



# Physical Education at Malin Bridge

‘Physical Education is the development of physical fitness and the study of healthy, active lifestyles through movement skills and participating and competing in sports and games’

## Vision:

A high quality PE curriculum should inspire pupils to participate in a wide range of physical activity and sport and provide pupils with an enriching physical education experience as well as developing their physical health and well being. The curriculum should develop all pupils fundamental movement skills and provide opportunities for them to be physically confident in ways that support their health and fitness. Pupils should be given opportunities to compete and develop their leadership skills to instil values such as teamwork, sportsmanship and fair play developing the importance of respect and positive behaviours in sport.

*Good is not enough if it can be better and better is not enough if it can be best.*

## Intent:

For pupils to develop a **range of motor competencies**.

Pupils to apply knowledge and skills of movements to **excel in a wide range of sports and physical activities**

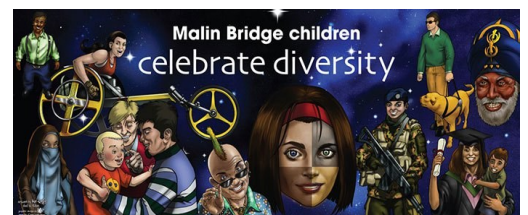
Pupils to experience and participate in a number of **competitions** and develop their **leadership roles**.

Develop an understanding of how to live a **healthy active lifestyle**.

Prepare pupils for **future physical activity opportunities** and **careers** in Sport.

Know a range of **sport pathways** that can be taken beyond school including **clubs** and **coaching** opportunities.

AT MALIN BRIDGE PRIMARY OUR  
PUPILS...



“PE encourages you and challenges you to  
achieve in sport and be physically active.”

*Poppy Y5*



# Physical Education Concepts

## DIVERSITY

Pupils develop an awareness of a diverse range of athletes, coaches and sporting trailblazers that positively represent sportspeople globally, nationally and locally.

## FUNDAMENTAL MOVEMENT SKILLS

The development of a range of locomotor, manipulative and stability skills necessary to participate in sport and physical activity.

## HEALTH, FITNESS AND WELLBEING

The awareness and understanding of the links between physical activity and having a healthy, active lifestyle and mental wellbeing.

## TEAMWORK AND COMPETITION

The knowledge and application of rules, tactics and strategies needed to participate in competitions as well as the development of sportsmanship qualities.

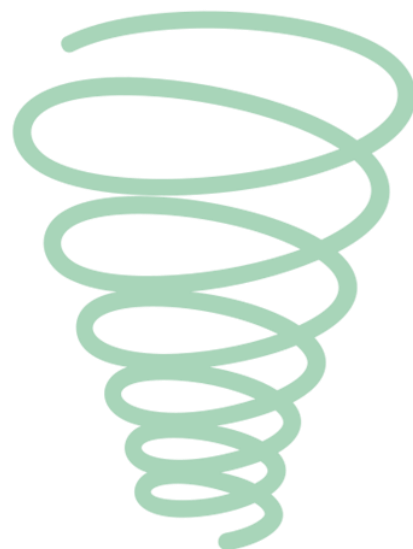
## LEADERSHIP

The development of leadership skills in sport including; decision making, team building; communication and dealing appropriately with success and failures.

These PE concepts have been carefully selected to ensure pupils not only develop knowledge, understanding and competency of fundamental movement, but are able to apply them when participating and competing in a range of sports.

These concepts ensure pupils develop an understanding of having a healthy, active lifestyle and the skills needed to progress as a sportsperson.

Through repeated exposure of these concepts from EYFS to Y6, including the integrated resource pupils' schemata will grow to develop a complex and rich understanding of these concepts.



# Breadth and Depth

The breadth and depth of PE at Malin Bridge has been captured within the *PE Subject Story*. This document details the progression of the key concepts to ensure all pupils develop the fundamental skills and competency to promote health and fitness and excel in a wide range of sport and physical activity.

## PHYSICAL EDUCATION AT MALIN BRIDGE

By the end of studying Physical Education at Malin Bridge, children will be able to answer questions such as:

- Using a diverse range of athletes, coaches, managers and sporting trailblazers, explain their significance in their chosen field
- Describe the fundamental movements and explain how they impact on your chosen sport or event
- Describe some practical strategies for supporting good health, fitness and wellbeing
- What makes a successful team and competitor?
- What are the key principles of effective leadership?



