



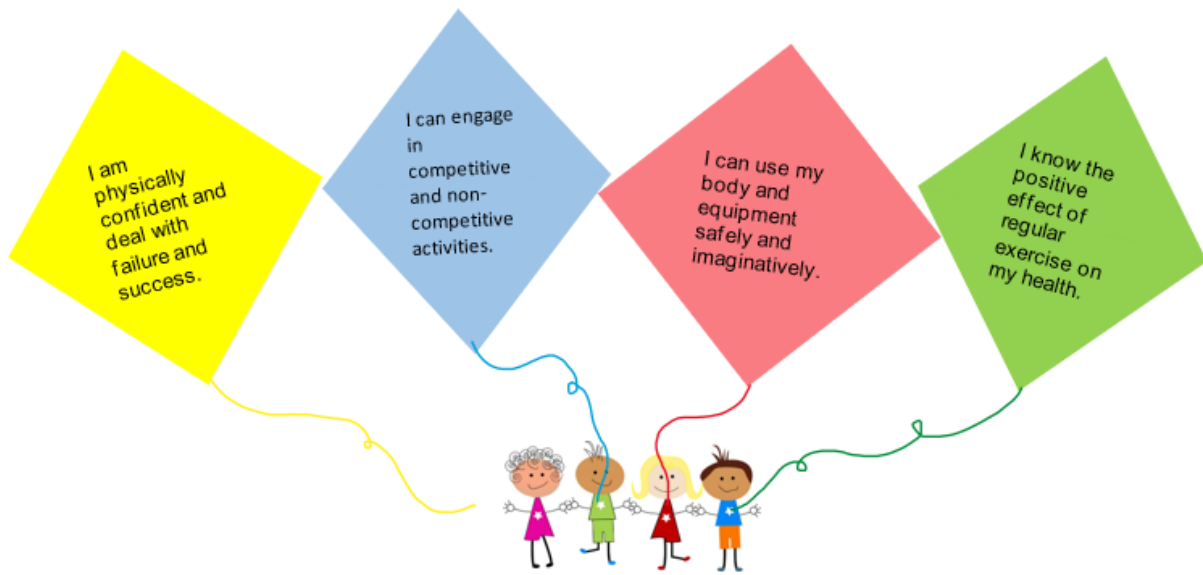
**BOWLING
GREEN
ACADEMY**

A Great Heights Academy Trust School

How to teach P.E. at Bowling Green Academy

PE Curriculum

Intent



PE Unit Focus Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Personal Coordination - footwork Static Balance - one leg	Social Dynamic balance to agility - jumping and landing. Static balance - seated	Cognitive Dynamic balance - on a line Static balance - stance	Creative Coordination - ball skills Counterbalance - with a partner	Physical Coordination - sending and receiving Agility - react and respond	Health and Fitness Agility - ball chasing Static balance - floor work
Year 1	Personal Coordination - footwork Static Balance - one leg	Social Dynamic balance to agility - jumping and landing. Static balance - seated	Cognitive Dynamic balance - on a line Static balance - stance	Creative Coordination - ball skills Counterbalance - with a partner	Physical Coordination - sending and receiving Agility - react and respond	Health and Fitness Agility - ball chasing Static balance - floor work
Year 2	Personal Coordination - footwork Static Balance - one leg	Social Dynamic balance to agility - jumping and landing. Static balance - seated	Cognitive Dynamic balance - on a line Static balance - stance	Creative Coordination - ball skills Counterbalance - with a partner	Physical Coordination - sending and receiving Agility - react and respond	Health and Fitness Agility - ball chasing Static balance - floor work
Year 3	Personal Coordination - footwork Static Balance - one leg	Social Dynamic balance to agility - jumping and landing. Static balance - seated	Cognitive Dynamic balance - on a line Coordination - ball skills	Creative Coordination - sending and receiving Counterbalance - with a partner	Physical Agility - react and respond Static balance - floor work	Health and Fitness Agility - ball chasing Static balance - stance
Year 4	Personal Coordination - footwork Static Balance - one leg	Social Dynamic balance to agility - jumping and landing. Static balance - seated	Cognitive Dynamic balance - on a line Coordination - ball skills	Creative Coordination - sending and receiving Counterbalance - with a partner	Physical Agility - react and respond Static balance - floor work	Health and Fitness Agility - ball chasing Static balance - stance
Year 5	Cognitive Coordination - ball skills Agility - react and respond	Creative Static balance - seated Static balance - floor work	Social Dynamic balance - on a line Counterbalance - with a partner	Physical Dynamic balance to agility - jumping and landing Static Balance - one leg	Health and Fitness Static balance - stance Coordination - footwork	Personal Coordination - sending and receiving Agility - ball chasing
Year 6	Cognitive Coordination - ball skills Agility - react and respond	Creative Static balance - seated Static balance - floor work	Social Dynamic balance - on a line Counterbalance - with a partner	Physical Dynamic balance to agility - jumping and landing Static Balance - one leg	Health and Fitness Static balance - stance Coordination - footwork	Personal Coordination - sending and receiving Agility - ball chasing

