Work strategically with others in relay events.</p> <p>Measure and record correctly for field and track events.</p>	<p>Basic jumps, rolls, hands and feet and balances.</p> <p>Counter balances.</p> <p>Equipment work.</p> <p>Link all movements together as an individual, in pairs and in a large group.</p> <p>Unison and Cannon.</p> <p>Mirroring.</p> <p>Evaluation and suggestions.</p> <p>Own led routines.</p>	<p>Complex step patterns.</p> <p>Pair and group work.</p> <p>Levels and directions.</p> <p>Step patterns, gestures, turns and jumps.</p> <p>Timing, exaggeration, emotion and control.</p> <p>Different styles of dance.</p> <p>Unison and Cannon.</p> <p>Evaluation and suggestions.</p> <p>Choreograph own dance in pairs and groups.</p> <p>Teach others a dance.</p>	<p>Leading of warm ups and cool downs.</p> <p>Participate in fitness training methods – sustained running, circuit training, boxercise, SAQ and HITT training.</p> <p>Participate in all methods and be able to describe the benefits and what performers it is suited to.</p> <p>Description of different components of fitness.</p>	<p>Performance of a range of combination skills at a competitive level and under pressure.</p> <p>Anticipation, marking and defending strategies.</p> <p>Tactics, strategies, advanced rules and formations.</p> <p>Range of positions and their roles.</p> <p>Focus on score line and how to improve performance.</p> <p>Introduction of other roles such as referee/umpire.</p>	<p>Different bowling techniques – under and over arm with pace and direction.</p> <p>Different throwing techniques, distances, heights and paces – under and overarm.</p> <p>Advanced catching skills – catches at different speeds and long barrier.</p> <p>Batting skills with different directions and pace.</p> <p>Awareness of rules and tactics.</p> <p>Focus on minimal positions related to own individual strengths and weaknesses.</p>	<p>Hitting of the ball / shuttle over a net to outwit an opponent.</p> <p>Different types of shots – forehand, backhand, smash, drop, volley and overhead clear.</p> <p>Long rallies.</p> <p>Serving with the racket.</p> <p>Rules and tactics.</p> <p>Correct scoring for the game.</p> <p>Singles and double games.</p>



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## 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 Opponents</b>	I can travel with a ball, avoiding losing it
	I can demonstrate a full range of passing techniques
	I can select the correct pass to use in a game situation
	I can pass a ball with skill to prevent interception
	I can perform a range of 1 handed ball skills independently
	I can throw a rugby ball to someone standing level with or behind me
	I can walk using big strides, passing the ball through my legs
	I can pass and receive a ball repeatedly with a partner over a short distance
	I can catch a ball with balance, whilst moving in any direction
	I can run towards a ball, catch it and turn in the air to face the other way
	I can receive a ball, pivot and pass with fluency
	I can intercept a ball around me in any direction
	I can mark an opponent during game play
	I can tackle using the correct technique, winning the ball
	I can use my body to block the ball
	I can score in a range of targets, using a range of objects
	I can use a range of foot patterns when attacking and defending (side step, swerve and dodging)
	I can tell you the importance of positions in a team
	I can fulfil a position in a team
	I can position myself correctly in a game situation
	I can show defensive skills to win a game
	I can show determination when attacking to win a game
	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
	I can serve a ball or shuttlecock over a net
I can sustain a rally over a net using a variety of shots	
I can make a range of tennis and badminton shots to win a point over a net	
I can perform an underarm and overarm bowl	



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	I can perform an accurate overarm bowl with a run up
	I can catch a ball with one and two hands constantly
	I can pass a small or large ball a long distance using the correct technique
	I can throw and catch a ball even when I am off balance
	I can stop a rolling ball using the long barrier technique
	I can strike the ball into space away from opponents
	I can strike a ball with a cricket / rounders bat to score runs
	I can explain the rules in a range of striking and fielding games
	I can work as a team
	I can communicate effectively with my team mates
	I can perform under pressure
	I can improve my performance
	I can demonstrate awareness of boundaries of the playing area in a game situation
	I can demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or point)
	I can tell you what the right decision is during a game
	I can show how to restart a game after a goal or a stoppage in play
	I can follow the rules and compete in a competitive game
	I can respect the referee / umpire
	I can show good sportsmanship in arrange of situations
	I can be fair and objective when organising a game
	I can explain how to win the game in a range of sports
	I can record results
<b>Accurate Replication of Actions</b>	I can move to the beat in time throughout my performance
	I can perform difficult moves showing flexibility, speed and co-ordination
	I can move with fluency, accuracy and control throughout my performance
	I can show changes in direction, level and speed in my performances
	I can use appropriate actions to suit the music / style of dance
	I can show emotion through movement
	I can change a given movement to make it unique
	I can work with a group to show varied and controlled starting and finishing positions
	I can use my imagination to create a unique performance



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	I can make my own routine with others, following a theme
	I can include and demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace)
	I can use and link my own moves with others to create a collective sequence
	I can perform demanding routines accurately
	I can improve my performance after evaluation, using dance vocabulary
	I can explain exactly how to improve my own and others' performances
	I can help others in my group, showing leadership skills
	I can travel showing different speeds, directions, foot patterns and levels
	I can perform difficult moves showing flexibility and co-ordination
	I can perform a range of jumps on the floor and from a height (e.g. tuck, straddle, pike, pencil)
	I can perform a handstand safely
	I can perform a handstand followed by a forward roll
	I can perform a cartwheel from a standing position
	I can use a run up to perform a cartwheel with speed
	I can sometimes perform a one handed cartwheel
	I can move in unison and cannon with my partner
	I can mirror my partner
	I can use counter balances with a partner or in a group
	I can support my partner's bodyweight in a balance
	I can jump, roll and balance on, over, under and along available apparatus
	I can perform a sequence which includes transferring weight from different body parts
	I can perform a routine including shapes, jumps, balances, cartwheels, travelling, rolling and rotating
	I can use and link my own moves with others to create a collective gymnastic sequence
	I can perform demanding or lengthy gymnastic routines accurately
	I can show clear and controlled starting and finishing positions in gym routines
	I can use gymnastic vocabulary confidently to evaluate mine and others' performances
	I can help others in my group improve their sequences, showing leadership skills
	I can refine my performance after evaluation, using gymnastic vocabulary
<b>Performing at Maximum Levels</b>	I can demonstrate an excellent running posture and technique
	I can begin to accelerate rapidly from a standing sprint position
	I can sprint for 100m



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	I can run 1600m pacing myself
	I can sprint at the end of a long distance race
	I can run and jump over a range of different obstacles, clearing them every time
	I can explain how a relay works and compete well as part of a team
	I can show the correct throwing and jumping techniques e.g. javelin, standing long jump
	I can throw an object, pushing myself to help me throw further
	I can perform a long jump and triple jump with pace and a run up to help me go further
	I can perform a long jump and triple jump and understand how to measure them
	I can apply my running and jumping skills in a competitive situation
	I can evaluate my performance, strengths and weaknesses
	I can show perseverance to achieve a target I set for myself
	I can show leadership skills in athletics and record results
<b>Exercise Safely and Effectively</b>	I can evaluate my own lifestyle
	I can name at least 5 muscles
	I can lead a warm up and cool down
	I know why I go red and my pulse rate rises when I exercise
	I can participate in fitness training methods – sustained running, circuit training, boxercise, SAQ and HITT training.
	I can participate in all methods and are able to describe the benefits and what performers it is suited to
	I can describe different components of fitness