Key Concepts	Associated vocabulary
<b>Diversity</b>	gender, sexuality, nationality, religion, age, class, able-bodied, disabled, local, national, international, culture, inclusion, inclusive
<b>Fundamental Movement</b>	accuracy, endurance, stamina, balance, speed, core strength, co-ordination, control, agility, combination, patterns, sequence, stroke, backstroke, breaststroke, front crawl, butterfly, water safety, locomotor, stability, manipulative, static, dynamic, momentum
<b>Health, fitness and Wellbeing</b>	active, targets, hygiene, mental health, positive, negative, regulate
<b>Teamwork and Competition</b>	rules, attack, defend, tactics, communication, personal best, respect, amateur, elite, professional, fairness, equity, impartial
<b>Leadership</b>	referees, umpires, judge, timekeepers, captain, manager, appeals, team, ethos, communication, goal setting, success, failure, decision making, team building, self discipline

Physical Education at Malin Bridge seeks to promote the benefits of a healthy lifestyle, ensuring all pupils develop the fundamental skills and competence to excel in a wide range of physical activities, both through dedicated PE lessons as well as in the wider curriculum, including outdoor and adventure activities. All children receive a minimum of two lessons of PE a week, with the aim of developing fitness levels and fundamental movement skills which are the building blocks for participation in team sports. All children, regardless of ability, will have the opportunity to develop leadership skills and other important cognitive skills such as decision-making and teamwork, which can be applied to team games as well as other contexts. Through a focus on the school's drivers (celebrate diversity, be aspirational and enquire about the world) Physical Education also provides pupils with the opportunity to build their knowledge of a diverse range of sports men and women, coaches, managers, trailblazers and others, showing that sport and fitness is for all.

All pupils at Malin Bridge access a minimum of two hours of PE and physical activity per week. This includes PE lessons; after school clubs, lunchtime and breaktime activities; and competitions. Our PE units have been carefully mapped to ensure pupils explore PE and physical activity through the repeated exposure of the main five concepts: **Diversity; Fundamental Movement; Health and Fitness and Wellbeing; Teamwork and Competition and Leadership**. Anchoring the PE curriculum around the pupils motor competencies ensures that progression of fundamental movement skills (*Locomotor; Manipulative and Stability skills*) are delivered through the distinct phases of **Experience, Discovery, Development and Consolidation**. These phases ensure both appropriate progression and repeated exposure throughout their journey at Malin Bridge, but also provides sufficient time for children to revisit, practise, develop and consolidate these skill whilst applying them to a range of contexts, sports and games.

### Fundamental Movement Progression

Experience Phase <i>Aimed at FS1</i>	Discovering Phase <i>Aimed at FS2</i>	Developing Phase <i>Aimed at KS1</i>	Consolidating Phase <i>Aimed at LKS2</i>	Application, Strategies and Tactics <i>Aimed at UKS2</i>
Focus is on providing a variety of opportunities to introduce fundamental movement and fundamental control through games and activities.	Exploring, discovering and performing a variety of fundamental skills through activities and games.	Developing and becoming more efficient and refining performance of the movement skills through repetition and practice in a variety of contexts.	The consolidation of previously taught skills will allow more automatic movements to apply skills in a variety of complex games, activities and sports.	This phase involves the consistent application of skills within specific sports. There will be the development of skills awareness, decision making and problem solving with respect to strategies and tactics in a game or activity.



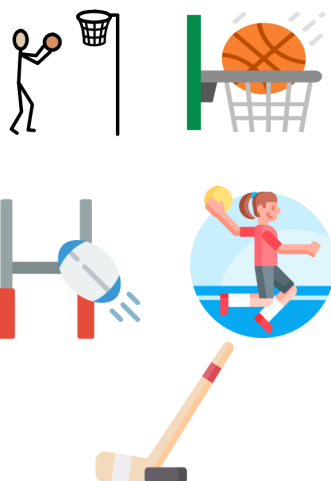


# Breadth and Depth

Our PE curriculum offers pupils the opportunity to apply their fundamental skills to a broad and balanced range of sports and physical activities and explore tactics, rules and strategies.

