



# DISCOVERY CURRICULUM



# PHYSICAL EDUCATION

IMPLEMENTATION

# IMPLEMENTATION



A Year 4 pupil getting ready to select equipment and poised to move quickly.



# IMPLEMENTATION

## Physical Education - Implementation

### Modular Approach – Knowledge and Skills

At Westfield Primary Academy, PE is taught across each year group in modules that enable pupils to have access to:

- **Clear and comprehensive scheme of work in line with the National Curriculum.**

In P.E, children will study four areas of sport. These include: Gymnastics, Athletics, Games and Dance. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader and explore many different outdoor activities. There is a module devoted to the fundamentals (key skills which underpin all sports) and also to health, wellbeing and fitness.

- **PE Kit**

Children have access to a Westfield PE team kit when they represent Westfield in competitions, at school and away.

- **Access to experts**

Over the period of their time at Westfield children will have opportunities to work with PE experts.

- **Inter Events**

Children will have access to competing against pupils from other schools.

- **Intra Events**

All pupils will have access to competing against pupils in school over the course of the year.

- **Displays**

Displays in school will celebrate involvement in PE and is linked to wellbeing.

- **Extended Schools**

Children will have access to PE outside of the school day including lunchtimes, afterschool and in our wraparound provision. The PE lead will promote school sports clubs and access to online sporting opportunities and set challenges for pupils to complete at home with their families and friends.



## Physical Education - Implementation

### Vocabulary

Children are taught to use the appropriate vocabulary connected to the sport and skill they are learning e.g. pivoting, manoeuvring, sequence etc. Key vocabulary is shared as part of the learning objective and reinforced throughout the session.

### Planning and progression through the school in Fundamentals and Healthy lifestyle

DELLAR SPORTS COACHING - PE Key Skills Progression

FUNDamentals/OAA/ Health and Fitness	FUNDamentals		OAA	Health and Fitness
	EYFS	KS1	LKS2	UKS2
	Foundation Stage	Year 1 & 2	Year 3 & 4	Year 5 & 6
Acquiring and developing skills	Learning to move, and use different equipment.	Developing movement skills and use of equipment, in basic scenarios.	Work with others to solve challenges, use more detailed plans and diagrams for familiar and less familiar areas.	Understanding what exercises can affect your bodies and how it can change your bodies. Understand why we have a balanced, healthy diet.
Selecting and applying skills, tactics and compositional ideas	Basic movement of both arms and legs at the same time.	Aiming in the right areas where appropriate to perform a skill.	Choose and apply strategies and skills to meet the requirements for different tasks and challenges.	Selecting the right exercise to suit the physical outcome required. i.e. a warm up should be a pulse raise and raise body surface temperature.
Knowledge and understanding of fitness and health	Know that exercise is good for you	Know how exercise can affect your body. i.e. heart beating faster, feeling warmer.	Prepare physically for activities and work safely	Know which exercises relate to which outcomes and physical gains. Understand what healthy food looks like and why we eat it.
Evaluating and improving performance	Watching the teacher and performing the same skill	Working with a partner to complete a skill.	Describe and evaluate others performances, identify areas for improvement. Evaluate the challenge and identify different approaches that could have been used	Observing others techniques and decide if their exercises are going to achieve the desired outcome.
Key vocabulary	ABCs (Agility, balance, coordination), equipment, striking, throw, catch, basic, run, jump	Kick, jump over, agility, sprint, aim, target.	Set the map; orientate the map, features, control, hazards, safe practice.	Exercise, food, diet, balanced, heart rate, pulse, muscles.



