



Physical Education

The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's all round personal development and well-being. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupil, irrespective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

A balance of individual, paired and group activities in co-operative, collaborative and competitive situations aims to cater for the preferences, strengths and needs of every pupil. Such activities, experienced within a range of areas of activity, aim to promote a broad base of movement knowledge, skills and understanding. They are also desirous of developing a pupils ability to work independently and to respond appropriately and sympathetically to others, irrespective of their age, ability, gender, cultural or ethnic background.

The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. This work is closely aligned with the schools policy in Health Education.

Physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupil's communication, numeracy, PSHE and ICT skills.

The school believes that curriculum PE time alone should not be the entirety of a child's physical activity within a week. Therefore the school actively seeks out and promotes other times of physical activity to enhance and support the aims and objectives of the PE curriculum.

In our delivery of PE and other times of physical activity we aim to ensure consistent and effective planning enables us to achieve the following curricular aims.

1. To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising

5. To promote an understanding of how healthy eating linked with an increased level of physical activity will lead to a healthy lifestyle.
6. To develop the ability to work independently, communicate with and respond positively to others.
7. To promote an understanding of safe practise, and develop a sense of responsibility towards their own and others' safety and well-being.
8. To promote and encourage enjoyment of a wide and varied range of physical activity.

Equal Opportunities

All children take part in all areas of PE regardless of age ability and gender. PE is always taught in mixed ability and mixed gender groups. Provision is made to include any child with a disability using the STEPS Theory.

Management and Role of the Subject Leader

The Subject Leader is responsible for the development and monitoring of the P.E. Curriculum. The school has a collegiate approach to all planning. Reciprocal support is provided by the overall curriculum Co-ordinator and also by the Headteacher.

The role of the Subject Leader is to take a lead in assisting and supporting their colleagues in delivering their particular subject area.

The specific roles are:-

- To articulate a clear vision for making PE good or outstanding
- to receive and disseminate information
- to encourage and support the professional development of all teaching staff
- to provide a progressive programme of study for each of the PE areas of activity
- to be available to explain and expand on information provided
- at intervals re-assess, improve and up-date material provided
- to ensure, check and up-date the provision of PE apparatus
- to oversee the coverage of all areas through direct observations of lessons, observations of performance and photographic evidence
- to work with parents and health agencies to enable over-weight and obese pupils to participate regularly in a personalised programme of PE as part of a healthy lifestyle

Purposes of Learning

The development of P.E. skills will enable every child to experience success in leading a healthy lifestyle, thus increasing self-esteem and enjoyment of the subject. The school sees physical activity as an essential life requirement.

The school endeavours to:-

- provide practical situations where children can develop their abilities
- give opportunities to plan, perform and evaluate their performance
- extend children's PE language and knowledge
- to recognise and follow the specific rules of the sport
- to encourage self-discipline, team spirit, fair play, healthy competition
- to develop good sporting behaviour including the ability to lose

Teacher Planning

Most areas of PE are taught through a detailed Scheme of Work. At times Outdoor Activities is taught through a cross curricular approach.

The following areas of PE are taught:-

Foundation 2

All areas of P.E. are based on the E.Y.F.S. The work undertaken is based on a general category of movement and provides the basic foundation of physical development preparing the children for Key Stage One.

- physical control
- mobility
- awareness of space
- manipulative skills in indoors and outdoors environments
- establishing positive attitudes towards a healthy and active way of life

Key Stage One

- games, gymnastics and dance to all children
- swimming for Year 2 children in Terms 1 and 3
- simple outdoor activities to Year 1 and 2 children

Details of the planned activities are:-

Games

Mini- basketball
Mini-hockey
Mini-football
Mini-cricket
Mini-bat and ball skills
Mini-athletics
Min tennis

Gymnastics

Apparatus
Floor work

Music is sometimes used to accompany, or as a stimulus for, gymnastics.
Year 2 take part in an annual Gymnastics Festival for all C.F.S.Primary schools

Dance

The Val Sabin Dance Scheme is our principal Scheme of Work
Dance work is supplemented in some classes by additional lesson plans

Swimming

Year 2 Water familiarity/games
Buoyancy aid work
Beginning of independent swimming for more able
Continuation of independent swimming
ASA distance and water skills badges
Work on stroke improvement
Deep water work for more able

Outdoor Activities

Year 1/2 Perlethorpe and Brackenhurst Trails
Conkers Science/Environmental Centre
Year 1/2 Use of School environment and surrounding area
Year 2 Nature Trails
Exploring the local environment
Year 2 Introducing Orienteering
Plotting maps and following routes in the outside environment
Participation in the C.F.S. Orienteering festival at Sir John Sherbrooke
Primary School

Key Stage Two

All six areas of National Curriculum P.E. are taught to all children with the exception of swimming to Years 1,5 and 6. However, where a child has not achieved the necessary 25 metres standard in swimming, lessons will continue until they are successful. The six areas are:-

- games
- gymnastics
- dance
- athletics
- swimming
- outdoor pursuits

Details of the planned activities are:-

Games

Mini-basket ball
Mini-football/soccer
Tag rugby
Mini-hockey
Rounders
Kwik cricket
Stoolball
Athletics
High 5 Netwall

Skills are taught at the beginning of each lesson and put into practice in a game situation.