Key Learning focus Fundamental movement skill focus

Lesson sequence

P.E lessons at Bowling Green should follow the sequence set out as per the REAL PE lesson plan. These consist of a warm up, skill introduction, game or skill application and then lesson reflection. As demonstrated in the charts below.

KS2 Example

Warm up	Skill introduction	Game / skill application	Reflection
All change 10 – 15 minutes	Reaction response 15 – 20 mins* *dependant on suitable skill progression.	Throw tennis 15 – 20 minutes	Review method secret stats 5 – 10 minutes.

KS1 example

Warm up	Skill introduction	Game/skill application	Reflection
Rock, paper, scissors 10 – 15 minutes	footwork 15 – 20 mins* *dependant on suitable skill progression.	Lose your shadow 15 – 20 minutes	Time shares 5 – 10 minutes.

NB. Teachers should always check the lesson plans thoroughly as on occasion a game may come before a skill introduction.

Assessment

When teachers assess PE they should do so using the PE assessment sheet saved on **T:\2022 - 2023\Assessment Data\PE**. When assessing the children teachers should refer to the REAL PE assessment posters saved **T:\2022 - 2023\Assessment Data\PE**. The assessment sheets are saved as EYFS and KS1, Y3 and 4 and finally year 5 and 6. This allows teachers to assess against the objectives for their year group but also to see progression between each stage. The sheets are colour coded to match the skills and challenge colours set out in the scheme. For example a y5/6 child accessing the blue skills would be working towards the expected standard as these challenges are the aim for the end of lower key stage 2.

At this point, children should be marked as WTS or EXS based on their performance in lessons.

Please see the example below to help assessment.

nd 6 PE Key = blue expected red working towards

Static balance				Dynamic balance	
1 leg	seated	floorwork	stance	On a line	J & L
X	X	X	X	x	X
X	X	X	X	X	X
X	X	X	X	x	X
X	x	X	X	X	x

Inclusion

What knowledge must learners acquire?

- Importance of physical activity in maintaining a healthy lifestyle
- Coordination, movement, and balance.
- Importance of safety.

Strategies to support learners (examples*)

- Adult and child modelling of skills
- Use of videos from Real PE to cover lessons skills.
- Work in mixed ability groups to allow successful students to model and help progress others.

Where is vocabulary and language explicitly taught?

- Key terms and phrases delivered verbally as part of modelling.
- Videos from Real PE use correct language for adults and children to model.

Strategies to support learners include

- Vocabulary covered one to one during lessons for key children.
- Vocabulary displayed in hall while learning is ongoing.
- Use of correct and relevant vocabulary modelled by adults when talking to individuals and whole class.

What does progression look like?

- Children more fluent and controlled in gross and fine motor-skills.
- Children are able to talk about their successes in PE lessons and how they have improved.
- Children use subject specific vocabulary when talking about their experience of the subject.
- Children select the correct movement or skill to suit given task.

Strategies to support learners include

- Use of waggles – What does fluency and control look like in action.
- Verbal answers modelled by staff and HA children.

Seesaw

When evidencing PE, teachers should make every effort to use seesaw. Photos and videos should be uploaded, labelled with the learning objective and saved in the relevant folder with children achieving the target tagged. Where relevant to the lesson, children should be allowed time to reflect on their learning and add their own comments and reflections to the photo or video. This could be done as part of the lessons plenary or at the start of the next lesson using the PE I-pads.

Useful resources and activity ideas.

<https://app.realpe.co.uk/> - for lesson plans, demo videos, and assessment materials.

To supplement the teaching of RealPE the below resources offer an array of activities and games that a teacher may choose to supplement the RealPE scheme where they see fit.

<https://www.youthsporttrust.org/resources/physical-challenges-for-kids/primary-pe-activities>

<https://www.thepeshed.com/pe-game-ideas>