



## Physical Education at Banks Lane Junior School

*At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a passion and skillset for all areas of sport. As well as this, we aim to develop social, emotional and thinking skills that will allow them to strive in future sporting challenges, both in school and in the community.*

**Key Concepts** are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In P.E these concepts are:

### KEY CONCEPTS

**PHYSICAL   SOCIAL & EMOTIONAL   THINKING**

**Substantive knowledge** is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

**Disciplinary knowledge** is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

### Progression in Physical Education skills and disciplinary knowledge.

#### **Aims of PE National Curriculum**

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

#### **End of KS2 Physical Education objectives:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **Swimming and Water Safety objectives:**

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

## **Year 2**

### **Key concepts: Physical, Social & Emotional, Thinking**

Key questions: How can you express a character? Is there another way to control your balance? Why do we dribble? Why do we warm up? How can you see flexibility? How can you change simple actions? Is there another way to complete the task? Who can help? Can you share with the group?

#### **Dance**

- I can copy, remember and repeat a series of actions.
- I can select from a wider range of actions in relation to a stimulus.
- I can show a character through actions, dynamics and expression.
- I can use pathways, levels, shapes, directions, speeds and timing with guidance.
- I can use mirroring and unison when completing actions with a partner.
- Use counts with help to stay in time with the music.

#### **Fundamental Movement Skills**

- I can link running and jumping movements with some control and balance.
- I can show balance and coordination when running at different speeds.
- I can show hopping and jumping movements with some balance and control.
- I can change technique to throw for distance.
- I can show control and balance when travelling at different speeds.
- I can demonstrate balance and co-ordination when changing direction.
- I can perform actions with increased control when co-ordinating their body with and without equipment.

#### **Games**

- I can dribble a ball with two hands on the move.
- I can dribble a ball with some success, stopping it when required.
- I can throw and roll towards a target using varying techniques with some success.
- I can show balance when kicking towards a target.
- I can catch an object passed to me, with and without a bounce.
- I can move to track a ball and stop it using feet with limited success.
- I can strike a ball using a racket.
- I can run, stop and change direction with balance and control.
- I can move to space to help score goals or limit others scoring.
- I can use simple tactics.

#### **Body Management**

- I can perform balances on different body parts with some control and balance.
- I can take body weight on different body parts, with and without apparatus.
- I can show increased awareness of extension and flexibility in actions.
- I can copy, remember, repeat and plan linking simple actions with some control and technique.

#### **Outdoor Adventerous Activities**

- I can identify own and others' success. Follow instructions accurately.
- I can work co-operatively with a partner and a small group, taking turns and listening to each other.
- I can try different ideas to solve a task.
- I can follow and create a simple diagram/map.
- I can understand when a challenge is solved successfully and begin to suggest simple ways to improve.

#### **Social, Emotional, Thinking**

- I can encourage others to keep trying.
- I can talk to a partner about their ideas and take turns to listen to each other.
- I can work with a partner and small group to play games and solve challenges.
- I can show determination to continue working over a longer period of time.
- I can be determined to complete the challenges and tasks set.
- I can explore skills independently before asking for help.
- I can be confident to share ideas, contribute to class discussion and perform in front of others.
- I can make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
- I can begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
- I can provide feedback beginning to use key words from the lesson.

**KEY VOCABULARY:** sprint, height, landing, far, aim, take off, release, receive, prepare, touch, matching, mirroring, perform, speed, unison, create, speed, steady, time, tired, pathway, pike, sequence, straddle, tuck, defend, possession, tactic.

Banks Lane infants use the same scheme of work as the juniors (Get set 4 PE) allowing lessons, skills and vocabulary to progress throughout all year groups.



### **Year 3**

Key questions: How are you representing your idea through movement? What technique suits that skill? Can you break it down? How can you use this skill in a game? What part of the body is extending? How does this map/diagram help? What is difficult?

#### **Dance**

- Copy remember and perform a dance phrase.
- Create short dance phrases that communicate an idea.
- Use canon, unison and formation to represent an idea.
- Match dynamic and expressive qualities to a range of ideas.
- Use counts to keep in time with a partner and group.

#### **Fundamental Movement Skills**

- I can show balance, coordination and technique when running at different speeds, stopping with control.
- I can link running, hopping and jumping actions using different take offs and landing.
- I can jump for distance and height with an awareness of technique.
- I can throw a variety of objects, changing action for accuracy and distance.
- I can demonstrate balance when performing other fundamental skills.
- I can show balance when changing direction in combination with other skills.
- I can co-ordinate their bodies with increased consistency in a variety of activities.

#### **Games**

- I can dribble the ball with one hand with some control in game situations.
- I can dribble a ball with feet with some control in game situations.
- I can use a variety of throwing techniques in game situations.
- I can kick towards a partner in game situations.
- I can catch a ball passed to them using one and two hands with some success.
- I can receive a ball sent to them using different parts of the foot.
- I can strike a ball with varying techniques.
- I can change direction with increasing speed in game situations.
- I can use space with some success in game situations.
- I can use simple tactics individually and within a team.