DELLAR SPORTS COACHING – PE Key Skills Progression

Games	EYFS	KS1		LKS2		UKS2	
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and developing skills</b>	Be confident and safe in spaces they using Use different skills and ideas individually	Explore and use skills, actions and ideas individually and in combination to suit the game they are playing	Improve coordination and control of their bodies while performing different skills and using a range of equipment	Develop the range and consistency of their skills in all games and activities Consolidate and improve the quality of their techniques and ability to link movements	Develop the range and consistency of their skills in all games and activities	Develop and broaden a range of techniques and skills, especially for attacking and defending scenarios	Choose, combine and perform skills and techniques more fluently and effectively for all activities and games
<b>Selecting and applying skills, tactics and compositional ideas</b>	Choose and use different equipment to perform different tasks	Choose and use skills effectively for different games and activities	Chose, use and vary simple tactics during different games and activities	Improve their ability to choose and use a variety of different tactics, skills and strategies when performing in games and activities Make and implement rules for different activities	Devise, adapt and keep appropriate rules for different games and activities Use and adapt different tactics for certain activities and games	Know and apply basic strategic and tactical principles of attack and adapt them to different situations Choose and apply skills more consistently in all activities and games	Know and apply basic strategic and tactical principles of attack and defence and adapt them to different situations Use these tactics and strategies more consistently in similar games
<b>Knowledge and understanding of fitness and health</b>	Know playing games is good for them and describe what it feels like	Know that being active is good for them and fun Describe what their bodies feel like during exercise	Recognise and describe what their bodies feel like during different types of activity	Know and describe the effects of different exercises and activities on the body Know how to improve stamina	Recognise activities that help their speed, strength and stamina Know when speed, strength and stamina are important in games	Understand why exercise is good for their fitness, health and wellbeing. Understand why warm ups and cool downs are important	Understand the need to prepare properly for games and activities Understand how playing games contributes to a healthy lifestyle
<b>Evaluating and improving performance</b>	Watch and copy what they have seen	Watch, copy and describe what they are doing/have seen	Recognise good quality in performance Using others to improve their own performance	Recognise good performance Recognise what needs improving Use what they have learned to improve their own performance	Recognise good performances and suggest practises that can improve their performances	Choose information that enables them to evaluate others performances as well as their own. Use information to suggest improvements to their own and others performances	Develop their ability to evaluate their own and others performance, suggesting ways in which to improve it
<b>Key vocabulary</b>	Throw, catch, stop, roll, bounce, kick,	Scoring, space, underarm, overarm, aim, target, collect	Defend, attack, intercept, dodge, control, court, direction, batting, aiming, hitting	Invasion games: Possession, making space, opponent, challenge, tactics, Net/wall games: Strike, rally, hit, ready position, feeding, target, opponent Striking and fielding: Batting, base, tee, underarm, overarm, target, wicket, innings, retrieve	Invasion games: Support, rules, interception, zones, pivot, points/goals Net/wall games: Court, net, attack, defend, throw, catch Striking and fielding: Runs, rounder, wicket keeper, stumps/base, fielder, bowler, batter.	Invasion games: Marking, depth, width, fair play, strategy, shielding the ball, keeping possession Net/wall games: Forehand, backhand, depth, width, game plan, volley, speed, direction Striking and fielding: Bails, no-ball, pitch, over,	Invasion games: Covering, team strategy, refereeing, umpire, Net/wall games: Outwit, volleying, game strategy, Striking and fielding: Crease, pitch, bowl

**IMPLEMENTATION**





## Planning and progression for Dance

### DELLAR SPORTS COACHING - PE Key Skills Progression

Dance	EYFS	KS1		LKS2		UKS2	
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and developing skills</b>	Move confident and safely in their own space.	Explore movement ideas, and respond imaginatively to a range of stimuli. Use changes of speed, level and direction.	Explore, remember and repeat a range of actions, with coordination, control and expression.	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	Explore and create characters and narratives in response to a range of stimuli.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.	Explore, improvise, and combine movement ideas fluently and effectively.
<b>Selecting and applying skills, tactics and compositional ideas</b>	Select movements, such as a starting and finishing position. Explore how movements can be changed, linked and structured. Perform to others.	Compose and create a sequence of movements to make a dance with a clear beginning, middle and end. Perform movement phrases using a range of body actions and parts.	Compose and perform dances and short dance sequences that express mood, ideas and feelings.	Create and link dance phrases, using a simple dance structure or motif. On their own, with a partner and in a small group perform short dances with rhythmic, dynamic and expressive qualities.	Use simple choreographic principles, to create motifs and narratives. Perform complex dance phrases that communicate character and narratives.	Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. Use a range of performance skills to perform dances expressively.	Create structured motifs, dances and phrases. Begin to use basic compositional principles when creating news and dance phrases.
<b>Knowledge and understanding of fitness and health</b>	Recognise changes in their bodies when active.	Recognise how their body feels when still and when exercising.	Recognise how different dance movements and styles make them feel. Understand the importance of warm ups and cool downs.	Keep up an activity over a period of time. Know they need to warm up and cool down for dance.	Know and describe an appropriate warm up and cool down for dance.	Organise their own warm up and cool down for different dances. Show and understand why it is important to warm up and cool down	Prepare effectively for dancing. Understand why dance is good for their fitness health and well-being.
<b>Evaluating and improving performance</b>	Use simple words to talk about what they see, do and feel in dance.	Copy, watch and describe dance movements.	Watch and describe dance phrases and dances. Use what they have seen to improve their own work.	Talk about how they might improve their dances. Evaluate some of the dances performed with a partner or a group.	Describe, interpret and evaluate their own and others dances. Taking account of character and narrative.	Describe, analyse and interpret dances, showing some understanding of aspect of style and context.	Understand how a dance is form and performed. Evaluate, refine and develop their own and other's work.
<b>Key vocabulary</b>	Turn, high, low, light, jump.	Roll, closed, open, smooth, slow, sudden, backwards, forwards, beginning, middle, end.	Syncing, straight, curve, twisted, skipping, galloping, left and right, weave, follow, phase, timing.	Imagination, expression, dynamics, relationship, unison, space, direction, communication.	Stimulus, composition, transition, force, power, fluency, mirror, symmetry, solo, formation, clarity of movement.	Contrast, motif, canon, form, structure.	Body, actions, spatial patterns, design, action, reaction.



