

Newington Green Primary School Physical Education Policy

Matthias Road, London N16 8NP

Tel: 020 7254 3092 Fax: 020 7275 9061

Email: admin@newingtongreen.islington.sch.uk

Website: www.newingtongreen.co.uk

Executive Headteacher: Abi Misslebrook-Lovejoy

Head of School: Mairead McDonnell

Newington Green Primary School



Physical Activity Policy 2023

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Newington Green Primary School is committed to promoting the health and well-being of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at Newington Green school.

Aims and Values

Newington Green Primary School aims to be a learning hub for the community.

We aim to give our children the very best life chances through ensuring:

- They have the core skills and knowledge necessary to access secondary education successfully.
- That children develop an understanding of what learning means and how they can learn things for themselves, so that they will be equipped for lifelong learning
- Their families are engaged in the learning process and are involved in community learning opportunities
- That the children experience a broad curriculum
- That learning is high quality, and lessons are fun, with teachers making the best use of recent research to help them plan and deliver the best learning opportunities

Newington Green Values

We expect children, staff, parents and the learning community to share our values which are:

- 1. Aiming high:** There is no ceiling on what can be achieved
- 2. Doing our best:** There are no excuses for not doing your best
- 3. Caring for each other:** We are honest and care about each other

Physical Education and School Sport

At Newington Green, we strive to maximize opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

The school physical activity policy and strategy lead is Sam Kelly.

We aim to:

- develop pupil's physical competence and confidence, and their ability to use these to perform a range of activities
- promote physical skilfulness, physical development and knowledge of the body in action
- provide opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups and in teams
- promote positive attitudes towards active and healthy lifestyles
- learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities
- learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness
- To provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day
- To increase physical activity levels of pupils in line with national targets

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EQUAL OPPORTUNITIES

All physical activity opportunities offered at Newington Green school are designed to be inclusive and cater for different ability levels.

RESOURCE PROVISION

Newington Green has a PE hall, which is equipped with portable and fixed apparatus for gymnastics and an interactive whiteboard to support teaching. There is also a mirrored wall within the hall that is used particularly when teaching dance.

For the teaching of games, there is a large playground, with markings and an all-weather pitch. We are also very fortunate to have our link with Better Leisure, which delivers intensive swimming courses. Swimming lessons are provided by GLL to children in Y5 at Highbury Leisure Centre for 2 weeks. In Year 6, children attend top up lessons for 2 weeks at the end of their academic year.

An annual audit of all physical education equipment is conducted by Sam Kelly in order to prioritise any necessary expenditure for the year. Resources for games, dance and outdoor activities can be found in the PE resource room at the back of the PE hall, and planning resources can be found within the staff shared drive.

STAFF RESPONSIBILITY & DEVELOPMENT

Primary Link Teacher / Schools Sports Co-ordinator: Sam Kelly

School Travel Plan Co-ordinator: Carmel Old

Lunchtime staff receive yearly training from Sam Kelly to deliver sports games and activities during lunchtimes. We have children from year 5 and 6 who are play leaders that have received training from Islington to support them running games and activities for KS1 children during lunchtimes.

Our partnership with On the Ball Sports has widened the school's relationships with external agencies. As a result, local sports coaches come into school to carry out after school clubs in football, basketball, netball, dodgeball, dance and gymnastics.

CURRICULUM PROVISION

The PE programme is taught by qualified coaches, with the exception of swimming. This is taught by specialised swimming instructors. We also use a dance specialist teacher to support the delivery of dance in year 5.

Each child receives the following ACTIVE PE time per week as well as active play activities during lunch times by fully trained lunch time supervisors.

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PE & Sport Schedule – alternated each term – example shown.

Autumn 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:45	Nursery	Year 3	Year 5	Year 1	Reception
11:00-12:30					
13:30-14:30		Year 4	Year 6	Year 2	
14:30-15:30					

Autumn 2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:45	Nursery	Year 4	Year 6	Year 2	Reception
11:00-12:30					
13:30-14:30		Year 3	Year 5	Year 1	
14:30-15:30					

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Example Scheme of Work

TOPIC: Games activities 1

Pupils should be taught to:

- travel with, send and receive a ball and other equipment in different ways
- develop these skills for simple net, striking/fielding and invasion-type games
- play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

