

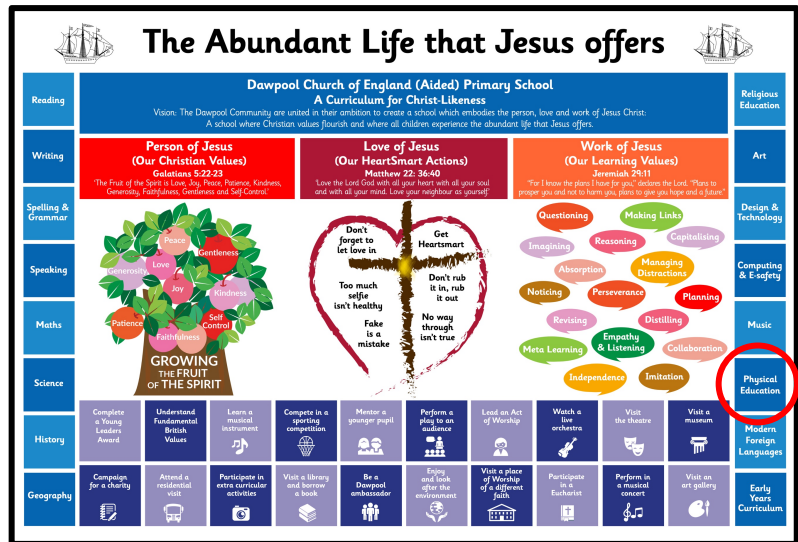


DAWPOOL

Physical Education

# Dawpool C.E. (Aided) Primary School

## A Dawpool Sports Person



### Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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@DawpoolCofE



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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)*



## **Why is Physical Education Important?**

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and a knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

## **Dawpool's Vision for PE**

On completion of the PE curriculum at Dawpool, pupils will have developed:

- *The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.*
- *The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.*
- *High levels of physical fitness.*
- *A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.*
- *The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.*
- *The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.*
- *Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.*
- *A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.*
- *The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.*



## **National Curriculum for PE**

The National Curriculum for Physical Education at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

### **Early Years Physical Education**

Physical activity is important in children's all-round development, and for enabling them to pursue healthy and active lives. Through opportunities to be active and interact with their environment, children develop coordination, control and precision of movement. Children need to develop strength and a love of exercise, as well as precision when using small tools correctly.

### **Early Learning Goal (ELG): Physical Education**

#### **ELG Gross Motor Skills**

Children at the expected level of development in the Early Years will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



## **A Year 1 Sports Person at Dawpool**

### **Games**

- I can throw underarm.
- I can hit a ball with a bat.
- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.

### **Gymnastics**

- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

### **Dance**

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

### **General**

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.



## **A Year 2 Sports Person at Dawpool**

### **Games**

- I can use hitting, kicking and/or rolling in a game.
- I can decide the best space to be in during a game.
- I can use one tactic in a game.
- I can follow rules.

### **Gymnastics**

- I can plan and perform a sequence of movements.
- I can improve my sequence based on feedback.
- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

### **Dance**

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

### **General**

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.



## **A Year 3 Sports Person at Dawpool**

### **Games**

- I can throw and catch with control.
- I am aware of space and use it to support team-mates and to cause problems for the opposition.
- I know and use rules fairly.

### **Gymnastics**

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastic sequences.

### **Dance**

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.

### **Athletics**

- I can run at fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.

### **Outdoor and adventurous**

- I can follow a map in a familiar context.
- I can use clues to follow a route.
- I can follow a route safely.





## **A Year 4 Sports Person at Dawpool**

### **Games**

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

### **Gymnastics**

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

### **Dance**

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

### **Athletics**

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

### **Outdoor and adventurous**

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.



## **A Year 5 Sports Person at Dawpool**

### **Games**

- I can gain possession by working a team.
- I can pass in different ways.
- I can use forehand and backhand with a racket.
- I can field.
- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

### **Gymnastics**

- I can make complex extended sequences.
- I can combine action, balance and shape.
- I can perform consistently to different audiences.

### **Dance**

- I can compose my own dances in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

### **Athletics**

- I can controlled when taking off and landing.
- I can throw with accuracy.
- I can combine running and jumping.

### **Outdoor and adventurous**

- I can follow a map in an unknown location.
- I can use clues and a compass to navigate a route.
- I can change my route to overcome a problem.
- I can use new information to change my route.



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## **A Year 6 Sports Person at Dawpool**

### **Games**

- I can play to agreed rules.
- I can explain rules.
- I can umpire.
- I can make a team and communicate plan.
- I can lead others in a game situation.

### **Gymnastics**

- I can combine my own work with that of others.
- I can link sequences to specific timings.

### **Dance**

- I can develop sequences in a specific style.
- I can choose my own music and style.

### **Athletics**

- I can demonstrate stamina.

### **Outdoor and adventurous**

- I can plan a route and a series of clues for someone else.
- I can plan with others taking account of safety and danger.