# Planning and progression for Athletics

DELLAR SPORTS COACHING - PE Key Skills Progression

Athletics	EYFS	KS1		LKS2		UKS2	
	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and developing skills</b>	Moving in different ways and changing direction while moving Introduce throwing action Move at different speeds Moving in a straight line	Improve running technique Remember and repeat and combination of actions Develop underarm throwing action	Remember, repeat and link sequences together using different actions. Perform two footed jump Develop overarm throwing skills Run with good technique at different speeds	Select appropriate running speeds for different activities Consolidate and improve throwing and jump techniques Change throwing technique to improve accuracy and distances	Consolidate and improve the quality, range and consistency of running, jumping and throwing actions Throw with accuracy and power into target areas	Understand and demonstrate the differences between sprinting and distance running Show control in take-off and landing activities Demonstrate a range of throwing actions using various equipment with some accuracy and control	Improve consistency of their actions in a number of events Increase the number of techniques they use during activities Show control, power and consistency in take-off and landing activities Show accuracy and good technique when throwing for distances Choose the best pace for running events
<b>Selecting and applying skills, tactics and compositional ideas</b>	Use their bodies in various ways to complete activities	Use their bodies and varying equipment in a controlled manner, take part in team races	Compete in a range of team events Use their bodies and equipment in a more controlled and coordinated manner	Use simple tactics in different situations, recognising when to run and what to do in certain activities	Develop their abilities to choose when to apply different strategies and tactics in different situations. Working effectively in groups.	Choose appropriate skills for specific events	Choose appropriate skills and apply them successfully for specific events
<b>Knowledge and understanding of fitness and health</b>	Recognise that their hearts are beating faster	Know running, jumping and throwing are good for them and describe what it feels like.	Describe what their bodies feel like during different types of activity	Know and measure the short term effects of exercise on the body	Know, measure and describe the short term effects of exercise on the body Describe how the body reacts to different types of activity	Understand the principles of warming up and predict how different activities will affect heart-rate, temperature and performance.	Understand why exercise is good for fitness, health and well-being. Identify activities that will help develop stamina and power and suggest how they can be used during performances.
<b>Evaluating and improving performance</b>	Watch and copy what they have seen	Watch, copy and describe what they have seen	Watch, copy and describe what they and others done	Recognise good performances in themselves and in others.	Describe and evaluate good performances and recognise performances that need improving	Recognise good performances by others, using them to improve their own performance	Recognise strengths and weaknesses in their own and others performances, suggesting ways in which they and others can improve
<b>Key vocabulary</b>	Run, jump, throw, catch, start, stop, slow, fast, direction	Faster, further, fewer, longer, quicker, slower, distance, guess/estimate	Track, circuits, Different jumps: 2-2, 2-1, 1-2, 1-1 1-other. Different throws: overhead, overarm, underarm, push and pull Aim, target	Take overs, steady pace, sprint, jog, endurance running, relay team, shuttle relays, stamina	Overhead throw, heave throw, pull throw, push throw, sling throw, take-off, landings, run-up and flight	Pull throw, pull throw, sling throw, throw line, target area, safe zone, continuous jumping and run-ups	Relay take-over area, sprint running, endurance running, sprint starts, stamina, power, speed, pacing/conserving energy




## Resources and Staff Development

All staff have access to Dellar Sport Coaching advice and exemplar lessons. Staff, who deliver PE, are given regular CPD with a sports coach so that they can upskill and refine their PE subject knowledge. We are very fortunate at Westfield to have a wide variety of space inside and outside the school enabling us to offer a wide variety of sporting activities.

## Lesson Structure

A warm up at the beginning of a lesson is essential in knowing our TGBA (To get better at) focus:

**Gymnastics – Lesson 1 (Focus = Balance)**



**Lesson Objective (TGBA)**

TGBA - Performing the 5 shapes and 1/2/3 point balances showing control and tension

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**Warm Up**

- Introduction to lesson outlining LO and expectations
- 2 x children per mat, light warm up staying on mat following teacher at the front of the class

The main section of the lesson is well modelled by the teacher/coach and the Vital vocabulary is established to describe the movements being executed. Excellence and trying our best is expected and with frequent reference to our school promise and values.