A&D SKILLS	S&A SKILLS	E&I PERFORMANCE	K&U OF FITNESS & HEALTH
<ul style="list-style-type: none"> Explore basic skills, actions and ideas with increasing understanding Remember and repeat simple skills and actions with increasing control and coordination 	<ul style="list-style-type: none"> Explore how to choose and apply skills and actions in sequence and in combination 	<ul style="list-style-type: none"> Describe what they have done Observe, describe and copy what others have done 	<ul style="list-style-type: none"> How important it is to be active to Recognise and describe how their bodies feel during different activities.
HEALTH & SAFETY:	VOCABULARY:	CROSS-CURRICULAR LINKS	
<ul style="list-style-type: none"> Appropriate PE kit Jewellery removed Hall & Equipment safety Warm up & Stretches 	handle, dribble, shoot, strike, pat, push, pass, receive, control, slow, fast, space, travel, repeat, practice, permanent, ball, soft, hard, target, goal, win, score, high, low, safe, turn, free, listen, follow,	Science : Body parts Literacy : Key words Maths : Counting, space, shapes	
LEARNING OBJECTIVES	LEARNING ACTIVITIES	LEARNING OUTCOMES	
We are learning to...	How will they learn it?	A successful performer will...	
1 Explore small & large balls with our hands To be a successful performer I must: SC1. Work safely in own personal space and space in the environment SC2. Be creative and find original ways to use the ball with hands SC3. Repeat a skill to increase control & autonomy	Warm Up Example - Actions Pupils move freely within the space. Teacher calls various commands for pupils to follow. E.g. <i>Go - Run</i> <i>Stop - Stand still</i> <i>Up - Jump</i> <i>Down - Crouch & touch the ground</i> <i>Clap - Two hands together</i> <i>Spin - Spin 360degrees on the spot</i>	-Work independently -Show an awareness of space and others around them -Maintain close control of the ball -Create original ways to use the ball -Describe and perform different skills	

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	<p>Focus: Pupils given a ball to experiment with using their HANDS ONLY. Teacher to model some examples. Teacher to encourage pupils to keep their ball 'safe' by keeping it close and under control. Pupils to share ideas with a partner. Pupils to practice try their partner's idea. Pupils to share ideas with the class.</p> <p>Perform, Observe, Evaluate A selection of example performed by pupils and evaluate as a class. Pupils describe and perform their idea.</p>	
<p>2 Develop individual ball manipulation (hand) skills (rolling, bouncing, throwing & catching)</p> <p>To be a successful performer I must: SC1. Work safely in own personal space and space in the environment SC2. Repeat a skill to increase control & autonomy</p>	<p>Focus: Teacher to lead pupils through ball manipulation skills. Pupils to practice rolling the ball around their body, in a figure of 8, through legs. Pupils to practice bouncing the ball using strongest hand, weaker hand, alternate hands Pupils to practice throwing ball up, bounce and catch, throwing ball up & catch, throwing ball up, clap & catch.</p> <p>Perform, Observe, Evaluate A selection of example performed by pupils and evaluate as a class. Pupils describe and perform their idea.</p>	<p>-Work independently -Show an awareness of space and others around them -Maintain close control of the ball - Practice -Describe and perform different skills</p>
<p>3 Explore small & large balls with our feet</p> <p>To be a successful performer I must: SC1. Work safely in own personal space and space in the environment SC2. Repeat a skill to increase control & autonomy</p>	<p>Focus: Pupils given a ball to experiment with using their FEET ONLY. Teacher to model some examples. Teacher to encourage pupils to keep their ball 'safe' by keeping it close and under control. Pupils to share ideas with a partner. Pupils to practice try their partner's idea. Pupils to share ideas with the class.</p> <p>Perform, Observe, Evaluate A selection of example performed by pupils and evaluate as a class. Pupils describe and perform their idea.</p>	<p>-Work independently -Show an awareness of space and others around them -Maintain close control of the ball -Create original ways to use the ball -Describe and perform different skills</p>

