

Introduction to [Physical Education](#) at the Meadows



"P.E. is my favourite subject" (Y5)

"I love P.E. because you don't have to do any work and you can be with your friends." (Y6)

"I enjoy P.E. a lot and it is nice to go outside and have fun." (Y2)

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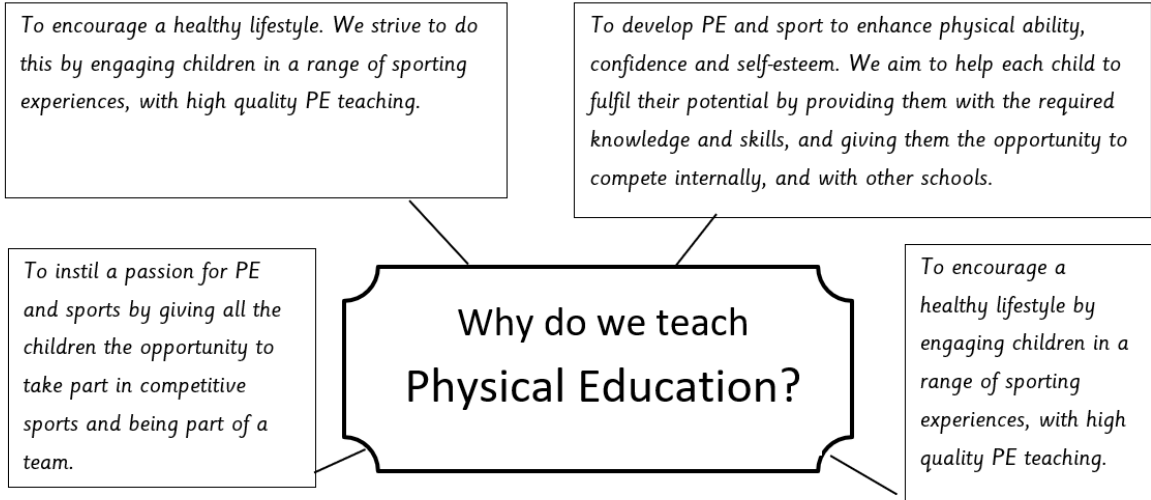
[Physical Education Policy](#)

Introduction to Physical Education at The Meadows

At the Meadows Primary School, we aim to instil a passion for PE and sports. We feel that it is important to encourage a healthy lifestyle, and strive to do this by engaging children in a range of sporting experiences, with high quality P.E. teaching. As P.E. and sport enhance physical ability, confidence and self-esteem, we aim to develop each child to fulfil their potential by providing them with the required knowledge and skills, and giving them the opportunity to compete internally, and with other schools.



❖ Intent: **Why we do what we do**



❖ Implementation: **How we teach Physical Education**

Early Years Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. In addition to this, fine motor skills are constantly being developed through the range of activities provided in the classroom. The children also benefit from their own outdoor play area and a selection of P.E. equipment to help develop their gross motor skills, coordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation stage follows objectives set out in the Early Learning Goals. These are grouped into three prime and four specific areas of learning. Physical development is one of the three prime areas of learning for EYFS children. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move; and through the control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate.

KS1 and KS2

All pupils are entitled to a progressive and comprehensive physical education programme which covers National Curriculum requirements and which takes account of individual interests and needs.

All classes throughout the school have two hours of timetabled P.E. each week. Every year group from Reception to Year 6 will also have one term of swimming lessons each academic year.

During each school year, pupils in KS1 and KS2 will undertake two of the following activities per term during their timetabled P.E. sessions, following the school's long-term overview:

- Gymnastics
- Dance
- Invasion games
- Striking & Fielding
- Net and Wall Games
- Swimming

Outdoor and Adventurous activities, a statutory part of the Key Stage 2 P.E. curriculum, are taught discretely during a residential visit to Shropshire's Outdoor Activities Centre at Arthog during Year 5 and at an alternative provider in Year 6.