These Include:

## Invasion Games



## Net Games



## Striking and Fielding Games



## Gymnastics



## Dance



## Athletics



## Target Games



PE Fundamental Skills and Sports Overview

	Cycle	Autumn	Spring	Summer
<b>FS1</b> Kiwi Fundamental Skills Experience Phase	A&B	<b>Fundamental Movements</b> - running, hopping, jumping, skipping, and turning on the spot. Balance, balance on apparatus, jump from height (differentiated). Using spots to aid special awareness	<b>Fundamental Control</b> - throwing and catching, balloons, bean bags, beach balls, tennis balls - ribbons for gross motor movement, target throwing, turn taking in teams, object manipulation, moving and throwing, throw high, throw low	<b>Fundamental Groups</b> - carousel of activities related to sports day events, consolidation of <b>Fundamental Movements</b> and <b>Fundamental Control</b>
<b>FS2</b> Kiwi Fundamental Skills Discovering Phase	A&B	Negotiating space Dance Walking running skipping	Gymnastics Balance rotation hopping jumping and landing	Throwing and catching Balance & Bike skills
<b>KSI</b> Kiwi Fundamental Skills Developing Phase	A&B	Walking and running	Dance Balance rotation skipping	Athletics Throwing jumping Landing Hopping Running Walking
<b>LKS2</b> Kiwi Fundamental Skills Consolidation Sport Specific Swimming (Y3)	A	Tennis striking	Badminton striking	Rugby Throwing catching Dodging jumping landing Running
	B	Netball Throwing catching Dodging jumping Landing	Basketball Throwing catching Dodging jumping Landing	Dance Balance walking hopping jumping landing skipping
		Gymnastics Balance rotation hopping jumping Landing	Athletics Throwing jumping Landing Hopping Running Walking	Athletics/circuits Throwing jumping Landing Hopping Running Walking
				Orienteering /circuits Gymnastics Balance rotation hopping jumping landing
<b>UKS2</b> Sport specific Focus: Rules / Tactics and strategies and leadership	A	Basketball Throwing catching Dodging jumping Landing	Netball Throwing catching Dodging jumping Landing	Handball Throwing catching Dodging jumping landing Running
	B	Volleyball Jumping Landing, striking	Gymnastics Balance rotation hopping jumping landing	Rugby Throwing catching Dodging Running Athletics /Circuits Throwing jumping Landing Hopping Running Walking
				Cricket Throwing catching striking
				Parkour/circuit Running hopping jumping landing balance
				Rounders Throwing catching striking
				Softball Throwing catching striking
				Golf striking

Additionally, pupils participate in our high-quality, bespoke **swimming curriculum** in Year 3, and our bespoke **biking programme** that runs from EYFS to Year 6.

Each PE unit acts as a building block to ensure the substantive and disciplinary knowledge learned, directly builds on previous units and lays the foundations for what pupils will go on to learn within Malin Bridge, through clubs and coaching and their over their KS3 journey.

# Knowledge

**Substantive** 'know what & how '

**Disciplinary** 'How ' Knowing **how**  
knowledge is developed in PE

**Declarative** 'Know what '

Knowing **what** a good  
running technique is

**Procedural** 'know how '

Knowing **how** to and **be**  
**able to** execute this  
effectively.

Knowledge in the PE curriculum is categorised into **Substantive** and **Disciplinary** knowledge. Disciplinary knowledge is the understanding of how knowledge in PE is developed. This is demonstrated through opportunities to observe and analyse technique, skills and performance through play and experimentation of sporting activities. Substantive knowledge is the facts about sport, and PE. Substantive knowledge is further divided into **Procedural** and **Declarative** knowledge. Declarative knowledge is the facts and knowledge of what good technique is to perform a skill what strategies are needed for defensive play in a game. The procedural knowledge includes knowledge of how and when to execute skills and techniques or strategies in a game

Pupils develop their disciplinary and substantive knowledge through 3 key Pillars of Progression. **Motor Competencies; Rules, Strategies and tactics; Healthy participation** . Each of these strands have a declarative and procedural element to them. PE lessons are carefully designed to provide pupils with opportunities to reflect , practise and demonstrate their knowledge and understanding as well as how and when to apply these effectively.