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<p>4 Develop individual ball manipulation (feet) skills (dribbling, stopping, shooting)</p> <p>To be a successful performer I must: SC1. Work safely in own personal space and space in the environment SC2. Repeat a skill to increase control & autonomy</p>	<p>Focus: Teacher to lead pupils through ball manipulation skills. Pupils to practice close dribbling using soft touches with the insides and outside of feet. Pupils to practice stopping the ball using the soles of feet Pupils to practice striking the ball into a goal</p> <p>Perform, Observe, Evaluate A selection of example performed by pupils and evaluate as a class. Pupils describe and perform their idea.</p>	<p>-Work independently -Show an awareness of space and others around them -Maintain close control of the ball - Practice -Describe and perform different skills</p>
<p>5 Explore ways to share the ball with a partner or small group</p> <p>To be a successful performer I must: SC1. Work cooperatively with others (Share equipment and take turns) SC2. Repeat a skill to increase control & autonomy SC3. Combine skills (dribble and stop) together.</p>	<p>Focus: Pupils to work in 2s or 3s. Pupils to explore ways to share the ball with their partner using hands or feet Teacher to model some examples.</p> <p>Perform, Observe, Evaluate A selection of example performed by pupils and evaluate as a class. Pupils describe and perform their idea.</p>	<p>-Work cooperatively with others -Show an awareness of space and others around them -Maintain close control of the ball -Create original ways to share the ball -Describe and perform different skills</p>
<p>6 Refine sending and receiving skills with a partner</p> <p>To be a successful performer I must: SC1. Work cooperatively with others (Share equipment and take turns) SC2. Apply suitable weight on the pass (Soft enough for team mate to control) SC3. Hands/Feet ready as a target SC4. Move in line with the ball</p>	<p>Focus: Pupils to work in 2s or 3s. Teacher to lead pupils through ball manipulation skills. Pupils to practice rolling ball to a partner. Pupils to practice kicking the ball to a partner Pupils to practice bouncing and catching the ball to a partner Pupils to practice underarm throwing and catching the ball with a partner</p> <p>Perform, Observe, Evaluate A selection of example performed by pupils and evaluate as a class. Pupils describe and perform their idea.</p>	<p>-Work cooperatively with others -Show an awareness of space and others around them -Maintain close control of the ball -Describe and perform different skills</p>

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EXTRA CURRICULAR PROVISION

Breakfast Club

Children who attend breakfast club are encouraged to start the day by completing the daily mile.

Break times / lunch times

The markings to the playground support games, running activities and allocated places for staff to participate and initiate play. Children are encouraged to A storage shed provides playground equipment to play with at lunchtimes. Adults are responsible for monitoring the equipment and ensuring that the shed is fully resourced. In addition, year groups are timetabled to use the multi-use games area to take part in structured team games. Children are supervised by the school's trained midday meals team who provide purposeful skills and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

We are currently working with Islington, who will provide training for our Y5/6 play leaders so they can deliver lunchtime activities to KS1 children.

After school clubs

We aim to encourage all pupils to take part in a range of clubs and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in (extra) regular exercise. Football, mini mermaids (running) and cricket clubs are put on offer each year to prepare children for competitions. A range of other clubs are also offered; these include multi sports club, football, basketball, dance, yoga and gymnastics clubs which are all delivered by external sports coaches.

The school enters a range of different sports competitions throughout the year. These include football, basketball, netball, tennis, athletics, dodgeball, cricket, plus more.

School Trips

The school offers several outdoor education experiences throughout the year for KS1 and KS2. We encourage children to walk to/from school/station and Clissold Park.

Year Group	Autumn 1 2 nd Sept. – 18 th Oct	Autumn 2 28 th Oct – 19 th Dec	Spring 1 6 th Jan – 14 th Feb	Spring 2 24 th Feb – 3 rd April	Summer 1 20 th April – 22 nd May	Summer 2 1 st June – 17 th July
1		London Transport Museum [Tues 5 th Dec] London Bus Tour [Weds 11 th Nov]	Florence Nightingale Museum [Jan] Visit to Newington Green Fruit and Veg [Feb Jan]		V&A museum of childhood [May]	Nature study e.g., King Henry's Walk Garden [June]
2		Museum of London: Fire Fire exhibition [Fri 1 st Nov] Visit to Monument [Nov]		London Zoo [Fri 20 th March]	Nature study e.g., Hampstead Heath [June]	
3	Museum of London – Hands on Romans [Weds 11 th Sept.]	Science Museum [Weds 14 th Nov] Pantomime [Tues 17 th Dec]		Trip to Southbank (WESTMINSTER WALK) [Thurs 26 th March]	Trip to Kew Gardens [May]	