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, individual and group activities. Teachers draw attention to good examples of

individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

P.E. lessons will have content, which is appropriate to each child's stage of physical development and appropriate skills will be taught. All children have an equal opportunity to participate in PE lessons and after-school sports clubs.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- Open activities- everyone is included without adaptation or modification.
- Modified activities- changes to rules, area of play, or equipment are made.
- Parallel activities- grouping children by ability and setting similar tasks at different levels for each group.

We have a very comprehensive swimming programme, which will give the children the chance to become safe, happy and confident swimmers.

Physical Education will develop fair play and good sporting behaviour especially when the children play team games. These skills will be further developed in club activities, and inter-school and intra-school events and sports fixtures. We organise eight intra sports events every year for all children to participate in.

❖ Impact: How we will know if we have been successful

When we have been successful in achieving our vision for Physical Education:

We will see:	We will hear:	We will have children who:
❖ children who are excited and eager to learn; ❖ active children engrossed in physical activities; ❖ children working co-operatively and collaboratively together; supporting each other's learning; ❖ pairs and groups leading warm ups/ cools downs; ❖ children carrying apparatus carefully and safely; ❖ children purposefully moving around the hall / playground using high levels of energy; ❖ smiling, happy, engaged children; looking like they are enjoying sport; ❖ children who are able to create and perform routines; ❖ children themselves, teaching, coaching and mentoring their peers; ❖ children being healthy and active; ❖ children working in teams or partners and communicating effectively; ❖ children developing and becoming proficient with sporting skills; ❖ children using a range of sports equipment effectively;	❖ the energy on the playground/ hall; ❖ an excited 'buzz' in the atmosphere (productive); ❖ lots of good questions being asked by the children of themselves and each other; ❖ children sharing good ideas, ❖ children bonding with each other and building effective relationships in the joint pursuit of achieving a challenge; ❖ children encouraging each other; offering praise and celebrating together; ❖ children who are caught up in the moment, oblivious of others around them; ❖ children working as a team and using effective communication; ❖ Children who are happy and motivated to succeed.	❖ are curious, enthusiastic learners; ❖ feel challenged, yet supported; ❖ feel mentally and physically exhilarated; ❖ become intrinsically self-motivated; ❖ feel personally empowered ❖ are confident to have a go; ❖ feel prepared to take risks and make mistakes in order to learn from them; ❖ feel a great sense of personal achievement and self-satisfaction that they persevered and achieved; ❖ have a physical self-belief in their own ability; ❖ are disappointed at the end of the lesson that they've got to stop what they are doing! ❖ are team players; ❖ are being fit and active; ❖ understand the importance of healthy lifestyles; ❖ show and demonstrate our school's British values; ❖ have an understanding of personal best.

Whole school long term planning

As a school, our long-term plan for Physical Education operates on a two-year cycle: Cycle A one year, followed by Cycle B the next.

- Cycle A Long Term plan**

Class Names	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes
Reception	Jungle Journey	Jungle Journey LCP EYFS resources Text Unit 1	LCP EYFS resources Text Unit 2	LCP EYFS resources Text Unit 3	Swimming	Swimming LCP EYFS resources Text Unit 4	Unit 5 has fine motor skills lessons which might be useful

KEY STAGE ONE

	AUTUMN	SPRING	SUMMER	
Wrens (Y1)	Gymnastics – Cycle A	Dance – Cycle A	Striking and Fielding	There are swimming plans available which may be useful
Sports Coach or swimming	Invasion Games	Net and Wall Games	Swimming	
Robins (Y1/2)	Invasion Games	Dance – Cycle A	Gymnastic – Cycle A	
Sports Coach or swimming	Swimming	Net & Wall Games	Striking & Fielding Games	
Owls (Y2)	Dance – Cycle A	Net & Wall Games	Gymnastics – Cycle A	
Sports Coach or swimming	Swimming	Invasion Games	Striking and Fielding	