**Main Body**

- Teacher to demonstrate 5 basic shapes (Straight, star, tuck, pike, straddle)
- Children demonstrate shape on teachers command
- Teacher to demonstrate basis 1/2/3/4 point balances
- Children to demonstrate point balance on teachers command

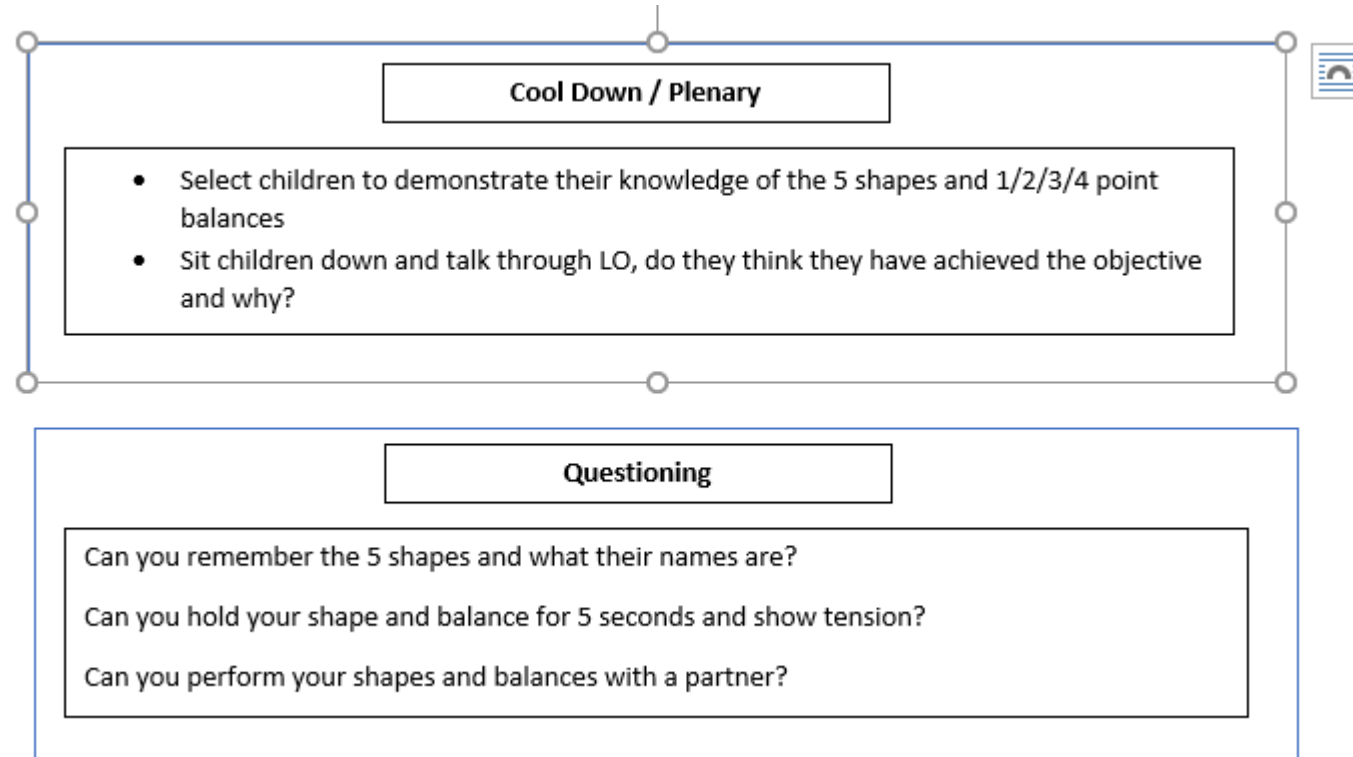
**Progression:**

- Children to think of own point balance using imagination whilst remaining safe. Must hold balance for 5 seconds.





The Cool down/plenary part of the lesson allows children to rest, recuperate and reflect upon their learning. It is also a time for deeper questioning and thinking and teacher and self-assessment. Oracy is at the heart of our learning at Westfield and underpins all subject areas.



### Assessment

Teacher and self-assessment form part of every session. Teachers and coaches will continually assess the acquisition of skills and knowledge throughout each session and will reinforce, support or challenge pupils accordingly to deepen their understanding and master techniques. Pupils are encouraged to peer and self-assess, e.g. considering form or effectiveness and how these can be modified and improved.

### SEND pupils

Our teachers and sports coaches plan to provision for every child's needs and ensure that all children have the opportunities to participate and be successful in physical education. Additional sessions are offered to support children who SEMH needs to enable them to further develop skills in following instructions, team work and to build self-esteem and positivity.