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4	St Mary's Church [Wed/ Thurs in Sept or Oct TBC]	The Chocolate Museum in Brixton [Nov.]	National Portrait Gallery – Victorian gallery tour [Jan/Feb]	The Ragged School Museum	Nature Study at Highgate Wood [May]	TGC SEN Bees Workshop [June] TGC Bees Workshop [June: 1 week after SEN] Archery Workshop in school [July]
5	The Garden Classroom in Kent [Tues 8 th & Thurs 10 th Oct]	Planetarium [Nov.] Trip to the ballet [Thursday 28 th November]	British Museum – Egyptian workshop [Mon 11 th Feb] Visit to Shri Swaminarayan Mandir in Neasden [Jan/Feb]	London Zoo [March]		Walking Tour to sketch buildings on The South Bank [July]
6	Visit to a Synagogue [October] The Jewish Museum [Thurs 19 th Sept.]		Globe Theatre – Romeo & Juliet workshop [Jan] National Portrait Gallery – Tudors workshop [Feb]	Opera performance – ROH School Matinee performances [Date depends on the matinee dates provided]		Sailing at North London Sailing Club [June/July]

ACTIVE TRAVEL

Our management information system (Arbor) collates pupils travel to and from school. At Newington Green we encourage children to walk to school and promote this regularly through our Spring and Summer Newsletter.

STAFF ACTIVITY

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, for e.g., racing the children at sports day. Staff often play games with children at playtime and demonstrate physical activity during PE lessons. Within whole school assemblies, staff are celebrated for their participation in marathon runs, cycling events and reaching personal goals.

HEALTH & SAFETY

All jewellery must be removed for PE. If a student has newly pierced ears (i.e., 6 weeks or less) then earrings must be covered completely.

Long hair must be tied back to prevent entanglement in apparatus and to prevent it obscuring vision.

Risk assessments and checks are carried out prior to equipment being used.

The use of any external personnel including sports coaches and volunteers will be in line with the schools policy on DBS / staffing checks.

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Physical Education Kit Policy

At Newington Green, we recognise Physical Education (PE) as a key area of learning within the National Curriculum. Physical activity is integral to the good health of our children and thus, suitable PE kit is essential in ensuring that pupils access the PE National Curriculum to its potential and participate safely and comfortably in physical activity at School.

We believe that a uniform kit encourages our children to have a sense of belonging to a community and promotes a feeling of pride and equality.

ALL pupils should come to school dressed in their full PE kit, on their PE day. Following discussions with pupils, we have discovered that children are happier when the procedure of changing for these lessons is removed from their school day. They feel more comfortable dressing at home and enjoy the speed with which they can begin their physical education when changing on site is removed.

To maintain hygiene, we would ask that the PE kit be washed once a week, after children's PE days.

Where appropriate, please consider the use of anti-perspirants/deodorants. Children have the option to apply these at home before coming to school as these products are not permitted on site.

If a pupil is injured or unwell, a signed note from the parent or guardian must be provided to the PE teacher at the start of the lesson. Pupils who are excused will still need to change into a PE kit as they will be involved in the learning process through the role of a coach, umpire, referee or leader.

Newington Green School PE Kit is compulsory and consists of:

Green Newington Green PE T-shirt
Black PE Shorts/Jogging Bottoms/Leggings
Sports trainers or Black plimsoles
No football or sports kits to be worn

Pupils who fail to bring in the correct PE kit will be required to borrow a school kit. Failure to bring the correct PE kit for more than two consecutive weeks will result in a letter home.

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Date: / /

Dear Parent/Carer

Physical Education and School Sport Kit Reminder

Unfortunately, _____ has failed to bring suitable PE clothing and/or footwear to their PE lesson for the last two weeks.

Please ensure that your child has their PE kit on _____ and any day that they are involved in after school sport.

If you have any concerns regarding this issue, please do not hesitate to contact your child's class teacher or myself.

Yours Sincerely

Sam Kelly
Physical Education and School Sports Lead

Early Years Foundation Stage

Physical Development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Moving and handling - children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Health and self-care - children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Pupils access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

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Key Stage 1 Programme of Study

Knowledge, skills and understanding

Teaching should ensure that when **evaluating and improving performance**, connections are made between **developing, selecting and applying skills, tactics and compositional ideas**, and **fitness and health**.

Acquiring and developing skills

1 Pupils should be taught to:

- a** explore basic skills, actions and ideas with increasing understanding
- b** remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

2 Pupils should be taught to:

- a** explore how to choose and apply skills and actions in sequence and in combination
- b** vary the way they perform skills by using simple tactics and movement phrases
- c** apply rules and conventions for different activities.

Evaluating and improving performance

3 Pupils should be taught to:

- a** describe what they have done
- b** observe, describe and copy what others have done
- c** use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

4 Pupils should be taught:

- a** how important it is to be active
- b** to recognise and describe how their bodies feel during different activities.