KEY STAGE TWO

	AUTUMN	SPRING	SUMMER	
Kingfishers (Y3/4)	Invasion Games – Cycle A	Dance – Cycle A	Gymnastics – Cycle A	
Sports Coach or swimming	Swimming	Net & Wall Games (A)	Striking & Fielding (A)	
Puffins (Y3/4)	Invasion Games – Cycle A	Dance- Cycle A	Gymnastics – Cycle A	
Sports Coach or swimming	Swimming	Net & Wall Games (A)	Striking & Fielding (A)	
Kestrels (Y4/5)	Dance – Cycle A	Net & Wall- Cycle A	Gymnastics – cycle A	
Sports Coach or swimming	Invasion Games (A)	Swimming	Striking & Fielding (A)	
Hawks (Y4/5)	Dance – Cycle A	Gymnastics - Cycle A	Striking & fielding (A)	
Sports Coach or swimming	Invasion Games (A)	Net & Wall Games (A)	Swimming	
Year 6	Gymnastics – Cycle A	Dance – Cycle A Net & Wall – (A)	Striking & Fielding (A)	
Sports Coach or swimming	Invasion		Swimming	

- Cycle B Long Term plan**

Class Names	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Notes
Reception	Jungle Journey	Jungle Journey LCP EYFS resources Text Unit 1	LCP EYFS resources Text Unit 2	LCP EYFS resources Text Unit 3	Swimming	LCP EYFS resources Text Unit 4	Unit 5 has fine motor skills lessons which might be useful

KEY STAGE ONE

	AUTUMN	SPRING	SUMMER	
Wrens (Y1)	Invasion Games	Dance – Cycle B	Gymnastic – Cycle B	
Sports Coach or swimming	Tag Rugby and Hockey	Football and Basketball	Swimming	
Robins (Y1/2)	Gymnastics – Cycle B	Dance – Cycle B	Striking and Fielding	
Sports Coach or swimming	Swimming	Football and Basketball	Kwik Cricket Rounders	
Owls (Y2)	Dance – Cycle B	Net & Wall Games	Gymnastics – Cycle B	
Sports Coach or swimming	Swimming	Football and Basketball	Kwik Cricket Rounders	

KEY STAGE TWO

	AUTUMN	SPRING	SUMMER	
Kingfishers (Y3/4)	Invasion Games – Cycle B	Dance – Cycle B	Gymnastics – Cycle B	
Sports Coach or swimming	Swimming	Football and Basketball	Kwik Cricket Rounders	
Puffins (Y3/4)	Invasion Games – Cycle B	Dance- Cycle B	Gymnastics – Cycle B	
Sports Coach or swimming	Tag Rugby and Hockey	Swimming	Kwik Cricket Rounders	
Kestrels (Y4/5)	Dance – Cycle B	Net & Wall- Cycle B	Gymnastics – Cycle B	
Sports Coach or swimming	Tag Rugby and Hockey	Swimming	Kwik Cricket Rounders	
Hawks (Y4/5)	Dance – Cycle B	Gymnastics - Cycle B	Striking & fielding (B)	
Sports Coach or swimming	Tag Rugby and Hockey	Football and Basketball	Swimming	
Year 6	Gymnastics – Cycle B Dance – Cycle B	Gymnastics Cycle B Net & Wall – (B)	Striking & Fielding (B)	
Sports Coach or swimming	Tag Rugby and Hockey		Swimming	

