

VISION FOR: PE

Kobi Nazrul primary school strives to maximize opportunities for children, young people and all associated with the school to be physically active by promoting physical activity. This will be through the curriculum, environment and wider community.

PRINCIPLES AND RATIONALE

To ensure that all aspects of physical activity in school are promoted for the health and well-being of pupils, staff and visitors.

Our specific objectives are as follows:

- To enable pupils and staff to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes. This is both within PE lessons, PSHE, science and discussions promoting good practice around health.
- To provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day. This includes active before and after school clubs, promoting active opportunities within the local communities. This could be trials for football or cricket teams or cycle practise days during the school holidays.
- To increase physical activity levels of pupils at least in line with national targets. Our curriculum develops skills and knowledge about specific sports: cricket, hockey, basketball, and football. These sports are taught each year to build on prior learning and to develop the skills needed to become competitive within the sport. We have links with the Middlesex All-stars Cricket charity that annually provide specialist coaches to teach cricket. We also teach gymnastics, dance and yoga each year to develop the skills and understanding within these disciplines. Building on prior knowledge and skills develops children's confidence within these specific sports. The impact we aim is for pupils to become more ambitious while competing in physical activities both in PE lessons and during competitions.

EYFS

Children explore movement in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking

Children develop an increasing control over an object in pushing, patting, throwing, catching or kicking it

Children have opportunities to jump off an object and land appropriately using hands, arms and body to stabilise and balance



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	ball skills	football	gymnastics	tennis	athletics	athletics
1	Health related fitness cricket	Football (2 weeks of floor gymnastics) dance	yoga apparatus gymnastics	circuit skills tennis	Striking and fielding basketball	athletics athletics
2	Health related fitness cricket	Football (2 weeks of floor gymnastics) dance	yoga apparatus gymnastics	tennis circuit skills	Striking and fielding basketball	athletics athletics
3	Health related fitness cricket	Football (2 weeks of floor gymnastics) dance	apparatus gymnastics swimming	swimming tennis	Striking and fielding swimming	athletics swimming
4	swimming Health related fitness	Football (2 weeks of floor gymnastics) swimming	apparatus gymnastics swimming	tennis circuit skills	Striking and fielding basketball	athletics athletics
5	cricket Health related fitness	Football (2 weeks of floor gymnastics) dance	yoga apparatus gymnastics	circuit skills tennis	Striking and fielding basketball	athletics athletics



6	<p>cricket</p> <p>Health related</p> <p>fitness</p>	<p>Football (2 weeks of</p> <p>floor gymnastics)</p> <p>dance</p>	<p>yoga</p> <p>apparatus</p> <p>gymnastics</p>	<p>circuit skills</p> <p>tennis</p>	<p>Striking and fielding</p> <p>basketball</p>	<p>athletics</p> <p>athletics</p>

Class teacher

Sports coach

Swimming instructor

Specialist coach



WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS

- **Change**

Understanding that we are able to change aspects of ourselves through physical activity. The process of being active can change the way we feel both on the inside and on the outside. When our bodies move we notice changes to our breathing and our heart rate. We can change the shape of our bodies in gymnastics and dance and balance showing different shapes.

- **Power**

We are able to control our own bodies to do different things. When we practise skills we have the power to improve. Science powers such as gravity can affect the equipment we use.

- **Identity and Belonging**

Being part of a team and working within a team is taught within PE, particularly thinking about marking, finding space and knowing where your team mates are. When developing skills children may feel that some sports or activities make sense to them and they begin to incorporate this into their identity.

- **Equality and Equity**

Providing opportunities for all children to take part, considerations made at planning and teaching level to ensure all children can feel success within PE. Learning about significant sports stars, promoting equality through this. Ensuring a balance of gender opportunities and diverse representations across all sports.

- **Connections**

Children are able to make links with prior learning and skills within other sports. E.g. the skill of balance in gymnastics also support the stretch in yoga. The skill of rotating arms in an even pattern to swim supports the rhythm and count in dance. The connection between physical activity and fitness.

- **Legacy**

Creating something that can have a positive impact and accomplish a goal. Recognising the legacy of significant sports stars.

