



Uplands Junior School



Physical Education at Uplands Junior School

Our Mission - "For all children in Uplands Junior School to experience fun, excellent physical education, school sport and physical activity that will lead to life-long participation, fun and enjoyment of sport and healthy and active lifestyle."

Overview of Subject

P.E. & Physical Activity play an important role in developing children as a whole. All children are entitled to benefit from high quality PE provision and there is significant evidence to show that this supports other learning right across the curriculum. PE & Physical Activity also contribute to healthy, active lifestyles, improve emotional wellbeing, reduce poor behaviour, increase attendance and develops key skills such as leadership, confidence, social and team building skills.

The Obesity Strategy - A Plan for Action (DfE August 2016) "Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time".

Regular participation in sport and physical activity can help to reduce the risk of heart failure; improve physical fitness; help with weight management; promote good health; instil self-discipline; develop skill; improve self-confidence; reduce stress and develop lifelong learning skills. Our Aim at Uplands Junior School is to improve and increase the quality and quantity of PE and physical activity for all children, to show how PE and physical activity can enhance childrens' attainment and achievement and create pathways for them to continue to be active beyond school. We will be developing our links to outside agencies and clubs which will help to generate positive interaction in the school and community. We are striving towards improving the delivery of teaching and learning of PE in order to promote participation, progress and performance. At Uplands we recognise the impact that the provision of high quality PE and school sport curriculum has on the whole school and that it can lead to whole school improvements.

By the time the children leave our school, our aim is for the children to develop and demonstrate the following personal qualities:

- A strong desire to learn & make progress;
- High levels of commitment to PE and school sport;



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- High levels of dedication, attendance and involvement in PE and school sport;
- Good levels of positive behaviour such as politeness, fair play and helpfulness; and High levels of enjoyment and enthusiasm and a strong desire to get involved.

Intent

We believe a high quality PE curriculum should be an integral part of the whole school Curriculum and one that staff, pupils and parents understand and can contribute to, which is why it is included in our School Development Plan, displayed on our school website and promoted throughout school.

Our school recognises the values that a high quality PE and school sport curriculum gives pupils.

It is our intention when teaching the PE curriculum we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing. Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in competitive situations, with the vision this provides them with lifelong learning skills. We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

We strive to provide high quality PE and sports teaching in both curriculum and after school clubs. We aim to ensure that within their own level of ability all children can achieve and experience success, thereby enabling them to reach their full potential. We value the benefits of PE and sport to build children's self-confidence, esteem and self-worth which is character building and essential for our pupil's development.

Implement

We believe a high quality PE curriculum should be an integral part of the whole school Curriculum and one that staff, pupils and parents understand and can contribute to, which is why it is included in our School Development Plan, displayed on our school website and promoted throughout school.

Our school recognises the values that a high quality PE and school sport curriculum gives pupils. Working together, we want to nurture personal talents, discover new ones and encourage everyone to be the best they can be.

It is our intention when teaching the PE curriculum we develop the enjoyment of physical activity and strive to improve the importance of health and wellbeing (article 24 of the UNICEF Rights Respecting). Our intention is to give children the opportunities to develop their skills, knowledge and understanding and apply these in



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competitive situations, with the vision this provides them with lifelong learning skills. We strive to ensure that all our pupils receive a well-rounded learning experience when participating in different sporting activities, learning the importance of health and wellbeing and equipping them with the necessary values and tools to achieve in our school and beyond. It is our intention to engage pupils in the possibilities of sport to develop a passion for being active, healthy and the confidence to try new things and build resilience and determination with all they do.

We endeavour to provide high quality PE and sports teaching in both curriculum and after school clubs. We aim to ensure that within their own level of ability all children can achieve and experience success, thereby enabling them to reach their full potential. We value the benefits of PE and sport to build children's self-confidence, esteem, self-worth and resilience which is character building and essential for our pupil's development.

Impact

We strive to ensure that our pupil's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. Through our progressive skill based curriculum we are measuring the children's ability, striving for them to meet their age-related expectations. At the end of each term, staff complete assessments of our children against set skills and age related expectations. This data is analysed by our PE and Sport Coordinator, who uses the information to acknowledge areas for development and groups of children who may need intervention or further encouragement. We also measure impact in end of year outcomes, attendance data, pupil and parent questionnaires, lesson observations and learning walks, staff survey and external opinions of our school.



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British Values British Values in Physical Education.

Individual Liberty - Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Students in year 5 & 6 have the opportunity to take part in a sport leaders course where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.

Democracy - Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.

Mutual Respect - Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warmups and cool-downs. They are encouraged to respect everyone's abilities and performances during lessons and extra-curricular activities.

Tolerance - Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games.

The Rule of Law - A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.



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Unicef Rights Respecting School

The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of all of Unicef's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

This document is written in conjunction with the UN convention of the 'Rights of a child'.

15 - Every child has the right to meet with other children and join groups and organisations.

