



Work Hard – Be Kind

Intent, Implementation & Impact

Lower and Lower Middle School

I am an Athlete

Intent

I am an Athlete. I believe anything is possible whilst being an athlete. I feel energised and motivated throughout my day. I have the knowledge and understanding to participate in sport. I enjoy being a team player and communicating to improve my own and others physical literacy. I view failures as an opportunity to improve and use my resilience to come back motivated. This supports me to achieve my very best. I am developing a lifelong active mindset.

At King's Oak, we want our students in the primary phase to create a positive relationship with health and physical activity. Through this, we want students to develop the fundamental skills and movements to apply in all sports that they encounter.

We support students to build self-agency in sport and keep active by giving them the knowledge related to social, mental and physical benefits to active lifestyles. We want students to try new experiences that push them out of their comfort zone, ultimately allowing them to grow and build resilience in sport and physical activity. When students leave primary education at King's Oak, they would have developed an active mindset and positive attitude towards physical education to support their success and participation at a secondary level.

Implementation

At King's Oak, we use two main schemes of learning (Real PE and Complete PE) to guide and support the teaching of PE lessons.

The Real PE programme (Index 1) is used to teach students key fundamental physical skills alongside the development of positive behaviours and knowledge around physical movement and sport. The Complete PE programme (Index 2) is used to introduce students to a range of sports and games in which they can apply the skills learnt through Real PE.



Staff teaching PE receive initial training in both programmes and have regular opportunities to refresh their knowledge and skills in using these resources to teach. Lead PE staff regularly observe the teaching of PE providing feedback and areas for improvement to ensure that staff are well-supported, and teaching is of a high standard.

As an all-through academy, we have specialist PE staff who teach a large percentage of the PE lessons to students in primary years. The expertise of these colleagues ensures that students are provided with learning that is of a high-quality.

At King's Oak, we place a huge importance on enrichment in physical activity to give students a wide range of experiences. These experiences range from taking part in new sports activities to learning about healthy lifestyles.

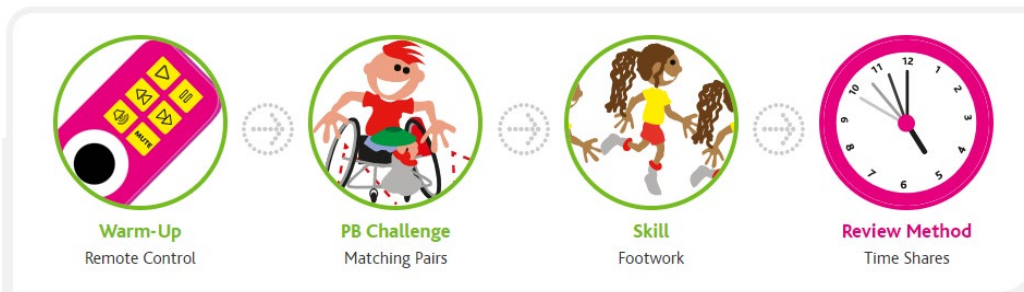
Impact

Students at King’s Oak have the skills, knowledge and experience to allow them to lead healthy, active lifestyles. Students are well-equipped to progress from primary education PE to secondary education PE. There is an increase in full participation in sports and physical activity in both lessons and extra-curricular opportunities.

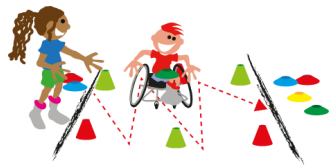
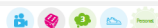
Index 1

Real PE – Example Year 3 lesson

Learning Goals



Matching Pairs



Pick up an item from the start line and move from marker to marker using your footwork skills.
Find a matching item and bring it back to the start line to make a pair. Repeat until all items are matched on the start line.
You can play as an individual, in a pair or group.
Explore the following competition formats:
Personal best: Try to better your time on the second attempt.
Against another in turn: Keep time for your opponent and then try and beat their time.
Against another at the same time: Try to achieve a faster time than your opponent.

Tricky

Use tricky footwork patterns - hop, side-step, gallop, skip
Move in straight lines to collect and return the items
Play with fewer pairs of items



Footwork

Coordination Footwork



Time Shares



With your partner or in your group take turns to hold a ball/piece of equipment for a short time before you pass it on.

You can only speak or answer the question you hear if you're holding the ball.



Index 2

Complete PE – Year 1 Dance Unit

1 **Getting Started**
Staying inside the marked area,
move in and out of each other,
exploring different footwork
patterns.

2
Remote Control



Growing: Responding to rhythm		
Learning Objectives & Intentions	Key Questions	Context & Structure
<p>The focus of learning is for pupils to respond to rhythm and patterns through their movement.</p> <p>Pupils will learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme.</p>	<p>How can we move like champion dancers? Champion dancers can move with control, respond to the rhythm, move in relation to the music. Introduce champion dancers throughout the unit as and when appropriate.</p> <p>Who is moving with control?</p> <p>Are we listening to the drum?</p> <p>Who can move in time with the drum?</p> <p>Can we respond to the poem with the correct actions?</p> <p>Do we understand how a flower grows?</p> <p>Who is moving whilst thinking about the speed of the music?</p> <p>How does the music make us feel?</p> <p>What different parts of our bodies can we move on?</p> <p>Can we respond to the poem with big clear actions?</p> <p>What movement ideas have we got?</p> <p>Do we understand how a flower grows?</p>	<p>Prior to the lesson commencing read the 'seed poem' (see appendix). After reading the poem discuss how the poem makes pupils feel. What words do we remember? Can pupils clap the rhythm of the poem back when the drum is played?</p> <p>Show What You Know (Warm Up): Growing from a seed to a flower</p> <p>Pupils curl up as a seed. Using a drum, as the beat increases pupils grow slowly from a seed into a flower. Once pupils are a fully-grown flower, they move around the space until the drum bangs, at which point they must freeze.</p> <p>Explore movements from within the poem Read the poem again. Explore the poem in more detail, include music in the background. Can pupils suggest ideas for different movements, which relate to words in the poem?</p> <p>Develop the movements from within the poem</p> <p>Can pupils perform actions and movements, which relate to phrases and words from the poem. Suggested words and actions could include:</p> <p>Seed = curl into a ball, tuck legs under. Sunshine = jump up and spread arms wide. Dance to the light = pretend we are a flower, tilt our petals towards the sunshine, swaying from side to side. Raindrops = tiptoe around the hall, to the beat of the drum, with raindrop fingers. Rose to see = bend down to the ground to be a little seed, slowly growing into a flower using stretching, winding movements. World might be = make sure we are a beautiful, tall flower, fully grown with petals. Add one new action at a time, until pupils are able to perform the whole poem.</p> <p>Performing the poem Split the class into two groups. Group one perform the actions (growing from a seed to a flower) whilst group two move around in between group one, to the beat of a drum. Switch over once group one has performed the poem.</p>
<p>Pupil Observations and Assessment</p>	<p>Click here to make notes</p>	<p>(P) Can pupils move like a champion dancer? B</p> <p>(P) Can pupils take a step each time they hear the drum beat? B</p> <p>(P) Do pupils listen to the words of the poem and respond with actions? B</p> <p>(P) Can pupils make big, clear actions? B</p> <p>(C) Do pupils understand what the movement sequence is about? B</p> <p>(C) Can pupils listen to the rhythm of the drum? B Concentration</p> <p>(C) Do pupils understand what a champion dancer is? B</p> <p>(S) Can pupils listen to their partner's ideas? B Empathy</p> <p>(W) Can pupils be brave and think of their own ways of moving? B Courage</p>