Breadth of study

5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through dance activities, games activities and gymnastic activities.

Dance activities

6 Pupils should be taught to:

- a** use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
- b** change the rhythm, speed, level and direction of their movements
- c** create and perform dances using simple movement patterns, including those from different times and cultures
- d** express and communicate ideas and feelings.

Games activities

7 Pupils should be taught to:

- a** travel with, send and receive a ball and other equipment in different ways
- b** develop these skills for simple net, striking/fielding and invasion-type games
- c** play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.

Gymnastic activities

8 Pupils should be taught to:

- a** perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus
- b** develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]
- c** choose and link skills and actions in short movement phrases
- d** create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

The following are non-statutory guidelines.

Swimming activities and water safety

9 Pupils should be taught to:

- a** move in water [for example, jump, walk, hop and spin, using swimming aids and support]

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- b** float and move with and without swimming aids
- c** feel the buoyancy and support of water and swimming aids
- d** propel themselves in water using different swimming aids, arm and leg actions and basic strokes.

Key Stage Two Programme of Study

Knowledge, skills and understanding

Teaching should ensure that when **evaluating and improving performance**, connections are made between **developing, selecting and applying skills, tactics and compositional ideas**, and **fitness and health**.

Acquiring and developing skills

1 Pupils should be taught to:

- a** consolidate their existing skills and gain new ones
- b** perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

2 Pupils should be taught to:

- a** plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
- b** develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness
- c** apply rules and conventions for different activities.

Evaluating and improving performance

3 Pupils should be taught to:

- a** identify what makes a performance effective
- b** suggest improvements based on this information.

Knowledge and understanding of fitness and health

4 Pupils should be taught:

- a** how exercise affects the body in the short term

- b** to warm up and prepare appropriately for different activities

- c** why physical activity is good for their health and well-being

- d** why wearing appropriate clothing and being hygienic is good for their health and safety.

Breadth of study

5 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through five areas of activity:

- a** dance activities

- b** games activities

- c** gymnastic activities

and two activity areas from:

- d** swimming activities and water safety

- e** athletic activities

- f** outdoor and adventurous activities.

Swimming activities and water safety must be chosen as one of these areas of activity unless pupils have completed the full key stage 2 teaching requirements in relation to swimming activities and water safety during key stage 1.

Dance activities

6 Pupils should be taught to:

- a** create and perform dances using a range of movement patterns, including those from different times, places and cultures

- b** respond to a range of stimuli and accompaniment.

Games activities

7 Pupils should be taught to:

- a** play and make up small-sided and modified competitive net, striking/fielding and invasion games

- b** use skills and tactics and apply basic principles suitable for attacking and defending

- c** work with others to organise and keep the games going.

Gymnastic activities

8 Pupils should be taught to:

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a create and perform fluent sequences on the floor and using apparatus

b include variations in level, speed and direction in their sequences.

Swimming activities and water safety

9 Pupils should be taught to:

a pace themselves in floating and swimming challenges related to speed, distance and personal survival

b swim unaided for a sustained period of time over a distance of at least 25m

c use recognised arm and leg actions, lying on their front and back

d use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].

Athletic activities

10 Pupils should be taught to:

a take part in and design challenges and competitions that call for precision, speed, power or stamina

b use running, jumping and throwing skills both singly and in combination

c pace themselves in these challenges and competitions.

Outdoor and adventurous activities

11 Pupils should be taught to:

a take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments

b use a range of orienteering and problem-solving skills

c work with others to meet the challenges.

PE Curriculum Map

Early Years Foundation Stage						
Nursery	Autumn 1 Introduction to PE	Autumn 2 Fundamental movement skills	Spring 1 Ball skills	Spring 2 Gymnastics	Summer 1 Dance	Summer 2 Games
Reception	Autumn 1 Introduction to PE Unit 2	Autumn 2 Fundamental movement skills	Spring 1 Ball skills	Spring 2 Gymnastics	Summer 1 Dance	Summer 2 Games
Key Stage One						
KS1	Autumn 1 Ball Skills	Autumn 2 Gymnastics	Spring 1 Dance	Spring 2 Net and wall games	Summer 1 Invasion games	Summer 2 Athletics
Key Stage Two						
KS2	Autumn 1 Invasion Games (Netball)	Autumn 2 Gymnastics	Spring 1 Dance	Spring 2 Net and Wall Games (Tennis)	Summer 1 Striking and Fielding Games (Cricket)	Summer 2 Athletics

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Assessment Report Briefs

EYFS

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is making progress in PE. Pupil A is beginning to run and negotiate space during chasing and dodging games. Pupil A is developing ball manipulation skills and has been practicing pushing, patting, throwing, catching and kicking. Pupil A is able to climb small equipment using alternate feet and can jump off it landing appropriately.