24 - Every child has the right to the best possible health

31 - Every child has the right to relax and play



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Uplands Junior School Curriculum Map 2019-2020

Year Group	Deliverer	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Class Teacher	Dance	Dance	Gymnastics	Gymnastics	Athletics	Outdoor and adventurous activities (LCP unit 19) + Uplands orienteering boxes x 3
3	Soccer 2000	Invasion Attacking	Badminton Net/wall games	Invasion Defending	Tri Golf (Scheme of work from the golf foundation www.golf-foundation.org) + pass schools competition	Tennis Net / Wall - Tennis (New Uplands Planning)	Striking and fielding (LCP unit 12 / Top sport cards)
4	Class Teacher	Dance (Swimming 4SW)	Dance (Swimming 4SW)	Gymnastics (Swimming 4OD)	Gymnastics (Swimming 4OD)	Athletics (Swimming 4GD)	Outdoor and adventurous activities (LCP unit 20) + Uplands orienteering boxes x 3 (Swimming 4GD)
4	Soccer 2000	Invasion Attacking	Tennis Net/wall game	Handball Invasion defending (Uplands planning)	Tri Golf (Scheme of work from the golf foundation www.golf-foundation.org) + pass schools competition	Striking and fielding	Athletics
5	Class Teacher	Dance (Uptown Funk Uplands Planning)	Dance (Uptown Funk Uplands Planning)	Gymnastics	Gymnastics	Athletics - field	Athletics - track



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5	Soccer 2000	Sports Hall Athletics (Pass schools Competition)	Quicksticks Hockey (Invasion)	Volleyball Net and Wall (Volleyball - Uplands planning)	OAA - orienteering Uplands Orienteering boxes x 3 activities - (dodgeball)	Netball Invasion (Netball LCP unit 24)	Rounders Striking and Fielding
6	Class Teacher	Dance	Dance	Gymnastics	Gymnastics	Athletics - field	Athletics - track
6	Soccer 2000	Netball Invasion (Hi 5 Netball - New Uplands Planning)	Tag Rugby Invasion - Tag Rugby (RFU Scheme of work) Sports Hall Athletics (Pass Schools Competition)	Hockey Invasion (Hockey - Uplands planning)	Volleyball/Tennis/Badminton Rotation of net/wall games	Rounders Striking and Fielding (LCP - Unit 25 - Rounders)	Cricket Striking and Fielding (Cricket HOWZAT planning)
Year 4 - Swimming Each class to get a term swimming (12 sessions at Bentley Bridge leisure centre)							
Year 6 - OAA Residential at the Pioneer Centre (2.5 days) available for all children in Summer term 2							



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Assessment

By implementing a monitoring & reviewing assessment system of PE, we can measure the impact and progress of the quality & provision within our school which will lead to overall whole school improvement.

Uplands PE Assessment Overview

		Year 3	Year 4	Year 5	Year 6	Extended Year 7
Acquiring and developing skills		Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Consistent performance with accuracy and fluency
	Dance	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different stimuli through their use of language and choice of movement	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency	Choose, perform and select a variety of different styles and movement phrases with accuracy, consistency and accuracy.
		Incorporate different qualities and dynamics into their movements	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases	think about character and narrative ideas created by the stimulus, and respond through movement	explore, improvise and choose appropriate material to create new motifs in a chosen dance style	Choose specific material to create a dance phrase in response to the music or topic.
		explore and develop new actions while working with a partner or a small group	Use a range of actions and begin to combine movement phrases and patterns.	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	respond to a range of stimuli, improvising freely using a range of controlled movements and patterns	Respond with creativity, to a range of stimuli using a range of patterns, movement phrases and precise sequences.
			Begin to respond within a small group of partnership, to speed and level.			
Selecting and applying skills, tactics and compositional ideas	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.	
	Apply basic compositional ideas to create dance which convey feelings and emotions	Begin to design their own movement phrases that respond to the stimuli or emotion	Create and perform dances using a range of movement patterns in response to a range of stimuli	Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances	Develop and perform a wide range of dance styles and adapt different dance phrases in response to their own evaluations of how to improve.	
	link actions to make dance phrases, working with a partner and in a small group	Use a range of movement and dance phrases within different ways (unison, canon) with a partner of group	use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer			
	perform short dances with expression, showing an awareness of others when moving	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.	remember, practise and combine longer, more complex dance phrases	select and use a range of compositional ideas to create motifs that demonstrate their dance idea	Select from a range of compositional ideas, the most appropriate for the motif or piece of music chosen.	



