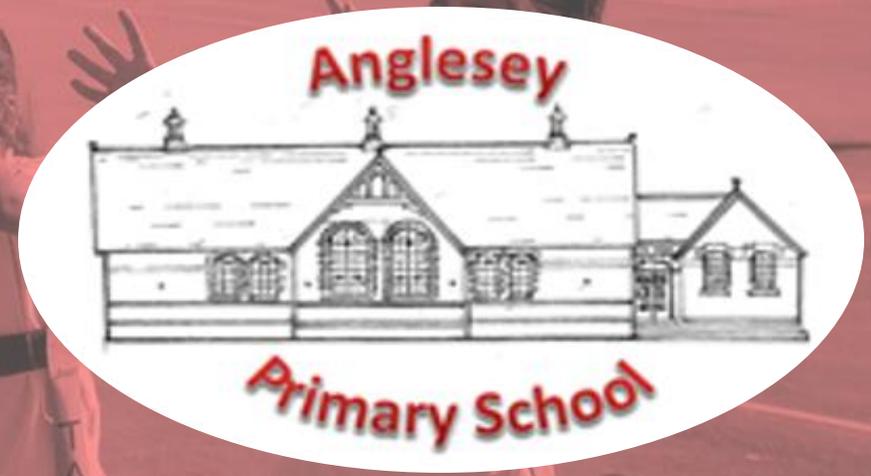
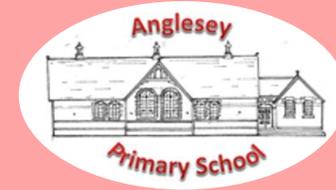


# How we teach P.E. at Anglesey



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## Our School Vision:

***Inquisitive, Resilient, Independent***

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

# 1. Subject Vision Statement

The PE curriculum at Anglesey Primary School aims to develop children physically, socially, emotionally, and psychologically. By the time a child leaves Year Six, they should:

- Enjoy sports and all aspects of the PE curriculum.
- Show respect and good sportsmanship.
- Have had opportunities to succeed in PE at their level.
- Be resilient learners who don't give up and have a positive attitude to winning and losing.
- Work reciprocally, being kind and helping and appreciating each other.
- Know the importance of being healthy by exercising and understanding their diet and can transfer these skills into their lifestyle.
- Have learnt a range of sports progressively throughout school allowing them to be ambitious as they grow.
- Have spent the majority of their PE lessons doing practical, active learning.
- Have accessed purposeful and relevant resources to develop their skills.
- Be proud of individual and team achievements.
- Be able to swim at least 25m and know how to be safe in and around the water.
- Have developed key transferable skills to enable them to be successful in sports and life.
- Develop basic leadership skills.

These are ambitious targets, but they are attainable with the correct method of teaching and learning. Anglesey Primary School's PE programme is designed to be challenging and exciting, and it is certain to help students develop the skills and knowledge required to be healthy, active, and successful.

## 2. Subject Implementation

These are some excellent strategies to help children meet the PE curriculum objectives. Here are a few more ideas on each of these strategies:

- Ensuring children participate in 2 hours of high-quality PE every week: This is to ensure that children get enough physical activity and have the opportunity to learn a variety of sports. It is important to make sure that the PE lessons are high-quality and challenging, so that children can develop their skills and knowledge.
- Offering numerous extra-curricular clubs to children at lunch and after school is a terrific opportunity for children to get engaged in sports that they are interested in while also having fun with their friends. It is also an excellent approach for children to increase their physical activity.
- Using The PE Hub to support staff with planning excellent PE lessons which challenge all pupils and allow for progression: The PE Hub is a great resource for teachers, and it can help them to plan engaging and challenging PE lessons. The PE Hub also provides resources that can help teachers to assess children's progress.
- Providing CPD for staff is important for ensuring that teachers are up-to-date on the latest teaching methods and are able to provide the best possible PE lessons for children.
- Ensuring that all children receive swimming lessons, with additional possibilities for non-swimmers: This is necessary to ensure that children can learn to swim and remain safe in the water. It's also an ideal way for children to do more physical activity.
- Regularly assessing their ability against The 'PE Hub standards is important for tracking children's progress and ensuring that they are meeting the curriculum goals.
- Participating in 90-100% of competitions through our connections with Aston Olympians, Edgbaston Cricket Ground, King Edward Girls and Holte school offers a fantastic chance for children to compete against other schools and experience the thrill of competition. It is also an excellent approach for children to practise collaboration and leadership.
- Participation in football and netball competitions are a terrific way for children to compete against other schools and experience the thrill of competition. It is also a great strategy for children to hone their collaboration and leadership abilities.
- Completing the Daily Mile in each year group is a method for children to add extra physical activity to their day. It also offers children the opportunity to increase their stamina and endurance.