Working At

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is making good progress in PE. Pupil A is able to run and negotiate space successfully during chasing and dodging games. Pupil A can adjust speed or change direction to avoid obstacles. Pupil A has developed ball manipulation skills and shows increasing control over an object when pushing, patting, throwing, catching and kicking it. Pupil A is able to climb equipment using alternate feet and can jump off it demonstrating a safe landing technique.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is making excellent progress in PE. Pupil A is able to run with confidence and skill. Pupil A negotiates space successfully during chasing and dodging games and adjusts his/her speed and direction to avoid obstacles. Pupil A has developed ball manipulation skills and shows good control over an object in pushing, patting, throwing, catching and kicking it. Pupil A is able to confidently climb large equipment using alternate feet and can jump off it demonstrating a safe landing technique.

Key Stage One

Year 1

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is making progress in PE. Pupil A is able to copy and repeat simple locomotor, stability and ball manipulation skills and actions demonstrated by the teacher. Pupil A is beginning to link motor skills and movement patterns during individual and group activities. Pupil A is starting to describe his/her own and others' actions and has some understanding of how his/her body feels during exercise.

Working At

This year in PE, Pupil A has participated in Games and Gymnastics units. Pupil A is making good progress in PE. Pupil A can copy and repeat a range of simple locomotor, stability and ball manipulation skills and actions demonstrated by the teacher with basic control and coordination. Pupil A demonstrates some control when participating in locomotor activities requiring a change of speed, direction or level. Pupil A can describe his/her own and others' actions and demonstrates an understanding of how his/her body feels during exercise.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is making excellent progress in PE. Pupil A has learnt how to copy, repeat and explore a range of more complex locomotor, stability and ball manipulation skills and actions, demonstrating good control and coordination. Pupil A can describe and comment on his/her own and others' actions and can talk confidently about how his/her body feels during exercise.

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Year 2

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can explore, copy, remember and repeat simple skills and actions with some control and coordination. Pupil A is beginning to vary skills, actions and ideas and shows increasing understanding of simple tactics and basic compositional ideas. Pupil A can talk about differences between his/her own and others' performance. Pupil A understands how to warm up and exercise safely, and can describe how his/her body feels during different activities.

Working At

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2).

Pupil A can explore simple skills. They are able to copy, remember and repeat simple actions with good control and coordination. Pupil A can vary skills, actions and ideas and shows understanding of simple tactics and basic compositional ideas. Pupil A can talk about differences between his/her own and others' performance and suggest improvements. Pupil A understands how to warm up and exercise safely, and describe how his/her body feels during different activities.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2).

Pupil A can explore simple skills. He/she is able to copy, remember and repeat and explore simple actions with excellent control and coordination. Pupil A can vary skills, actions and ideas and shows understanding of simple tactics and basic compositional ideas. Pupil A can talk about differences between his/her own and others' performance and suggest improvements. Pupil A understands how to warm up and exercise safely, and describe how his/her body feels during different activities.

Key Stage 2

Year Three

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can select and use skills, actions and ideas appropriately, applying them with increasing coordination and control. Pupil A can see how his/her work is similar to and different from others' work, and is starting to use this understanding to improve his/her own performance. Pupil A can give reasons why warming up before an activity is important, and why physical activity is good for their health.

Working At

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can select and use skills appropriately, applying them with good coordination and control. Pupil A can see how his/her work is similar to and different from others' work, and use this understanding to improve their own performance. Pupil A can give reasons why warming up before an activity is important, and why physical activity is good for his/her health.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can select and use skills appropriately, applying them with excellent coordination and control. Pupil A can see how his/her work is similar to and different from others' work, and use this understanding appropriately to improve his/her own performance. Pupil A can give

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reasons why warming up before an activity is important, and why physical activity is good for his/her health.

Year 4

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can link skills and techniques and ideas and apply them accurately and appropriately. His/Her performance shows increasing precision and control. Pupil A is starting to show an understanding of tactics. Pupil A can compare and comment on skills, techniques and ideas used in his/her own and others' work, and use this understanding to improve his/her performance. Pupil A can explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on his/her body, and how it is valuable to his/her fitness and health.

