

PE Intent

“No matter what or where you come from, if you work hard at something you can achieve it!” -

Mo Farah

At Great Bradfords Junior school we recognise the contribution of PE to the health and well-being of the children. We believe that it is vital for all children to learn about the importance of leading a healthy and active lifestyle and develop the essential life skills of teamwork, leadership and the ability to compete, persevere and celebrate winning and accept losing, through the enjoyment and participation of sport. We offer an innovative, varied PE curriculum which has a positive influence on the concentration, attitude, and academic achievement of all our children, whilst striving for excellence. A healthy body supports a healthy mind and aids concentration. Great Bradfords Junior School provide additional opportunities for exercise, such as ‘The Great Bradford Mile’ and through a wide variety of extra-curricular sports clubs.

Disciplinary Knowledge: **knowledge** the children will learn to develop excellence in PE

- All children must have the understanding about how to run, jump, throw and catch.
- Children should gain the understanding of a range of competitive games.
- Children should understand attacking and defending positions in competitive games.

Procedural Knowledge: **Skills** the children develop when learning about PE

Year group	Year 3/4	Year 5/ 6
Physical	<p>Passing – Children should pass items with accuracy using both hands and feet.</p> <p>Throwing and catching – Children should be able to safely throw and catch some sporting equipment with increasing accuracy.</p> <p>Striking – Children should begin to strike objects with power, accuracy, and control</p> <p>Running – Children should begin to develop stamina and speed</p> <p>Jumping – Children should begin to jump safely with increasing distance, height, and power.</p> <p>Swimming – Children should begin to swim with increasing competence, confidence, and proficiency over a distance of at least 25 metres. They can use a range of strokes [for example, front crawl, backstroke and breaststroke]. Children can perform safe self-rescue in a water-based situation.</p>	<p>Passing – Children should pass items with increasing accuracy using both hands and feet.</p> <p>Throwing and catching – Children should be able to select appropriate equipment and technique for the task.</p> <p>Striking – Children should strike objects with increasing power, accuracy, and control</p> <p>Running - Children should efficiently run with stamina and speed</p> <p>Jumping – Children should jump safely with increasing distance, height, and power.</p> <p>Swimming – Children can swim competently, confidently and proficiently over a distance of at least 25 metres. They can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Children can perform safe self-rescue in different water-based situations.</p>

PHYSICAL EDUCATION SKILLS PROGRESSION

<p>Social</p>	<p>Encourage and motivate others and to work to their personal best. Work with other to achieve a shared goal. Work with others to self-manage games</p>	<p>Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively.</p>
<p>Emotional</p>	<p>Persevere when finding a challenge difficult. Understand what their best looks like and they work hard to achieve it Begin to use rules showing awareness of fairness and honesty. Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone.</p>
<p>Thinking</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. Select and apply from a wider range of skills and actions in response to a task. Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. Select and apply appropriate skills for the situation when under pressure.</p>