Pillars	Declarative	Procedural
<b>Motor competencies</b>	Know what key movement skills are and what they look like when executed successfully.	Know how to execute movement skills successfully and safely in the context of different sports and physical activity.
<b>Rules, Strategies, tactics</b>	Know what tactics, rules and strategies are and what they look like in a practical application	Know how to implement and apply rules, strategies and tactics specific to a sport of physical activity
<b>Healthy participation</b>	Know the fitness, health and well being benefits of sport and physical	Know how to and be able to participate in a safe and healthy way

# Knowledge Sheets and Skills Sheets

The key **substantive knowledge** pupils should be taught to develop motor competencies and fundamental skills is outlined within the **Skills Sheets** and the **Kiwi Fundamental Movement Skills Resource** (developed by Sport New Zealand). This resource details the progression of movement skills children need to be able to access a range of sports and games. This document also provides guidance and activities to develop pupils' procedural knowledge through application of skills within games and physical activities.

The Sport Knowledge sheets and the Sport Drills documents provide clear substantive knowledge directly linked to specific sports.

## FS2 MINI MOVERS

Over FS2, children's learning in physical development should include the following:

- Show good control and coordination
- Move confidently in a range of spaces
- Handle equipment and tools effectively
- Know the importance of keeping safe, good hygiene and managing their own basic hygiene

BY THE END OF FS2, A CHILD ATTAINING:

- Experiment with different ways of moving e.g. jumping
- Negotiate space successfully when playing games with others, e.g. showing increasing control over an object in passing, catching and handling
- Uses and handles tools, objects, construction and materials to build a desired structure
- Shows a preference for a particular tool or object
- Uses a pencil and holds it effectively to form recognisable letters
- Usually be dry and clean
- Shows some understanding that good practices with regard to hygiene contribute to good health
- Shows understanding of the need for safety when tackling tasks
- Shows understanding of how to use, transport and store equipment

BY THE END OF FS2, A CHILD ATTAINING:

UNDERSTAND AND USE THE FOLLOWING:

MOVE	CONTROL	SAFETY
EXERCISE		

## Throwing and Catching

### Description

Throwing and catching are complementary skills, yet are quite different in terms of their movement focus. In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body. Throwing involves propelling a ball away from the body and is a target skill. These skills are difficult to practise in isolation from each other, and both require specific attention in practice activities.



Throwing and catching actions for small balls differ from those for large balls. Throwing and catching skills in this resource include: overarm throw, underarm throw and roll, as seen in cricket and softball games, and a variety of two-handed passes, like the chest, bounce, spiral pass that are prevalent in volleyball, basketball and rugby.

### Applying movement principles

**Momentum:** If you bring your throwing arm as far back as possible and transfer your weight to your back foot, more force will be transferred to the ball as it leaves your hand while you smoothly bring the arm forward and transfer your weight to your front foot in a swinging action (i.e. when throwing, transfer your weight from your back to front foot).

**Speed:** The straighter your arm in the forward swinging motion, the greater the force and therefore the faster the ball. The longer your arm is in the overarm throw, the faster it will swing and the further the ball will go.

**Absorption of force:** To absorb the force of an incoming object, spread the force over a large surface area and for as long as possible. In catching a ball, reach for the ball.

## BASKETBALL

Basketball is a fast-paced, invasion ball sport. Basketball is played on a rectangular court which is divided in half with a goal post at each end.

**Teams:** There are two teams consisting of 5 players on the pitch, with a further 5 players on the bench that can be substituted in at any time throughout the match. Each team member has a different responsibility on the court, some defensive and some offensive.

**Match:** The game begins when the referee throws the ball into the air at the centre point. One player from each team then tries to intercept the ball. The aim of the match is for one team to pass the ball into their shooting circle and score by throwing the ball into their goal basket.

**Rules:**

- A player can only move with the ball if they are holding the ball with one hand while running.
- Any player can score a goal in the basket.
- If a player scores from behind the curved line, they score from a free throw.
- If they score from a free throw, they get 1 point.