Working At

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can link skills, techniques and ideas and apply them accurately and appropriately. His/her performance shows good precision and control. Pupil A has a basic understanding of tactics. Pupil A can compare and comment on skills, techniques and ideas used in his/her own and others' work, and use this understanding to improve his/her performance. Pupils A can explain and apply basic safety principles in preparing for exercise. He/She describes what effects exercise has on his/her body, and how it is valuable to his/her fitness and health.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can link skills, techniques and ideas and apply them accurately and appropriately. His/her performance shows increasing precision and control. Pupil A shows a good understanding of tactics. Pupil A can compare and comment on skills, techniques and ideas used in his/her own and others' work, and use this understanding to improve their performance. Pupils A can explain and apply basic safety principles in preparing for exercise. He/she can describe what effects exercise has on his/her body, and how it is valuable to his/her fitness and health.

Year 5

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can select and combine skills, techniques and ideas demonstrating precision, control and fluency. Pupil A can draw on what he/she knows about strategy and tactics in response to changing circumstances. Pupil A can analyse and comment on how skills, techniques and ideas have been used in their own and others' work and suggest ways to improve. Pupil A can explain how to prepare for, and recover from, the activities. He/she can explain how different types of exercise contribute to his/her fitness and health and describe how he/she might get involved in other types of activities and exercise.

Working At

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can select and combine skills, techniques and ideas demonstrating good precision, control and fluency. Pupil A can draw on what they know about strategy and tactics in response to changing circumstances. Pupil A can analyse and comment on how skills, techniques and ideas

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have been used in his/her own and others' work and suggest ways to improve. Pupil A can explain how to prepare for, and recover from, the activities. He/she explains how different types of exercise contribute to his/her fitness and health and describe how he/she might get involved in other types of activities and exercise.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A can select and combine skills, techniques and ideas demonstrating excellent precision, control and fluency. Pupil A can draw on what they know about strategy and tactics in response to changing circumstances. Pupil A can analyse and comment on how skills, techniques and ideas have been used in their own and others' work and suggest ways to improve. Pupil A can explain how to prepare for, and recover from, the activities. He/she explains how different types of exercise contribute to his/her fitness and health and describe how he/she might get involved in other types of activities and exercise.

Year 6

Working Towards

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is able to select and combine skills, techniques and ideas, adapting them to meet the demands of an activity. Pupil A shows increasing precision, control and fluency in their movement. Drawing on what he/she knows of the principles of tactics and composition, Pupils A is able to apply these in his/her own work and modify them in response to changing circumstances and other performers.

Working At

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is able to accurately select and combine appropriate skills, techniques and ideas, adapting them to meet the demands of an activity. Pupil A shows good precision, control and fluency in his/her movement. Drawing on what he/she knows of the principles of tactics and composition, Pupils A is able to accurately apply these in their own work and modify them in response to changing circumstances and other performers.

Working Higher

This year in PE, Pupil A has participated in (Unit 1) and (Unit 2). Pupil A is able to accurately select and combine appropriate skills, techniques and ideas, adapting them to meet the demands of an activity. Pupil A shows excellent precision, control, fluency and originality in his/her movement. Drawing on what he/she knows of the principles of tactics and composition, Pupils A is able to apply these in his/her own work and modify them in response to changing circumstances and other performers.

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Newington Green Sports Day Format (Phase One)

Date:

Location: Clissold Park (See Map). We will assemble in a shaded area beside the running track. Members of staff will be there to meet classes on the day.

- ★ Leave school @ 9:15
- ★ Arrive at Clissold Park @ 9:40
- ★ Event overview and safety talk @ 9:45
- ★ Events start @ approx 10:00
- ★ Events finish @ approx 11:20
- ★ Parent race
- ★ Teacher/Staff Race
- ★ Lunch @12:00 (With Yr 4, 5 & 6)
- ★ Teachers & pupils walk back to school @ 12:30

Please split your class into 5 equal groups/colours (Red, Blue, Yellow, Green, White). There must be a minimum of 4 pupils per group. If your class numbers do not allow for this, split your class into 4 groups/colours. Encourage children to wear these colours on the day (t-shirt). Additional points will be awarded to teams who come in the correct team colours.

Classes are to rotate around 8 stations (x7 events & x1 drinks/rest station). Class Teachers are to remain with their class. Support staff must remain at their station.