Progression of Knowledge

Progression of skills in Physical Education

- Games
- Dance
- Gymnastics

Games

		Early Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring and developing skills	Games	Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment...effectively...	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		Catch a large ball (30-50) Show increasing control over an object in pushing, patting, throwing, catching or kicking. (40-60)	Throw and catch a ball with a partner including over arm and under arm throw.	Pass a ball accurately to a partner over a variety of distances	To concentrate on control and accuracy when throwing, catching and dribbling the ball.	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions using either foot or hand.	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving	Dribble and pass, showing precision, accuracy and scoring goals with ease. Can receive and send ball, making sensible choices.
		Runs safely on full foot. (22-36) Experiment with different ways of moving. (40-60) Negotiate space successfully; adjusting speed or changing direction to avoid obstacles. (40-60)	Move fluently, changing direction and speed easily and avoiding collisions	Perform a range of rolling, throwing, bouncing, striking, kicking, catching and gathering skills, with control	To use good throwing and catching techniques. To use what they have learned to improve the quality of their throwing and catching techniques.	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	Use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i>	Perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation	Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team.
		Can kick a large ball.(22-36) Roll a ball to a partner, lying on tummies and sitting in a straddle. (Jungle Journey) Two-handed underarm throw (kneeling first then standing). One handed throw into a target on the floor. Throw and catch own object	Are able to move into a space to catch a ball. Recognise space in their games and can freeze when instructed.	Understand the concept of tracking, and get in line with the ball to receive. To be confident and safe when moving around.	To consolidate and improve the quality of their throwing and catching techniques and their ability to link movements in game situations.	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.	Keep a game going using a range of different ways of throwing	Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game	Can use both sides of the body with equal confidence and can control when in the air and on the ground.
							Strike a ball with intent and throw	Use different ways of bowling	Can bowl and pass the ball with

							it more accurately when bowling and/or fielding		an increasing range of technique and skill
Selecting and applying skills, tactics and compositional ideas		Become increasingly more accurate in aiming objects at targets.	To become aware of how to mislead their opponent in simple games. (piggy in the middle)	To become aware of how to mislead their opponent in team games. (Introduce attacking and defending.)	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	warm up and be aware of what is happening to their bodies	know and carry out warm-up activities that use exercises helpful for invasion games	design and lead warm-ups that suit the game
		Use skills in different ways in different games.	Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.	Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run			Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.
							identify and use tactics to help their team keep the ball and take it towards the opposition's goal	Mark opponents and help each other in defense	Use a 'range' of tactics in attack and defense
							Effectively play a competitive net/wall game keep and use rules they are given	Play recognised version of net game showing tactical awareness and knowledge of rules and scoring.	Communicate tactically with team mates during games, showing solid tactical awareness
					Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights	they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal	use vision and anticipation of movement to pass creatively and of
			Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	In pairs or teams, make up a game and play a simple rallying game.	To use and adapt tactics, such as creating space and communicating, in different game situations.	Judge how far they can run to score points	Hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body	Consistently hit the ball with purpose, varying the speed, height and direction
			Choose and use skills effectively for particular games e.g. understand the concepts of aiming, hitting into space, knowing where to run and taking the ball to a good position for aiming.	They vary skills and show some understanding of simple tactics	Use a range of skills to keep possession and make progress towards a goal, on their own and with others.		Play in a position in a team	Understand team positions and the importance of supporting the player with the ball	choose skills and tactics that meet the need of a situation

				Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents	Choose good places to stand when receiving, and give reasons for their choice.		Use some basic rules and tactics in games	Know rules and use them fairly to keep games going	Have a solid understanding of rules for a range of games
			Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions	Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions; using a range of equipment.	Choose and use batting or throwing skills to make the game hard for their opponents.				
			To hold and use a racket correctly and hit a ball which has been thrown to them.	To hit a ball with a racket and aim accurately towards a specific target (space in rounders and an opponent.)					