**PASS/DRIBBLE/BASKET**

**FUNDAMENTAL SKILLS**

*Throwing*

## BASKETBALL



## TRAINING DRILLS

# PE in the Early Years

Pupils in FS1 (nursery) and FS2 (reception) participate in physical activity on a regular basis through teacher led PE lessons. These lessons focus on the exploration and discovery of the Fundamental Movement Skills and the development of motor competencies using a variety of equipment and apparatus. Children also participate and are given opportunities to reinforce these skills through the activities provided within the indoor and outdoor continuous provision. These activities provide pupils with opportunities to practise, explore and develop their physical skills through meaningful play to support them to progressing towards the Early Learning Goal for Physical Development.



## DIVERSITY



The broad and diverse group of sportspeople studied, ensures pupils have a wide and solid understanding of a range of sporting accomplishments from people of different ethnicities, ages, religions, sexualities, genders and abilities. The inclusion of global, national and local sports and sportspeople provides pupils the opportunity to explore connections whilst making PE and sport relevant to their own lives and community.



## COMPETITION AND EXTRA CURRICULAR SPORT

Through careful tracking and planning all pupils are given the opportunity to compete. This includes playing mini games within lessons as well as competing in both inter and intra school competitions through our links with Arches School Sport Partnership. Pupils are able to apply their knowledge and skills during competitions whilst embedding rules, tactic and strategies and leadership skills. Competitions enable pupils to develop positive attitudes to sport and with sportsmanship. Pupils demonstrating aptitude or interest in further developing their passion are signposted to clubs and coaching opportunities beyond school.



## LEADERSHIP

The following leadership model identifies the key strands pupils cover to develop their knowledge and skills in becoming an effective leader. From EYFS—Y6 pupils are given opportunities to carry out a range of leadership roles including leading small group games, coaching peers, leading warm ups, team captains and sports leaders. These leadership strands are further developed across other areas of the curriculum.

See **Personal Development** booklet for more information.





# SWIMMING



Our bespoke swimming curriculum aims to ensure all children, by the time they leave Malin Bridge, achieve the National Curriculum target of swimming 25 metres unaided using a recognised stroke. Swimming provision at Malin Bridge is delivered by our own specialised and qualified Swim Team as well as supported by other staff members across school. Delivering our programme with familiar adults builds strong relationships and makes a notable impact to both pupils confidence within the water and their stroke progression. The carefully designed progressive 12-week programme is initially delivered to Year 3 pupils and includes learning and skills within **water confidence**, **stroke development** and **water safety**. Water safety is further consolidated within Citizenship Safety units across school.



Careful assessments and tracking of pupils progress in water confidence, water safety and stroke development is monitored by staff on a weekly basis. Swim lessons and allocation of support are adapted to accurately meet the needs of all swimmers based on this information.

Our high staff ratios ensures that pupils can be supported, both in and out of the pool, in smaller group sizes. This allows staff to provide support for the less confident or less able swimmers as well as provide **stretch** and **challenge** for more able pupils. Children who are the least confident are supported on a 1:1 basis, with sessions designed to meet the needs of the individual child.

Children who do not reach the National Curriculum standard by the end of Year 3 are given further opportunities in Year 4 and Year 6 to access **swimming intervention** sessions.

Pupils who demonstrate a particular aptitude for swimming are signposted to further opportunities such as swimming clubs and coaching, and are given opportunities to take part in swimming competitions and Galas.



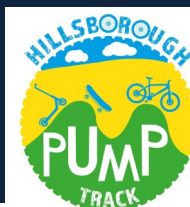


## BIKING

Our biking curriculum aims to ensure all pupils develop practical life skill of being able to ride a bike confidently by the time they leave Malin Bridge. The biking provision is delivered by our own specialised Biking Team with additional support from staff across school. The curriculum starts in Nursery (FS1) where the pupils have the opportunity to access balance bikes as part of their outdoor provision. Balance bike skills are further developed in FS2 through Physical Education lessons following the Balanceability® Learn to Cycle Programme resource materials. In KS1, planned assessment of biking skills enable the early identification of pupils who can not ride a balance bike, so targeted interventions can be delivered with the aim of all pupils riding a balance bike confidently and independently by the end of KS1. This early intervention and identification lays the foundations for pupils moving into KS2 to access Bikeability® training.