Events will commence on the first whistle and will last approximately 10 minutes. A second whistle is blown at the end of the 10 minutes and classes move to the next station (see order of events).

If a class finishes an event before the time is up then pupils should sit down and wait sensibly for the whistle.

Event Organisation

	Event	Staff
	Health & Safety Talk	
	Time Keeper	
1	Tug of War	
2	Dress Up Relay	
3	Throw for Accuracy	
4	Egg & Spoon	
5	Throw for Distance	
6	50 meter race	
7	Baton Relay	
8	First Aid /Drink Station	
9	Parent/Teacher Races	

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Order of Events

Class	Event							
	10:00-10:10	10:10-10:20	10:20-10:30	10:30-10:40	10:40-10:50	10:50-11:00	11:00-11:10	11:10-11:20
Holly	1	2	3	4	5	6	7	8
Oak	2	3	4	5	6	7	8	1
Pine	3	4	5	6	7	8	1	2
Maple	4	5	6	7	8	1	2	3
Palm	5	6	7	8	1	2	3	4
Silver Birch	6	7	8	1	2	3	4	5

KS1 Score Sheet

Please award teams in your class the following points per event:

First	50 points
Second	40 points
Third	30 points
Fourth	20 points
Fifth	10 points

Bonus points may be awarded for the following:

Team Colours	50 points (Only awarded if ALL members of the team are in correct team colours)
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Excellent Green Expectations 10 points

Event	Score				
	Red	Blue	Yellow	Green	White
Team Colours					
Tug of War					
Dress Up Relay					
Throw for Accuracy					
Egg and Spoon Relay					
Throw for Distance					
50-meter Race					
Baton Relay					
POINTS TOTAL					
PLACE					

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Newington Green Sports Day Format (Phase Two)

Date:

Location: Clissold Park (See Map). We will assemble in a shaded area beside the running track. Members of staff will be there to meet classes on the day.

- ★ Leave school @ 11:30
- ★ Arrive at Clissold Park @ 12:00 for lunch.
- ★ Event overview and safety talk @ 12:45
- ★ Events start @ approx 13:00
- ★ Events finish @ approx 14:10
- ★ Parent race
- ★ Teacher/Staff Race
- ★ Teachers & pupils walk back to school @ 14:50

Please split your class into 5 equal groups/colours (Red, Blue, Yellow, Green, White). There must be a minimum of 4 pupils per group. If your class numbers do not allow for this, split your class into 4 groups/colours. Encourage children to wear these colours on the day (t-shirt). Additional points will be awarded to teams who come in the correct team colours.

Classes are to rotate around 8 stations (x7 events & x1 drinks/rest station).

Class Teachers are to remain with their class. Support staff must remain at their station.

Events will commence on the first whistle and will last approximately 10 minutes. A second whistle is blown at the end of the 10 minutes and classes move to the next station (see order of events).

If a class finishes an event before the time is up then pupils should sit down and wait sensibly for the whistle.

Event Organisation

	Event	Staff
	Health & Safety Talk	
	Time Keeper	
1	Tug of War	
2	Dress Up Relay	
3	Throw for Accuracy	
4	Skiping Race	
5	Throw for Distance	
6	100 meter race	
7	Baton Relay	
8	First Aid /Drink Station	
9	Parent/Teacher Races	

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Order of Events

Class	Events							
	13:00-13:10	13:10-13:20	13:20-13:30	13:30-13:40	13:40-13:50	13:50-14:00	14:00-14:10	14:10-14:20
Willow	1	2	3	4	5	6	7	8
Rowan	2	3	4	5	6	7	8	1
Elm	3	4	5	6	7	8	1	2
Mulberry	4	5	6	7	8	1	2	3
Ash	5	6	7	8	1	2	3	4
Cedar	6	7	8	1	2	3	4	5

KS2 Score Sheet

Please award teams in your class the following points per event:

First	50 points
Second	40 points
Third	30 points
Fourth	20 points
Fifth	10 points

Bonus points may be awarded for the following:

Team Colours 50 points (Only awarded if **ALL** members of the team are in correct team colours)

Excellent Green Expectations 10 points

Event	Score				
	Red	Blue	Yellow	Green	White
Team Colours					
Tug of War					
Dress Up Relay					
Throw for Accuracy					
Skipping Race					
Throw for Distance					
100-meter Race					
Baton Relay					
POINTS TOTAL					
PLACE					