External support is accessed from:-

- Nottingham Forest FC
- Gedling Leisure Services
- Jimmy Smith Basketball Clinics
- Rugby coaching (Paviors Rugby Club)
- Cricket coaching (Calverton Cricket Club)
- Y.M.C.A.
- Nottingham Hockey Club

Gymnastics

Basic actions from Key Stage 1 are extended in the following ways:-

- adapting, practising and refining actions - floor and apparatus
- develop actions introducing different shapes, speeds, levels and directions
- individual sequences using longer series of actions
- pair sequences - mirroring, using partner as an obstacle/support, identical movements and timing - floor first, then apparatus
- group sequences - floor then apparatus

Music is used as a background, stimulus and sometimes as an integral part of the sequence. Also the accompaniment of percussion by children is often used.

Dance

The Val Sabin Scheme is our principal Scheme of Work. Dance work is supplemented in some classes by additional lesson plans. It is sometimes taught cross curricular with Drama. A range of different types of dances are taught and children are encouraged to devise their own dances.

Examples of different types of dance are:-

- Victorian dances
- Tudor - 'Wollaton Hall Tudor Christmas' with Partake Theatre Company
- Africa - African dancing including the use of African instruments
- Rainforests - own devised movements
- Country Dancing - English
- Irish Dancing

Athletics

This is mainly a summer activity and includes:-

- short distance running
- relays
- longer distance and cross country
- throwing - balls at targets - distance and accuracy
- foam javelins and discus
- jumping - standing long jump and standing triple jump.

This is organised in circuits and each child has a personal achievement chart to fill in to monitor their performance.

Swimming

The emphasis is on:-

- continuation of independent swimming
- stroke improvement
- introduction of survival
- working towards bronze, silver and gold
- elementary rescue techniques

Water safety is always the first consideration.

Outdoor Pursuits

This is usually organised through Topic work. Examples of the type of activity are:-

- walking in woodland, hills and by rivers
 - Tomorrow is too late
 - Yorkshire
 - Mini - beasts
 - Old Calverton
 - Northumberland
- outdoor challenge activities- rock climbing, canoeing
- nature trails, pond dipping, woodland investigations, exploration of school grounds
- orienteering
- school field work
- Beaumanor residential trip - negotiating obstacle courses, compass work, climbing, canoeing and orienteering.

Classroom Delivery

F2

The early years' teacher will ensure a balance of the following ELGs throughout the year:-

- Move confidently and imaginatively with increased control and co-ordination.
- Show an awareness of space and others
- Use small and large equipment
- Use balancing and climbing apparatus with increasing skill
- Handle appropriate tools, object, construction and malleable materials safely and with increasing control

Key Stage One

Children have two lessons per week in rotation. One of these is delivered by external staff (YMCA) teachers need to ensure a balance of activity during the year.

Games

All games skills are delivered and demonstrated to the whole class. Skills are then practised in small groups and put into a game situation.

Gymnastics

Open - ended tasks which children fulfil to their own ability.
Individual, pair and group work.
Teachers need to be qualified to carry out a Gymnastics Club.

Dance

Ideas are suggested and demonstrated by the teacher.
Children work with music and in groups to explore movement and routines.
Dances are demonstrated to the class at the end.

The Co-ordinator wishes to develop the dancing skills of the children and has purchased new resources to achieve this. Additionally she is keen to support other teachers in their teaching of this subject. (3 members of the teaching staff have attended Val Sabin dance courses during 2006)

Swimming

Children are taught in ability groups with the help of a swimming instructor.
Children change groups as and when it is appropriate.
Parents are encouraged to help with changing.

Outdoor Activities

'On-site' activities are always conducted in small groups and are normally followed by discussion and other work.

Occasionally the children will go 'off-site' for these activities and they will always be supported by a high ratio of adults. Organised trips further away from school may occasionally be arranged with specialist support in the form of "ranger/leader led" sessions.

Cross Country takes place in the Spring term when St Wilfrid's hosts the CFS Primary Cross Country competition.

