Stalyhill Junior School

Subject: P.E.

P.E. Statement of Intent
In physical education, we aim to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety and athletics. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives. At Stalyhill Junior School, the children will build upon their skills from Key Stage 1 and continue to apply and develop a broader range of skills, learning how to use them in different ways. The children will be provided with plenty of opportunities to allow them to enjoy communicating, collaborating and competing through sport. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

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Dance			
• **Movement, skills & techniques** • **Performance & Evaluation** • **Creativity** • **Understanding of health & fitness**			
In Y3 children will:	**In Y4 children will:**	**In Y5 children will:**	**In Y6 children will:**
- Attempt to explore movement and combine ideas within group activity - Perform dances using a range of movement patterns within a group - Use simple dance vocabulary to compare and improve work. - Watch and begin to describe performances accurately - Begin to think about how they can improve their own work - Begin to describe the effect exercise has on the body - Can begin to explain the importance of exercise and a healthy lifestyle	- Continue to explore movement and communicate ideas effectively within group activity and individually - Perform dances using a range of movement patterns individually and within a group - Use simple dance vocabulary to compare and improve work. - Watch and begin to describe performances accurately - Begin to think about how they can improve their own work - Develop their next steps on how to improve their work	- Beginning to compare and adapt movements and motifs to create a larger sequence - Perform dances using a range of movement patterns individually and within a group - Use more complex dance vocabulary to compare and improve work. - Learn from others how they can improve and adapt their skills/performances - Comment on tactics and techniques to help improve skills/performances - Know and implement the next steps on how to improve their work. - Can describe specifically the effect exercise has on the body	- Be able to compare and adapt movements and motifs to create a larger sequence - Perform dances using a range of movement patterns individually and within a group with fluency, linking all movements and ensuring they flow - Use more complex dance vocabulary to compare and improve work - Adapt skills and techniques to different activities that they are set - Learn from others how they can improve and adapt their skills/performances - Comment on tactics and techniques to help improve skills/performances

- Understand the need to warm up and cool down.	- Begin to describe the effect exercise has on the body - Can begin to explain the importance of exercise and a healthy lifestyle - Understand the need to warm up and cool down.	- Can explain confidently using technical language the importance of exercise and a healthy lifestyle - Understand and be able to explain the need to warm up and cool down.	- Know and implement the next steps on how to improve their work. - - Can describe specifically the effect exercise has on the body - Can explain confidently using technical language the importance of exercise and a healthy lifestyle - Understand and be able to explain the need to warm up and cool down.

Gymnastics

- **Movement, skills & techniques**
- **Performance & Evaluation**
- **Creativity**
- **Understanding of health & fitness**

In Y3 children will:	In Y4 children will:	In Y5 children will:	In Y6 children will:
- Build on prior opportunities (in KS1) - Begin to develop flexibility, strength, technique, control and balance.	- Perform a variety of gymnastics actions, balances and body shapes accurately - Create simple sequences on the climbing frame and large apparatus	- Develop a variety of more advance flexibility, strength, technique, control and balance - Perform skills learnt precisely with confidence on both floor and large apparatus	- Perform skills learnt precisely with confidence on both floor and large apparatus - Work with body tension and extension - Perform more advanced Rhythmic gymnastics skills using ribbon, sticks, balls and hoops

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- Watch and begin to describe performances accurately - Begin to think about how they can improve their own work - Begin to describe the effect exercise has on the body - Can begin to explain the importance of exercise and a healthy lifestyle - Understand the need to warm up and cool down.	- Introduce Rhythmic gymnastics. - Watch and begin to describe performances accurately - Begin to think about how they can improve their own work - Develop their next steps on how to improve their work - Begin to describe the effect exercise has on the body - Can begin to explain the importance of exercise and a healthy lifestyle - Understand the need to warm up and cool down.	- Develop their Rhythmic gymnastics skills using apparatus. - Learn from others how they can improve and adapt their skills/performances - Comment on tactics and techniques to help improve skills/performances - Know and implement the next steps on how to improve their work. - Can describe specifically the effect exercise has on the body - Can explain confidently using technical language the importance of exercise and a healthy lifestyle - Understand and be able to explain the need to warm up and cool down.	- Show awareness of each other, the mats, and the equipment/ apparatus. - Learn from others how they can improve and adapt their skills/performances - Comment on tactics and techniques to help improve skills/performances - Know and implement the next steps on how to improve their work. - Can describe specifically the effect exercise has on the body - Can explain confidently using technical language the importance of exercise and a healthy lifestyle - Understand and be able to explain the need to warm up and cool down.

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Games			
• **Movement, skills & techniques** • **Co-operation, competition & challenge** • **Performance & evaluation** • **Understanding of health & fitness**			
In Y3 children will:	**In Y4 children will:**	**In Y5 children will:**	**In Y6 children will:**
- Develop running, jumping, throwing and catching in isolation and in combination leading on to play competitive games - Begin to apply basic principles suitable for attacking and defending - Start to describe good athletic performance using correct vocabulary - Can use equipment safely and with good control. - Develop communication, collaboration and compete with each other - Begin to describe the effect exercise has on the body	- Use running, jumping, throwing and catching in isolation and in combination to play competitive games - Apply basic principles suitable for attacking and defending - Describe good athletic performance using correct vocabulary - Begin to analyse the performance of others - Can use equipment safely and with good control. - Develop communication, collaboration and compete with each other - Begin to describe the effect exercise has on the body	- Use running, jumping, throwing and catching in combination leading on to play competitive games - Apply basic principles and tactics suitable for attacking and defending - Describe good athletic performance using correct vocabulary - Describe in detail the performance of others and be confident in giving feedback about specific improvements - Can use equipment safely and with good control - Can create their own games using knowledge and skills and begin to make suggestions on how to differentiate a game.	- Use effectively running, jumping, throwing and catching in combination leading on to play competitive games - Apply advanced principles and tactics suitable for attacking and defending - Analyse performances and be able to give detailed feedback giving specific coaching points to improve performance. - Can use all equipment correctly. - Can create their own games using - knowledge and skills and make suggestions as to what resources can be used to differentiate a game. - Communicate, collaborate and compete with each other - Comment on tactics and techniques to help improve skills

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- Can begin to explain the importance of exercise and a healthy lifestyle - Understand the need to warm up and cool down.	- Can begin to explain the importance of exercise and a healthy lifestyle - Understand the need to warm up and cool down.	- Communicate, collaborate and compete with each other - Comment on tactics and techniques to help improve skills - Can describe specifically the effect exercise has on the body - Can explain confidently using technical language the importance of exercise and a healthy lifestyle - Understand and be able to explain the need to warm up and cool down.	- Can describe specifically the effect exercise has on the body - Can explain confidently using technical language the importance of exercise and a healthy lifestyle - Understand and be able to explain the need to warm up and cool down.

Swimming

- **Movement, skills & techniques**
- **Performance & evaluation**

In Y3 children will:	In Y4 children will:	In Y5 children will:	In Y6 children will:
Stalyhill Junior School pupils attend swimming lessons in Year 3, 4 and 5. They will learn to: - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations - Achieve their National Curriculum swimming award.			