Within KS2 the aim is for all pupils to be able to ride a pedal bike by the end of Year 4. This provides pupils with skills and confidence to access further biking opportunities in Year 5 and 6; access biking provisions outside of school as well as the biking provision during the Year 4 residential. Pupils who cannot ride a bike in LKS2 are given opportunities throughout the year to access group interventions based on the Bikeability® programme. As pupils move into UKS2 they take part in externally run Bikeability® sessions to further develop their biking skills, with disadvantaged pupils targeted first. To further develop their skills, pupils are given the opportunity to take part in BMX Pump Track sessions. The Bikeability® and BMX Pump track sessions provide pupils with essential road and bike safety lessons, ensuring all pupils are able to access biking in a safe manner. Road and bike safety is further consolidated through Citizenship safety units delivered across school.



# Assessment: *The Impact*

To help staff make a summative assessments of pupil's PE knowledge, there are year group **PE Assessment Guidance** sheets. These outline the Fundamental Movement Skills that have been covered for each year group; the specific sports taught and how the skills link. They also include appropriate concept questions to support teachers to assess how well pupils can explain their understanding of Physical Activity as a discipline. The assessment sheet details an attainment descriptor of what a typical attaining child should be able to achieve by the end of each year.

Based on these **Assessment Sheets**; the **Skills Sheets** and the **Sport Specific Documents**, teachers use their professional judgement to give a PI-TA (point in Time Assessment) score 1-6 .

See **Curriculum Booklet** for more information on **Assessment Strategies and Responsive Teaching**.

Y2 PE Assessment Guidance	
Key Concept Questions	
<b>Diversity</b> <i>How do people with disabilities participate in sports and games? Describe the sportspeople you have learnt about?</i>	<b>Leadership</b> <i>How to do help your peers to improve at PE and games?</i>
<b>Health, Fitness and Well Being</b> <i>Why is it important that we exercise? How can our food and diet help us to be healthy? How does exercise keep our bodies healthy? What happens to our bodies when we exercise? How can we look after our bodies when we exercise and make sure we exercise safely?</i>	<b>Teamwork and Competition</b> <i>What skills do you need to have to be able to play team games? Why is teamwork important? How can you work cooperatively with your teammates? How do you resolve disagreements in a game?</i>
Fundamental Movement Skills (Developing phase)	
<b>Locomotor Skills</b> <b>Running:</b> Children will be able to run at different speeds and in varying directions will have an even stride. Their back leg will extend for momentum and their arms will swing closer to the body. <b>Walking:</b> Children will be able to walk at different speeds and directions individually or in groups. There will be evidence of their arms swinging opposite to their legs and their head will be held up with good posture. Children will use a heel to toe action with their feet and their strides will be even. <b>Jumping:</b> Children will be able to swing arms to initiate the jumping actions and there will be evidence of crouch position before the jump with their arms moving to the side during the jump. <b>Hopping:</b> There will be evidence of the body being upright and the children will be able to move their arms forwards and backwards to maintain the balance. Children will be able to flex their knees on landing and balance will generally be maintained for consecutive hops. <b>Skipping:</b> Children will demonstrate a Step-hop pattern while skipping and arms will move to assist coordination. <b>Dodging:</b> Children will be able to demonstrate how to evade an opponent in a simple tag game and may show some deceptive techniques.	

## Adaptations for SEND



The PE curriculum remains ambitious and aspirational for all pupils with SEND and the focus is on adapting how the knowledge and concepts are delivered to ensure pupils individual needs are met whilst maintaining an effective educational experience. Pupils who have motor difficulties are supported through a Gross Motor Skill intervention programme. Pre-teach strategies are used to support new learning and concepts and visual representations and diagrams are utilised to support pupils cognitive load and working memory.

See the **SEND** booklet for more information.

# Other booklets for consideration

Curriculum, Personal Development, Science , EYFS

## Appendices (available on request)

PE Subject Story

PE Skills Sheets

Kiwi fundamental Skills Document

PE Cycle Overview

Sport Specific Knowledge Sheets

Fitness and Training Drills Documents

PE Assessment Guidance Sheets





# Malin Bridge Primary School

---

**Chorus** Education Trust