Overall, these are some great strategies for enabling children to achieve the PE curriculum goals. Anglesey Primary School will be successful in helping children to develop into healthy, active, and successful individuals.

# 3. Meeting the aims of the National Curriculum

## **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

# 3. Meeting the aims of the National Curriculum

## **In Key Stage 1:**

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.

## **In Key Stage 1:**

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.

## 4. Curriculum Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Run, Jump, Throw Hit, Catch, Run	Send and Return Attack, Defend, Shoot	Gymnastics Send and Return	Dance Attack, Defend, Shoot	Gymnastics Hit, Catch, Run	Dance Run, Jump, Throw
Year 2	Run, Jump, Throw Hit, Catch, Run	Send and Return Attack, Defend, Shoot	Gymnastics Send and Return	Dance Attack, Defend, Shoot	Gymnastics Hit, Catch, Run	Dance Run, Jump, Throw
Year 3	OAA Tag Rugby	Football Hand Ball	Gymnastics Tennis	Dance Cricket	Gymnastics Rounders	Dance Athletics
Year 4	OAA Tag Rugby	Football Hand Ball	Gymnastics Tennis	Dance Cricket	Gymnastics Hockey	Dance Athletics
Year 5	OAA Tag Rugby	Football Hand Ball	Gymnastics Tennis	Dance Cricket	Gymnastics Hockey	Dance Athletics
Year 6	OAA Tag Rugby	Football Hand Ball	Gymnastics Tennis	Dance Cricket	Gymnastics Hockey	Dance Athletics

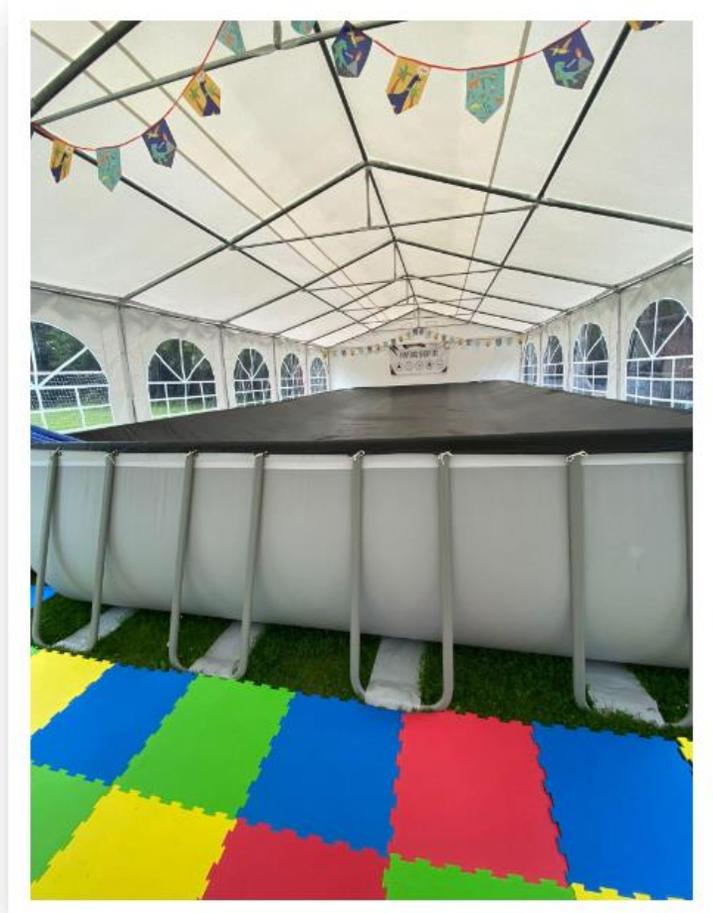
## 4. Swimming at Anglesey

### **Swimming and water safety (NC)**

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.

This year to ensure we give our pupils every chance to achieve the expectations, we are hiring a pool for half a term. We are hoping that all of our KS2 pupils will use the pool. It will be located in our playground and a qualified swimming instructor teaches the lessons. There will also be the opportunity for after school swimming clubs.



