



PHYSICAL EDUCATION LONG TERM PLANNING DOCUMENT

Our Vision

To create a PE curriculum with pupil wellbeing at its heart, always teaching the positive link between physical and mental health, and with the perfect balance of sporting excellence and movement for all for life.

Curriculum Intent Statement

Northolmes Junior School promotes physical education as an essential part of its pupils' physical, social, emotional and thinking development. As a school we offer a very broad curriculum which inspires our pupils to develop a life-long commitment to being active, understanding the impact physical activity has on their long-term health, with particular emphasis on the clear connection between physical activity and mental wellbeing. Embedded across our lessons are the school's core values of independence (risk takers), respect (community makers), perseverance (go getters), wellbeing (best of me), working together (team builders) & being reflective (deep thinkers). We ensure all pupils:

- Develop competence to succeed and excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy and active lives, with a clear understanding of the link between physical and mental wellbeing.

Implementation

At Northolmes Junior School, learning is planned to ensure lesson time is used effectively to maximise participation, progression and pace across a varied carousel curriculum, therefore providing an enjoyable experience. Every pupil has 2 lessons a week of Physical Education and is educated intensively on the same activity for 3 weeks. At this point, a rotation occurs onto the next activity, and so on. Some lessons are indoors and others are outdoors allowing us to utilise our excellent equipment and facilities. We teach lessons so the pupils can:

- Develop skilful use of the body, the ability to remember, repeat and refine the actions and to perform them with increasing control, coordination and fluency.

- Develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- Develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- Develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- Promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and wellbeing.

Impact

By the end of Key Stage 2 (Y6) pupils have built their skills in individual performance, paired work, teamwork, and leadership at Northolmes Junior School. They have experienced and participated in a wide range of sports and activities and had the opportunity to attend a vast range of extra-curricular clubs and represent the school in a variety of festivals, tournaments and events. Pupils are encouraged to be active inside school and outside school through various programs and initiatives and are also able to observe active role models in the adults within the school community. The pupils are growing in confidence to self and peer review the work that they produce and know how to make progressive steps forwards to improve it. Therefore, the Physical Education they create and perform here is of a high standard.

The key competencies that we use to measure impact and strive for our pupils to achieve are in the following areas:

- Running, jumping, throwing and catching in isolation and in combination.
- Game playing that is competitive, modified where appropriate, and applying basic principles suitable for attacking and defending.
- Developing flexibility, strength, technique, control and balance.
- Performing dances using a range of movement patterns.
- Taking part in outdoor and adventurous activity challenges both individually and within a team.
- Comparing performances with previous ones and demonstrating improvement to achieve personal bests.

Regular contact is made between the Physical Education lead and class teachers to monitor pupil progress and attainment across these areas, any areas where impact needs to be greater is assessed and developed specifically for each pupil and / or class.

This long-term plan caters for pupils in years 3/4 and 5/6, it covers four core **aims** for pupils:

- ⑩ To develop competence to excel in a broad range of physical activities.
- ⑩ To be physically active for sustained periods of time.
- ⑩ To engage in competitive sports and activities.
- ⑩ To lead healthy & active lives with an understanding of the link between physical and mental wellbeing.

	Years 3/4 Cycle 1	Years 3/4 Cycle 2	Years 5/6 Cycle 1	Years 5/6 Cycle 2
Term 1 Autumn / Winter Core Values: Independence (Risk Takers) & Respect (Community Makers)	Orien / Prob / T. Building (T)	Sports Acrobatics (D&P)	Orien / Prob / T. Building (T)	Sports Acrobatics (D&P)
	Fitness / SAQ (D&C)	Football (G)	Fitness / SAQ (D&C)	Football (G)
	<i>Half Term</i>	<i>Half Term</i>	<i>Half Term</i>	<i>Half Term</i>
	Netball / Zoneball (R&G)	Badminton / T. Tennis (D&G)	Netball / Zoneball (R&G)	Badminton / T. Tennis (D&G)
	Gymnastics (D)	Basketball (G)	Gymnastics (D)	Basketball (G)
Term 2 Winter / Spring Core Values: Perseverance (Go Getters) & Wellbeing (Best of Me)	Alternative Activities (R, T&G)	Multi-skills / Games (C&R)	Alternative Activities (R, T&G)	Multi-skills / Games (C&R)
	Dance (P&D)	Dance (P&D)	Dance (P&D)	Dance (P&D)
	<i>Half Term</i>	<i>Half Term</i>	<i>Half Term</i>	<i>Half Term</i>
	Volleyball (G)	Rugby (G&R)	Volleyball (G)	Rugby (G&R)
	Handball / Dodgeball (R&G)	Indoor Athletics (D, R&C)	Handball / Dodgeball (R&G)	Indoor Athletics (D, R&C)
Term 3 Spring / Summer Core Values: Working Together (Team Builders) & Being Reflective (Deep Thinkers)	Stoolball (R)	Mini Leaders (T)	Stoolball (R)	Mini Leaders (T)
	Athletics (R&C)	Cricket (G&D)	Athletics (R&C)	Cricket (G&D)
	<i>Half Term</i>	<i>Half Term</i>	<i>Half Term</i>	<i>Half Term</i>
	Tennis (D&G)	Athletics (D, R&C)	Tennis (D&G)	Athletics (D, R&C)
	Rounders (R&G)	Softball / Baseball (R&G)	Rounders (R&G)	Softball / Baseball (R&G)

The key competencies are promoted through the following **subject content**:

- Running, jumping, throwing and catching in isolation and in combination. **R.**
- Game playing that is competitive, modified where appropriate, and applying basic principles suitable for attacking and defending. **G.**
- Developing flexibility, strength, technique, control and balance. **D.**
- Performing dances using a range of movement patterns. **P.**
- Taking part in outdoor and adventurous activity challenges both individually and within a team. **T.**
- Comparing performances with previous ones and demonstrating improvement to achieve personal bests. **C.**