Dance

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring and developing skills	Dance	Copy and repeat simple skills	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with coo-ordination and fluency,	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Consistent performance with accuracy and fluency
		40-60+months – Experiment with different ways of moving.	Follow the leader – jumps, hops, skips	Can link several movements together with control and co-ordination	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency	Choose, perform and select a variety of different styles and movement phrases with accuracy, consistency and accuracy.
		30 – 50 months – move freely and with pleasure and confidence in a range of ways.	Respond to different stimuli with a range of actions	talk about different stimuli as the starting point for creating dance phrases and short dances	stimuli through their use of language and choice of movement	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases	think about character and narrative ideas created by the stimulus, and respond through movement	explore, improvise and choose appropriate material to create new motifs in a chosen dance style	Choose specific material to create a dance phrase in response to the music or topic.
		Early learning goal – children show good control and	Copy and explore basic body actions demonstrated by the teacher	explore actions in response to stimuli explore ideas, moods and	Incorporate different qualities and dynamics into their movements	Use a range of actions and begin to combine movement phrases and patterns..	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension	respond to a range of stimuli, improvising freely using a range of controlled	Respond with creativity, to a range of stimuli using a range of patterns, movement

Selection and analysing skills, tactics and compositional ideas		co-ordination in large and small movements .		feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements			and continuity when working on their own, with a partner and in a group	movements and patterns	phrases and precise sequences.
		Early learning goal- they move confidently in a range of ways, safely negotiating space.	Copy simple movement patterns from each other and explore the movement		explore and develop new actions while working with a partner or a small group	Begin to respond within a small group of partnership, to speed and level.			
		Pupils link simple actions and skills	Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		To be able to copy simple movements .	Compose and link movement phrases to make simple dances with clean beginning, middle and end.	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings	Apply basic compositional ideas to create dance which convey feelings and emotions	Begin to design their own movement phrases that respond to the stimuli or emotion	Create and perform dances using a range of movement patterns in response to a range of stimuli	Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances	Develop and perform a wide range of dance styles and adapt different dance phrases in response to their own evaluations of how to improve.
		Compose and link movement phrases to make simple dances			link actions to make dance phrases, working with a partner and in a small group	Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group	use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer		
			practise and repeat their movement phrases and perform them in a controlled way	remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness	perform short dances with expression, showing an awareness of others when moving	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	remember, practise and combine longer, more complex dance phrases	select and use a range of compositional ideas to create motifs that demonstrate their dance idea	Select from a range of compositional ideas, the most appropriate for the motif or piece of music chosen.
					describe what makes a good dance phrase				

Gymnastics

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Gymnastics Assessment	Copy and repeat simple skills	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
		Can move in a variety of ways eg on tiptoes, big strides, marching etc. Can stand momentarily on one foot when shown. (30-50 months) Can use different parts of their body to balance e.g. making a bridge Experiments with different ways of moving. (40-60 months) Jumps from one foot to another. Jumps off an object and lands appropriately. (40-60 months)	Perform basic gymnastic actions like traveling, rolling and jumping	Perform a variety of actions with increasing control. Repeat accurately sequences of gymnastic actions	To experiment with body shapes and link shapes and balances to create a sequence with a partner	To develop the range of actions, body shapes and balances they include in a performance To create sequences that meet set conditions	Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement	Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy
		Moves freely with pleasure and confidence in a range of ways e.g. slithering, crawling, sliding, and jumping. (30-50 months) Travels with confidence and skill, around, under, over and through balancing and climbing equipment. (40-60 months) To develop the skill of skipping.	Manage the space safely, showing good awareness of each other, mats and apparatus. To know how to carry and place apparatus safely.	move smoothly from a position of stillness to a travelling movement. move smoothly and in a controlled way from one position of stillness to another. To know how to carry and place apparatus safely.	Perform a competent forward roll, rug roll, shoulder roll To explore different methods of travelling across a mat To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement	Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.	perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension
		Pupils link simple actions and skills	Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Practice an action or short sequence of movements use apparatus Improve the quality of the actions and transitions Show control, accuracy and fluency of movement when performing actions on their own and with a partner	Practise and refine an action or short sequence with and without apparatus showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.	Know what counterbalancing is and find different way of performing counterbalances clearly	To perform counterbalances with good body tension and extension
	Selecting and applying skills, tactics and compositional	To make different body shapes eg tall and thin or short and wide	Make up simple movement phrases in response to simple tasks.	Choose, use and vary simple compositional ideas to create and perform a sequence Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition

