



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 3 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.

Year 3 Physical education Implementation – Key Concepts
The Key Concepts of Physical Education at Whinstone are:
<ul style="list-style-type: none"> • Outwitting Opponent • Accurate Replication of Actions • Performing at Maximum Levels • Exercise Safely and Effectively

In Year 3 Physical Education is taught in the following sequence:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor PE	Basketball	Gymnastics	Fitness	Dance	Indoor Tennis	Badminton
Outdoor PE	Hockey	Netball	Football	Tag Rugby	Cricket/Rounders	Athletics

Topic Specific Vocabulary					
Gymnastics	Tag Rugby	Dance	Football	Basketball	Hockey
Jump – Pencil, Tuck, Star, Half-turn, Full-turn, Straddle, Pike	Ball handling	Movement	Dribble	Dribble	Dribble
Roll – Log, Pencil, Teddy, Forward, Backward	Run	Shapes	Pass	Pass	Push Pass
Hands & Feet – Bridge, Cartwheel, Round-Off	Dodge	Direction	Shoot	Shoot	Shoot
Balance – Individual, Paired, Counter	Pass	Levels	Marking	Teamwork	Marking
Sequence	Catch	Actions	Control	Marking	Control
Apparatus	Try	Timing	Rules	Rules	Rules
Floor work	Tag	Choreograph	Positions	Basket	Positions
Fitness	Netball	Indoor Tennis	Cricket/Rounders	Badminton	Athletics
Warm-up	Still	Tennis Racket	Catch	Shuttlecock	Run
Cool-down	Shoot	Hitting	Teamwork	Hitting	Throw
Fitness training	Teamwork	Forehand	Positions	Forehand	Jump
Sustained running	Marking	Backhand	Bowl	Backhand	Relay
Circuit training	Rules	Serve	Rules	Serve	Teamwork



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Effort	Pass	Rally	Under arm	Rally	Technique
Technique	Positions	Control	Over arm	Match	Pace
Safely	Court	Bounce	Organisation	Court	Field Events

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	Fitness
Performance of basic skills in moving situations.	Attempt different bowling techniques – under and overarm.	Hitting of the ball / shuttle over a net.	Creation of a short motif.	Basic jumps such as straddle and pike and basic rolls such as backwards.	Take part in different running events using the correct pace.	How and why we warm up and cool down.
Man to man marking.	Attempt 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 running events using the basis of the correct technique.	Participate in fitness training methods – sustained running and circuit training.
Main rules of the game.	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 field events using the basis of the correct technique.	Participate in all methods with 100% effort.
Focus of the main positions in the game related to attack and defence.	Batting skills with correct technique.	Medium rallies.	Levels, directions and timing.	Evaluation of strengths and weaknesses.	Throwing events - javelin.	
Introduction of winning and losing.	All rules of the game.	Simple rules.	Different styles of dance.	Own led routines.	Jumping events- standing long jump.	
Large balls.	Understanding of the organisation of team in different positions.	Adapted scoring.	Choreograph own dance in pairs.			
		Single games.				



					Work as a team in relay events.	
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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
Outwitting Opponent	I can dribble a ball avoiding defenders
	I can pass a ball avoiding defenders
	I can retrieve a ball on the move and send it using a throw or kick or hit
	I can man to man mark
	I can help my team score e.g. attack
	I can stop the other team from scoring e.g. defend
	I can tell you the positions in a team
	I can fulfil a position in a team
	I can roll a ball around my racket while moving
	I can volley a ball on a racket 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 to my partner over a net
	I can sustain a rally over a net
	I can bowl a ball underarm and overarm
	I can throw a ball on the move using the correct technique
	I can catch a ball with one and two hands
	I can hold a bat correctly whilst striking the ball
	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	
I can tell you the rules of the game and play a small sided competitive game	
Accurate Replication of Actions	I can create different shapes with my body
	I can move different parts of my body in time with a steady beat
	I can change tempo in my movements
	I can make movements appropriate to the type of music



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	I can perform a sequence with control and co-ordination
	I can begin to 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 evaluate a performance, offering areas for improvement
	I can use dance vocabulary to describe most of my movements
	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 link jumps and rolls together
	I can create interesting balances individually or with a partner
	I can travel on apparatus in different ways (forwards, backwards, slither, crawl)
	I can perform a gymnastic routine independently or a with a partner
	I can use gymnastic vocabulary to describe most of my movements
Performing at Maximum Levels	I can run using the correct technique
	I can use the correct running pace for different distances
	I can work as a team
	I can show the correct throwing and jumping techniques e.g. javelin, standing long jump
	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
Exercise Safely and Effectively	I can explain why I need to be active and healthy
	I can explain what could happen to me if I'm not active and healthy
	I can name at least 3 muscles
	I can tell you why I warm-up and cool-down
	I can participate in fitness training methods – sustained running and circuit training