#### **Body Management**

- I can complete balances with increasing stability, control and technique.
- I can demonstrate some strength and control when taking weight on different body parts for longer periods of time.
- I can demonstrate increased flexibility and extension in their actions.
- I can choose actions that flow well into one another both on and off apparatus.

#### **Outdoor Adventerous Activities**

- I can follow instructions from a peer and give simple instructions.
- I can work collaboratively with a partner and a small group, listening to and accepting others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can orientate and follow a diagram/map.
- I can reflect on when and why challenges are solved successfully and use others' success to help them to improve.

#### **Social, Emotional, Thinking**

- I can encourage and motivate others to work to their personal best.
- I can work with others to achieve a shared goal.
- I can work with others to self-manage games.
- I can persevere when finding a challenge difficult.
- I can understand what my best looks like and work hard to achieve it.
- I can begin to use rules showing awareness of fairness and honesty.
- I can show an awareness of how other people feel.
- I can make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
- I can select and apply from a wider range of skills and actions in response to a task.
- I can provide feedback using key terminology.

**KEY VOCABULARY:** technique, speed, baton, power, relay, accuracy, strength, personal, best, power, possession, technique, explore, extend, feedback, formation, interact, body tension, contrast, extend, flow, patch, point, take off



## **Year 4**

Key questions: How many counts in that phrase? What skills are you using at the same time? How can you increase your accuracy? What part works the best? Why? How does a partner help? What does this symbol represent? What rules would you add?

### **Dance**

- I can copy, remember and adapt set choreography.
- I can choreograph considering structure individually, with a partner and in a group.
- I can use action and reaction to represent an idea.
- I can change dynamics to express changes in character or narrative.
- I can use counts when choreographing short phrases.

### **Fundamental Movement Skills**

- I can demonstrate how and when to speed up and slow down when running.
- I can link hopping and jumping actions with some control.
- I can jump for distance and height showing balance and control.
- I can throw with some accuracy and power towards a target area.
- I can demonstrate good balance when performing other fundamental skills.
- I can show balance when changing direction at speed in combination with other skills.
- I can begin to co-ordinate their body at speed in response to a task.

### **Games**

- I can link dribbling the ball with other actions with increasing control.
- I can change direction when dribbling with feet with some control in game situations.
- I can use a variety of throwing techniques with increasing success in game situations.
- I can kick with increasing success in game situations.
- I can catch a ball passed to me using one and two hands with increasing success.
- I can receive a ball using different parts of the foot under pressure.
- I can strike a ball using varying techniques with increasing accuracy.
- I can change direction to lose an opponent with some success.
- I can create and use space with some success in game situations.
- I can use simple tactics to help the team score or gain possession.

### **Body Management**

- I can use body tension to perform balances both individually and with a partner.
- I can demonstrate increasing strength, control and technique when taking own and others weight.
- I can demonstrate increased flexibility and extension in more challenging actions.
- I can plan and perform sequences showing control and technique with and without a partner.

### **Outdoor Adventurous Activities**

- I can accurately follow instructions given by a peer and give clear and usable instructions to a peer.
- I can confidently communicate ideas and listen to others before deciding on the best approach.
- I can plan and apply strategies to solve problems.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can watch, describe and evaluate the effectiveness of the team strategy, giving ideas for improvements.

### **Social, Emotional, Thinking**

- I can encourage and motivate others to work to their personal best.
- I can work with others to achieve a shared goal.
- I can work with others to self-manage games.
- I can persevere when finding a challenge difficult.
- I can understand what my best looks like and work hard to achieve it.
- I can begin to use rules showing awareness of fairness and honesty.
- I can show an awareness of how other people feel.
- I can make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
- I can select and apply from a wider range of skills and actions in response to a task.
- I can provide feedback using key terminology.

**KEY VOCABULARY:** stride, measure, transfer of weight, heave, launch, official, officiate, record, pressure, momentum, action and reaction, flow, order, performance, phrase, relationship, represent, rhythm, structure, pressure, limit, retrieve, compete



## **Year 5**

Key questions: How does that performance show your idea? Is that jump more challenging? Why? How could you lose an opponent? How do I make that sequence more complex? What methods would improve your skill? What safety can you put in place? What is your personal best?

### **Dance**

- I can accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.
- I can choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.
- I can confidently perform choosing appropriate dynamics to represent an idea.
- I can use counts accurately when choreographing to perform in time with others and the music.

### **Fundamental Movement Skills**

- I can run at the appropriate speed over longer distances or for longer periods of time.
- I can show control at take-off and landing in more complex jumping activities.
- I can perform a range of more complex jumps showing some technique.
- I can show accuracy and power when throwing for distance.
- I can demonstrate good balance and control when performing other fundamental skills.
- I can demonstrate improved body posture and speed when changing direction.
- I can co-ordinate a range of body parts at increased speed.