		To begin to develop a sequence of body shapes moving from one shape to another.	Link & repeat basic gymnastic actions Perform movement phrases with control and accuracy To copy or create and link movement phrases with beginnings, middles and ends. To perform movement phrases using a range of body actions and body parts.	Adapt the sequence to include apparatus or a partner. Perform movement phrases with control and accuracy with some precision.	Plan and perform a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions
		Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.		Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.	link appropriate actions to make sequences on their own, with a partner and in small groups adapt a sequence to include different levels, speeds or directions	Perform a sequence where the children combine speed, level, direction and a variety of shapes.	sequences with changes of speed, level and direction, and clarity of shape	repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body
					work well on their own and contribute to pair sequences	Work within different groups to contribute to a variety of different sequences.	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	shape and changes in direction adapt sequences to include a partner or a small group
							Develop jump and landing techniques	Experiment with jumping and landing practising their take-off and landing techniques

How can you help your child at home?

Links to different physical activities that the children can do at home:

Early Years Links

Boogie Beebies - videos that get younger children up and dancing with CBeebies presenters.

<https://www.bbc.co.uk/programmes/b006mvsc>

Disney 10-minute Shake Ups - 10-minute activities based on Disney films that count towards a child's 60 active minutes per day

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

NHS Change for Life- This website shares a number of links and ideas for fun home based activities at home, many of which link with other curriculum areas.

<https://www.nhs.uk/change4life/activities>

Cosmic Kids- This website has some great yoga sessions links to stories.

<https://cosmickids.com/about/>

Here are some good stories:

Alice and Wonderland -

<https://youtu.be/u8sEfRXRuAw?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Frozen-

<https://youtu.be/xlg052EKMtk?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Mike the Cosmic Space Mpnkey-

<https://youtu.be/LZAaZDVqCiA?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Just Dance

Despicable Me 2

https://youtu.be/Jf_dEcgeJWo

Blue Da Ba Dee

https://www.youtube.com/watch?v=AFIqSaZM2D0&feature=emb_title

Go Noodle

<https://youtu.be/KhfkYzUwYFk> - Trolls

https://youtu.be/T9T5fJDy_ig - Small Foot- Do the Yeti

Active 8- The Body Coach

<https://youtu.be/mhHY8mOQ5eo>

Imoves – Lots of great videos on here.

<https://imoves.com/the-imovement>

Body Coach- Joe Wicks

<https://www.youtube.com/user/thebodycoach1>

Active Kids at home- Great Family Games

<https://www.activekidsdobetter.co.uk/active-home>

KS1

Super Movers- videos which help children move while they learn. They support curriculum subjects, including maths and English.

<https://www.bbc.co.uk/teach/supermovers>

Disney 10-minute Shake Ups - 10-minute activities based on Disney films that count towards a child's 60 active minutes per day

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

ThisIsPE - videos delivered by teachers focussing on the PE curriculum which are accessible on YouTube. These have been commissioned by the Association for Physical Education.

<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

The ACTIVE AT HOME programme allows children, parents, friends and family to look at some of our fun games that are used in school. You will have access to our lesson plans, videos and diagrams to help you keep active when your children are not at school.

<https://online.succeedin.co.uk/public/index/638>

BBC Super Movers - A number of activities and videos aimed at primary aged children, linking physical activity challenges with other subject area

<https://www.bbc.co.uk/teach/supermovers>

Active Kids Do Better- A range of ideas and resources to inspire families to do some physical activity together

<https://www.activekidsdobetter.co.uk/active-home>

Youth Sport Trust- You can find a range of PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.

<https://www.youthsporttrust.org/primary-pe-activities>

Get Set Tokyo- A range of cross curricular resources and ideas that can be done at home around the theme of the 2020 (now 2021) Tokyo Olympics.