# 5. The progression in Swimming from The P.E. Hub



## Progression – Swimming

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> <li>Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke.</li> <li>Propel themselves over longer distances with the assistance of swimming aids.</li> <li>Move with more confidence in the water including submerging themselves fully.</li> <li>Enter and exit the water independently.</li> </ul>	<ul style="list-style-type: none"> <li>Swim over greater distances, between 10 &amp; 20 meters with confidence in shallow water.</li> <li>Begin to use basic swimming techniques including correct arm and leg action.</li> <li>Explore and use basic breathing patterns.</li> <li>Enter and exit the water in a variety of ways.</li> <li>Take part in problem-solving activities such as group floats and team challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Bring control and fluency to at least two recognised strokes.</li> <li>Implement good breathing technique to allow for smooth stroke patterns.</li> <li>Attempt personal survival techniques as an individual and group with success.</li> <li>Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</li> </ul>

## Skills covered

Beginners	Intermediate	Advanced
<ul style="list-style-type: none"> <li>Pulling and pushing.</li> <li>Stabilising – feet upright off the ground.</li> <li>Submerging.</li> <li>Prone float.</li> <li>Supine float.</li> <li>Leg action on back.</li> <li>Push, glide, turn.</li> <li>Doggy paddle.</li> <li>Transition from glide to stroke.</li> </ul>	<ul style="list-style-type: none"> <li>Jump in from side of pool and submerge.</li> <li>Sink and roll.</li> <li>Front crawl legs.</li> <li>Surface dive.</li> <li>Linking 3 different types of floating technique.</li> <li>Breastroke legs.</li> <li>Somersault in water.</li> <li>Sculling face in water.</li> <li>Kicking while submerged.</li> </ul>	<ul style="list-style-type: none"> <li>Relay change over.</li> <li>Mushroom float.</li> <li>Partner support.</li> <li>Crouching dive.</li> <li>Surface dive.</li> <li>Treading water.</li> <li>Tumble turn/tumble under water.</li> <li>Combining fluent breaststroke arm and leg technique.</li> <li>Head out entry to water</li> </ul>

# 5. An example of the progression in P.E. from The P.E. Hub

## Progression – Athletic Activity



Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
<ul style="list-style-type: none"> <li>Pupils will begin to link running and jumping.</li> <li>To learn and refine a range of running which includes varying pathways and speeds.</li> <li>Develop throwing techniques to send objects over long distances.</li> <li>Increase stamina and core strength needed to undertake athletics activities.</li> <li>Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</li> <li>Cooperate with others to carry out more complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Develop power, agility, coordination and balance over a variety of activities.</li> <li>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</li> <li>Can negotiate obstacles showing increased control of body and limbs.</li> <li>Improve running and jumping movements, work for sustained periods of time.</li> <li>Reflect on activities and make connections between a healthy active lifestyle.</li> <li>Experience and improve on jumping for distance and height.</li> </ul>	<ul style="list-style-type: none"> <li>Control movements and body actions in response to specific instructions.</li> <li>Demonstrate agility and speed.</li> <li>Jump for height and distance with control and balance.</li> <li>Throw with speed and power and apply appropriate force.</li> </ul>	<ul style="list-style-type: none"> <li>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul>	<ul style="list-style-type: none"> <li>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</li> <li>Able to run as part of a relay team working at their maximum speed.</li> <li>Perform a range of jumps and throws demonstrating increasing power and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Become confident and expert in a range of techniques and recognise their success.</li> <li>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>Work in collaboration and demonstrate improvement when working with self and others.</li> <li>Accurately and confidently measure and time keep for both track and field events.</li> </ul>

## Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump	Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.

## 6. Subject Impact

- Assessing the children against The PE Hub assessment objectives for their year group three times a year: This is a good way to track children's progress and see how they are meeting the curriculum goals. It is also a good way to identify any areas where children may need additional support.
- Recording the number of children who attend extra-curricular clubs: This is a good way to see how many children are interested in PE and are taking advantage of the opportunities that are available. It is also a good way to see if there are any particular sports or activities that are more popular than others.
- Getting pupil voice about their opinions on the PE curriculum and provision is a great way to get feedback from children about what they enjoy about PE and what they would like to see improved. It is also a good way to make sure that the PE curriculum is meeting the needs of all children.
- Analysing data for all children and key groups to ensure the curriculum is accessible for all: This is important for ensuring that the PE curriculum is meeting the needs of all children, regardless of their ability or background. It is also important for identifying any areas where the curriculum may need to be adapted or changed.

## 7. Curriculum Photos