Key Stage Two

Children have two lessons per week in rotation. One of these is delivered by external staff (YMCA). Teachers need to ensure a balance of activity during the year.

Games

Classes are usually taught in pairs. The children are normally put into mixed groups -e.g. age, ability, and sex.

Rotation is done at set intervals. They are taught skills within groups and these are then practised. Skills are practised in a game situation. Games are adapted so that they are inclusive.

During bad weather, games skills circuits take place in the hall.

Gymnastics

Open-ended tasks are used which children fulfil to their own ability. Introduction of group sequences on the apparatus is encouraged.

Challenge cards are sometimes used for work on the apparatus.

Dance

Ideas are suggested by the teacher. Children work with music individually and in groups to explore movement and routines. Dances are demonstrated to the class at the end.

Athletics

Athletics takes place in the Summer term in games.

It comprises of group circuits and observations of others' performance in some activities. Children are in mixed groups and compete by trying to improve their own scores.

Cross Country takes place in the Spring term when St Wilfrid's hosts the CFS Primary Cross Country competition.

Swimming

Children are taught in ability groups with the help of a swimming instructor. Children change groups as and when it is appropriate.

Outdoor Activities

'On site' activities are usually explained by the teacher with a supporting worksheet. All work is done in groups then children are assembled as soon as possible for discussion and evaluation.

Sometimes the children go 'off-site' for these activities. For more adventurous activities, qualified expertise is employed in order to give higher quality instruction and for safety reasons.

During 'off-site' visits children will often be in groups led by parents or helpers. This would always be under the guidance of a member of staff.

Resources

All equipment is stored in the garage. The Co-ordinator is responsible for their upkeep and for monitoring both their use and when items need replacing. We have decided not to keep an itemised list as resources change according to use and need regular replacement and improvement. However, there is a full range of equipment for:-

- Football
- Tag Rugby
- Cricket
- Hockey
- Netball
- Tennis
- Badminton
- Basketball
- Rounders
- Athletics / Multi skills e.g. small balls, bats, two sizes of hurdles, agility ladders, bean bags, quoits, hoops, rapid reaction balls, foam javelins, standing jumps, target nets, air flow balls and parachutes.

Assessment and Record Keeping

Assessment is ongoing and is used to enable the teacher to match the tasks set to the abilities and needs of the children as they progress.

Class teachers use the Attainment target level descriptions for assessment purposes and complete class assessments at the beginning and end of each unit. This gives staff assessment for learning as well as a record of outcome for the unit.

Where a child shows exceptionality or a specific problem, this is recorded on the Exceptionality and Specific Problem Sheets.

Records of P.E. work in the form of photographs are kept by the Co-ordinator.

Special Needs and Differentiation

Much of the work done in Physical Education is open-ended so children can work to their own abilities. The exception to this is swimming, where they are grouped according to their ability. In some aspects of this subject, children work in groups so the less able can be helped by others.

Monitoring and Setting Standards

The P.E. Subject Leader together with the Curriculum Co-ordinator, the Head Teacher and the Governors, has responsibility for monitoring standards of P.E. across the school. A time allocation is given as necessary by the Head Teacher so that the Subject Leader may be released to work with individual classes and teachers during PE sessions.

The Co-ordinator will also attempt to:-

- Observe completed sequences in dance/gymnastics.
- Ensure that PE displays are performed to the school, so all children are aware of the standards achieved.
- Discuss the appropriateness of outdoor activities

Evaluation

The school evaluates P.E. by:-

- Keeping photographs of children participating in physical activities.
- Evaluating performance outside of school (teams and clubs)
- Continual consultation with staff about performance during staff meetings, both formal and informal

Safety Advice

All staff receive training on the safe use of apparatus and equipment and on swimming. Children must be encouraged to think about safety both for themselves and for other children.

The teacher is the person who has responsibility for safety matters. The teacher must be with the children at all times during P.E. Teachers should position themselves carefully so they can monitor the work being carried out by children.

Students need to be directly advised and supervised by the teacher for this type of work.

All P.E. activities need to be assessed for risk and teachers are required to seek help from the P.E. Subject leader if there is any perceived danger. If a teacher has any doubts about safety, advice must be sought before proceeding.

Use of Apparatus and Equipment

Children need to be given confidence in using apparatus and, therefore, safety is of paramount importance. At the start of every lesson, teachers should consider the need to give safety instructions. Mats should be placed either side of apparatus if appropriate, rather than directly underneath. Teachers must pay attention to the condition and construction of P.E. equipment during their sessions. If there are any doubts concerning safety, equipment must not be used. A 'Do Not Use' sign should be placed securely on to the apparatus and the situation must be reported to the P.E. Co-ordinator.