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		describe what makes a good dance phrase				
Acquiring and developing skills	Games	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		Travel whilst bouncing a ball showing control	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions using either foot or hand.	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving	Dribble and pass, showing precision, accuracy and scoring goals with ease. Can receive and send ball, making sensible choices.
		use a range of skills to help them keep possession and control of the ball	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	use a range of techniques when passing, <i>eg high, low, bounced, fast, slow</i>	perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation	Adapt their play for the needs of the game, perform a range of skills with accuracy, adapting to allow them to keep hold of the play within their team.
		perform the basic skills needed for the games with control and consistency use a range of skills with increasing control	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. Use a range of different skills with increasing control and skill	keep a game going using a range of different ways of throwing strike a ball with intent and throw it more accurately when bowling and/or fielding	play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling	Can use both sides of the body with equal confidence and can control when in the air and on the ground. Can bowl and pass the ball with an increasing range of technique and skill
Selecting and applying skills, tactics and compositional ideas		Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.
		In pairs, make up a game and play a simple rallying game. use a range of skills to keep possession and make progress towards a goal, on their own and with others	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.	Effectively play a competitive net/wall game keep and use rules they are given	Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.	Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game.
		choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents	Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.	try to make things difficult for their opponent by directing the ball to space, at different speeds and heights judge how far they can run to score points	they play, choosing and using skills which meet the needs of the situation choose when to pass or dribble, so that they keep possession and make progress towards the goal hit the ball with purpose, varying the speed, height and direction hit the ball from both sides of the body	They have a wide range of skills that they can choose and use effectively to keep possession and score goals. They can also defend effectively when possession moves to the other team. They are able to hit the ball with skill, precision, speed and direction using both sides of their body so that their team keeps possession



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Acquiring and developing skills	Gym	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Consistent performance with accuracy and fluency
		Perform a competent forward roll, rug roll, shoulder roll Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel	Perform a range of rolls with control and accuracy Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements,	Perform a range of rolls including backwards roll consistently. perform a range of actions and agilities with consistency, fluency and clarity of movement	Perform a range of rolls showing different entrances and exits. perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy	Perform a range of rolls with entrance, exits and poise during execution. Perform actions and agilities that show creativity, fluency and accuracy between movement phrases.
		practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner	Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begin to perform with a partner or group.	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.	perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension	Perform actions, shapes and balances by themselves and within groups that show good control, tension and extension.
Select and apply		Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.
	Gym	Plan and perform a movement sequence showing contrasts in speed, level and direction. devise and perform a gymnastic sequence, showing a clear beginning, middle and end	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions	Plan, perform and evaluate their sequences with control, fluency and accuracy ensuring their include variety of dynamics such as speed and direction.
		adapt a sequence to include different levels, speeds or directions	Perform a sequence where the children combine speed, level, direction and a variety of shapes.	sequences with changes of speed, level and direction, and clarity of shape	repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body	Repeat and improve a lengthy sequence with differing elements ensuring that they use extension, tension and secure body management.
		work well on their own and contribute to pair sequences	Work within different groups to contribute to a variety of different sequences.	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	shape and changes in direction adapt sequences to include a partner or a small group	Change direction, shape and level as appropriate. Adapt a range of sequences to include larger groups.
Acquire and develop	Swim		Swim 25-30 metres unaided, use a variety of different leg and arm actions.			
	OAA	Use maps and diagrams to orientate themselves around a course.	Use a map with confidence to navigate around a route.	Move confidently through familiar and less familiar environments, prepare self	Work confidently in changing environments, adapt quickly.	Work quickly and confidently within a group, to adapt to the changing environment.



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	Athletics	Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups	Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.	Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well	Strength, stamina and speed when running, jumping and throwing, know rules, judge events	Have strength and stamina whilst running, beginning to pace themselves,
Select and apply	Swim		Link arms and legs correctly to allow effective propulsion across the pool.			
	OAA	Respond appropriately when task/environment changes, plan responses	Adapt and respond to changes in the environment to allow them to complete the task	Adapt skills and strategies as situation demands.	Devise and put into practice a range of solutions and challenges.	Create and plan a range of practical solutions to challenges that they are faced with.
	Athletics	Choose and use throw to reach target, choose which role to play within group situation	Choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.	Choose pace for running, plan and carry through an event	Adapt skills and techniques to different challenges and equipment	Confident use to adapt what they know to complete different challenges that they are set.
Evaluating and improving performance		Describe and comment on their own performance and that of others and make simple suggestions to improve quality.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis.	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.	Analyse and evaluate the skills and techniques that they observe, suggesting quality improvements based on their knowledge of the subject area. Demonstrate good communication skills to discuss improvements.
Knowledge and understanding of fitness and health		Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Children begin to think about warm up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.	Can plan and deliver effective warm-ups knowing what they are doing to their bodies and how this prepares them for exercise. Know how to lead a session in equipment gathering and placing them effectively and safely into place for the activity.



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What is the Sports Premium?

The government is providing funding of £150 million per annum for academic years 2013/2014, 2014/2015, 2015/2016 and 2016/2017 to improve the provision of physical education and sport in primary schools. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for their children.

Each school will receive £8000 plus £5 per pupil each year for the next two years. Here at Uplands Junior School that will mean around £9895 a year.

Purpose of the Sports Premium Funding

The School Sport Premium money is ring fenced and can only be spent on Physical Education and sport provision in school. Schools will be expected to spend the funding on improving and enhancing their provision of physical education and sport, but they will have the freedom to choose how to do this.

Possible uses for the funding include:

- hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
- paying for professional development opportunities in PE/Sport
- providing cover to release primary teachers for professional development in PE/Sport
- running sport competitions, or increasing participation in school games
- buying quality assured professional development modules or materials for PE/Sport
- providing places for pupils on after school sport clubs and holiday clubs.

How we have used our Sporting Premium for 2018-2019 and the impact it has had on our school can be found on the Uplands school website.