<https://www.getset.co.uk/tokyo-ten>

Think Active A-Z Challenges - School Games Organisers are supporting the national effort to ensure young people and their families have access to fun ways of staying active. Over the next 26 working days the SGO's will be bringing you challenges linked to the School Games.

<https://www.thinkactive.org/wethinkactive/kids-active-learning/a-z-challenge/>

Premier League Primary Stars- Curriculum-linked activities for ages 5-11 cover English and Maths, Health & Wellbeing and Physical Activity, and feature Premier League stars and mascots that will engage them during this challenging time.

<https://plprimarystars.com/home-learning>

Cosmic Kids- This website has some great yoga sessions links to stories.

<https://cosmickids.com/about/>

Here are some good stories:

Alice and Wonderland -

<https://youtu.be/u8sEfRXRuAw?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Frozen-

<https://youtu.be/xlg052EKMtk?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Mike the Cosmic Space Monkey-

<https://youtu.be/LZAaZDVqCiA?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Harry Potter-

<https://youtu.be/R-BS87NTV5I?list=PL8snGkhBF7njuEl8V642ZeFwcbVRRPFLG>

Just Dance

Despicable Me 2

https://youtu.be/Jf_dEcgeJWo

Blue Da Ba Dee https://www.youtube.com/watch?v=AFIqSaZM2D0&feature=emb_title

Go Noodle

<https://youtu.be/KhfkYzUwYFk> - Trolls

https://youtu.be/T9T5fJDy_ig - Small Foot- Do the Yeti

Gymnastics

Body Management Video-

https://www.youtube.com/watch?v=tZ1NeUer7Kk&feature=emb_title

Active 8- The Body Coach

https://youtu.be/TUp2_VAHIrI?list=RDCMUCAxW1XT0iEJo0TYIRfn6rYQ

<https://youtu.be/d3LPrhIOv-w>

<https://youtu.be/EXt2jLRlaf8>

Chance to Shine:

Chance to Shine have uploaded another Cricket home challenge. They have also now added to their portal.

[https://www.youtube.com/watch?v=YzzgPepcoFU&feature=youtu.be&utm_source=Portal+Teachers&utm_campaign=b75f7cad67-](https://www.youtube.com/watch?v=YzzgPepcoFU&feature=youtu.be&utm_source=Portal+Teachers&utm_campaign=b75f7cad67-EMAIL_CAMPAIGN_2020_04_24_03_37_COPY_01&utm_medium=email&utm_term=0_b4486fc5f7-b75f7cad67-123742093)

[EMAIL_CAMPAIGN_2020_04_24_03_37_COPY_01&utm_medium=email&utm_term=0_b4486fc5f7-b75f7cad67-123742093](https://www.youtube.com/watch?v=YzzgPepcoFU&feature=youtu.be&utm_source=Portal+Teachers&utm_campaign=b75f7cad67-EMAIL_CAMPAIGN_2020_04_24_03_37_COPY_01&utm_medium=email&utm_term=0_b4486fc5f7-b75f7cad67-123742093)

Imoves – Lots of great lessons on here.

<https://imoves.com/the-imovement>

On a Tuesday at 5pm there is an After School Club on

<https://www.youtube.com/user/YouthSportTrust>

Gymnastic Unit- 6 Lessons on here that you could use.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/physical-education>

Yorkshire sport- Lots of lessons linked to striking and fielding, movement and net and wall

https://www.yorkshiresport.org/get-active/thisispe/?gclid=CjwKCAiAxp-ABhALEiwAXm6IyZaS-4TJaVT7vnKMYpH-pr-LODwL_r0GPXXe8b97sz85YKfNJxXKZxoCr38QAvD_BwE

This girl can exercises- These are linked to Disney songs but the boys like them too

<https://www.thisgirlcan.co.uk/activities/disney-workouts/>