Children should be trained how to carry apparatus and equipment. The Val Sabin team method of putting out apparatus is to be adopted through the school. In general the older children should carry apparatus in pairs, whilst the younger children should carry in fours. Mats should be put out last and put away first in order to avoid tripping.

Clothing and footwear

This must be appropriate to the activity. Bare feet should be used for gymnastics and dance lessons.

Personal effects

- All personal effects should be removed
- If they cannot be removed, staff need to take action to try to make the situation safe
- If the situation cannot be made safe, the individual pupil concerned should not actively participate.

Some children may need to wear glasses or hearing aids. In these circumstances the adult in charge should determine whether it is more hazardous for them to actively participate wearing such items, both in terms of their own safety and that of the other pupils. Taping over ear studs is sometimes used to make the situation safe. However the adult in charge should be confident that this strategy will be effective.

Swimming

Swimming can only take place if a qualified instructor is at the pool side. An observer must also be present. The observer must be given the official written advice sheet and must be aware of the use of the horn. Frequent pool evacuation practices must take place - at least once a term.

When teachers are taking children swimming for the first time, they should ensure each child is safe in the water by insisting they enter the water one at a time. Children should not be allowed out of their depth unless the teacher has checked water safety skills. Groups should not have a ratio greater than 20:1. Consideration should also be given by the teacher as to how many children in their group should be in the water at any one time.

At the start of each lesson, teachers should count the number of children in their group. They should position themselves so they can see all the children in their group and also the bottom of the pool.

Additional Physical Activity.

The school provides many additional opportunities for physical activity in other curricular subjects, at break and lunch times and after school.

In Class Time

- Most classes participate in 5 to 10 minutes of 'Wake and Shake' daily.
- Key Stage One have access to the outdoor classroom.
- Some lessons/activities will take the children out of the classroom.
For Example: Year 1 – Nature Trails
Year 2 – Mini beast hunts
Year 3 – Geography Survey of land use in the village
Year 4 – Visit to local farm at the top of Foxwood
Year 5 – Measuring noise levels around the school
Year 6 – Orienteering around school
Yrs 5/6 – Village Study
Yrs 5/6 – Nottingham Visit
- Movement is encouraged within the classroom lessons when appropriate.
For Example: Geography/Maths – movement when teaching directions.
Science – shadow tag when teaching light and shadow
PSHE – voting with feet on an issue
English – jolly phonics actions.

At Playtime and Lunchtime

- All children are encouraged to be outside at play and lunch times unless they are ill or the weather is very adverse. Year 5 and 6 children are permitted to use the ICT suite at play times but this is on a rota basis thus ensuring they are outside for a minimum of 75% of breaks.
- Children have access to a wide range of equipment at lunchtime such as footballs, basketballs, skipping ropes, hoops and goals/target posts.
- Children also have access to footballs, basketballs, goals and target posts at playtimes.
- All teachers and midday supervisors encourage active games and if necessary will start up a game (such as tag, follow the leader etc)
- All midday supervisors have been trained in 'Positive Play'.
- We have an excellent Adventure Playground which children have access to on a rota basis.

School Trips and Residential Trips

The vast majority of our school trips encourage activity in some form. For example:

- Year R - Climbing up the steps at Greens Windmill.
- Year 1/2 - Nature Trail at Conkers.
- Year 3/4 - Potted Sports at Beaumanor.
- Year 5/6 - Tobogganing, High Robe Assault Course and Wall Climbing at Northumberland.6 mile hikes in Yorkshire and Northumberland.
- Cauldron Snout
- Year 3/4/5/6 - 5 mile hike and orienteering at Ilam.

After School

- The school offers a wide range of clubs, some continuous throughout the year, some for a term and some as a one off.
- We closely monitor which children are attending clubs and seek to remove barriers restricting some children's attendance.
- Some clubs will have age or number restrictions due to health and safety aspects.
- Most clubs are free of cost.
- Clubs are run by teachers, parents and outside providers (i.e.: YMCA)
- The following provides an example of current activity clubs being run and those which have been run in the past 12 months.
- Girls Football
- Boys Football
- Basketball
- Athletics
- Boccia
- Yoga
- Skipping
- Cricket
- Multi-Sports
- High Five Netball

In addition high achievers are externally assessed and offered places at GADA

Competitive Inter-school Competition

Boys Football

Girls Football

Basketball

High 5 Netball

Cricket

Cross Country

Boccia

Athletics

Inclusive transition sporting events for year 6 are attended at Colonel Frank Seely.

Multiskill year group events

Competitive Intra-school Competition

Mixed football - Euro Cup

- World Cup

Key Stage 1 and 2 Sports Days