### **Games**

- I can use dribbling to change the direction of play with some control under pressure.
- I can dribble with feet with some control under increasing pressure.
- I can use a variety of throwing techniques with some control under increasing pressure.
- I can use a variety of kicking techniques with some control under increasing pressure.
- I can catch and intercept a ball using one and two hands with some success in game situations.
- I can receive a ball using different parts of the foot under pressure with increasing control.
- I can strike a ball using a wider range of skills. Apply these with some success under pressure.
- I can use a variety of techniques to change direction to lose an opponent.
- I can create and use space for self and others with some success.
- I can understand the need for tactics and can identify when to use them in different situations.

### **Body Management**

- I can show increasing control and balance when moving from one balance to another.
- I can use strength to improve the quality of an action and the range of actions available.
- I can use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.
- I can create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

### **Outdoor Adventurous Activities**

- I can use clear communication when working in a group and taking on different roles.
- I can begin to lead others, providing clear instructions.
- I can plan and apply strategies with others to more complex challenges.
- I can orientate a map confidently using it to navigate around a course.
- I can explain why a particular strategy worked and alter methods to improve.

### **Swimming**

- I can confidently combine skills to retrieve an object from greater depth.
- I can confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
- I can confidently demonstrate good technique in a wider range of strokes over increased distances.
- I can combine gliding and transitioning into an appropriate stroke with good control.
- I can confidently link a variety of floating actions together demonstrating good technique and control.
- I can select and apply the appropriate survival technique to the situation.

### **Social, Emotional, Thinking**

- I can share ideas with others and work together to decide on the best approach to a task.
- I can lead others and show consideration of including all within a group.
- I can communicate with others clearly and effectively.
- I can use different strategies to persevere to achieve personal best.
- I can compete within the rules showing fair play and honesty when playing independently.
- I can confidently attempt tasks and challenges outside of their comfort zone.
- I can identify my own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
- I can select and apply appropriate skills for the situation when under pressure.

**KEY VOCABULARY:** changeover, track, drive, field, force, javelin, approach, dominant, shot put, choreograph, choreography, collaboratively, genre, motif, posture, quality, transition, mirroring, observe, quality, performance, stable, symmetrical, synchronisation, transition, deep catch, situation, long barrier, backing up, stability, exhale, inhale



## **Year 6**

Key questions: What elements can add creativity to your choreography? What parts of the body are fluent in this action? How can you change your strategy to challenge your opponent? How can you improve your precision? What skills have you learnt to help you navigate? What feedback can you give?

### **Dance**

- I can perform dances confidently and fluently with accuracy and good timing.
- I can work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
- I can improvise and combine dynamics demonstrating an awareness of the impact on performance.
- I can use counts when choreographing and performing to improve the quality of work.

### **Fundamental Movement Skills**

- I can demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
- I can link running, jumping and hopping actions with greater control and co-ordination.
- I can perform jumps for height and distance using good technique.
- I can show accuracy and good technique when throwing for distance.
- I can show fluency and control when travelling, landing, stopping and changing direction.
- I can change direction with a fluent action and can transition smoothly between varying speeds.
- I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

### **Games**

- I can use dribbling to change the direction of play with control under pressure.
- I can use a variety of dribbling techniques to maintain possession under pressure.
- I can use a variety of throwing techniques including fake passes to outwit an opponent.
- I can select and apply the appropriate kicking technique with control.
- I can catch and intercept a ball using one and two hands with increasing success in game situations.
- I can receive a ball with consideration to the next move.
- I can strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
- I can confidently change direction to successfully outwit an opponent.
- I can effectively create and use space for self and others to outwit an opponent.
- I can work collaboratively to create tactics within the team and evaluate the effectiveness of these.

### **Body Management**

- I can combine and perform more complex balances with control, technique and fluency.
- I can demonstrate more complex actions with a good level of strength and technique.
- I can confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
- I can plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

### **Outdoor Adventurous Activities**

- I can communicate with others clearly and effectively when under pressure.
- I can confidently lead others and show consideration of including all within a group.
- I can use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
- I can confidently and efficiently orientate a map, identifying key features to navigate around a course.
- I can accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

### **Social, Emotional, Thinking**

- I can share ideas with others and work together to decide on the best approach to a task.
- I can lead others and show consideration of including all within a group.
- I can communicate with others clearly and effectively.
- I can use different strategies to persevere to achieve personal best.
- I can compete within the rules showing fair play and honesty when playing independently.
- I can confidently attempt tasks and challenges outside of their comfort zone.
- I can identify my own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
- I can select and apply appropriate skills for the situation when under pressure.

**KEY VOCABULARY:** Formation, posture, performance, canon, relationship, choreograph, phrase, contrast, structure, fluently, connect, technique, flight, rhythm, stride, rotation, trajectory, force, compete, momentum, transfer of weight, continues pace, tactics, offside, control, support, pressure, obstruction, consecutive, formation, consistently, conceding, dictate, turnover, contest, symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression, momentum, fluently, formation, counter balance