

PE Expectations at Oasis Academy Broadoak

At Oasis Academy Broadoak we intend to teach our children the skills that will positively impact on their future; encouraging them to be active for life and to become emotionally stable, self-governing, fair and respectful members of society. In an age where childhood obesity is on the rise we aim to deliver high-quality PE teaching and learning opportunities that inspire all children and ensure they develop the fundamental skills and competence to excel in a wide range of physical activities. To fulfil this we aim to provide a broad and balanced curriculum, enhanced further still with a comprehensive extracurricular package for all pupils. We want to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long skills.



Planning and Teaching of PE.

PE is taught twice a week over a two hour period. All children will do one indoor and one outdoor PE session every week. Complete PE is a scheme of work that is used to plan creative, engaging and purposeful PE lessons. Teachers use this tool as a guide to teach children the fundamental skills in different sporting fields. Teachers will adapt/enhance these plans to suit the needs of the children.

Structure of a PE lesson:

Warm up (Activate)

All PE lessons should begin with a 'Do now' (warm up) that is purposeful and relevant to the main task/skill being taught. The do now could also include children 'showing what they know' as a form of assessment. Children should understand the purpose of a warm up and be able to give reasons if asked.

Main Lesson (Acquire)

PE lessons should be clearly differentiated and individual personal challenges should be set for the children. Children are given opportunities to lead through demonstrations and independent tasks such as arranging a sports game.

All PE lessons should be inclusive for all abilities including SEN children and adapted where necessary to ensure this is fulfilled.

Competition/conditioned game (Apply)

The skill being taught should be applied to a main/mini game/competition.

Cool Down (Assess)

Children should be given the opportunity to reflect on their personal challenges/skills at the end of the session.

Complete PE offers detailed and progressive lesson plans for all fundamental skills for the whole school. The plans follow the four part lessons plans and offer questions and key vocabulary to give the children understanding and purpose of the lesson. Complete PE uses technical and relevant terminology with explanations throughout the scheme. Staff use the appropriate vocabulary in all lessons to ensure children are immersed in a language rich environment which is developed each year. This vocabulary is referred to and progressively used in each lesson.

The success criteria offers questions to embed important sporting values such as honesty, integrity, teamwork, empathy, supporting characteristics of effective learning throughout the school. These values corroborate our 9 oasis habits to help us strive to work hard whilst having fun together.

An example of a year one plan for feet skills is below. This is lesson 5 from the unit. Circled are the characteristics mentioned above.

Year1 : Ball Skills : Feet : Feet 1			
Explore kicking (passing)			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
<p>The focus of learning is to explore kicking (passing) a ball.</p> <p>Pupils will work with a partner and begin to understand how to kick a ball towards a target.</p> <p>Pupils will begin to understand why we need to be accurate when kicking (passing) a ball.</p>	<p>How many different ways can we kick (pass) the ball?</p> <p>What happens if we kick (pass) the ball quickly or strongly?</p> <p>What happens if we kick (pass) the ball slowly or softly?</p> <p>What does the word, 'control' mean?</p> <p>Why do we need to kick (pass) towards a target?</p> <p>What might happen if we do not kick (pass) towards a target?</p> <p>What could go wrong in a game if we kick (pass) the ball away from our target?</p> <p>What parts of our feet should we use to kick (pass) the ball with?</p>	<p>Show What You Know Re-visit traffic lights from suggested sequence of learning part 2 in the form of a 'show what you know' assessment (opportunity when pupils warm up). Show HA examples of pupils who can dribble the ball under control.</p> <p>Ghostbusters: Who you going to call? In pairs, each pair has a ball. Partner 1 stands with their legs apart, 1m away from partner 2. Partner 2 starts with the ball on a cone. Ask pupils how we can get the ball through our partner's legs by kicking the ball once. Each time pupils successfully kick (pass) their ball through their partner's legs they shout out, 'Ghostbusters,' and score 1 point before returning to the cone to start again. How many points can pupils score? Observe pupils to see if their kicks are accurate. Question pupils on why we need to be accurate when we kick the ball. On your command swap roles.</p> <p>Ghostbusters: Increasing our accuracy Play the game as above. Teach the pupils to use the inside of their feet when they kick (pass) the ball. Explain and show pupils the correct passing technique. (We place our non-kicking foot beside the ball, with our toes pointing in the direction of our target. We then swing our kicking foot towards the ball and make contact using the inside of the foot, with our kicking foot following through to our target.)</p> <p>Ghostbusters: Competition Structure the game as above. Pupils take turns to pass the ball through their partner's legs. Which partner can score the most points? Question pupils as to why we need to be accurate when we kick the ball.</p>	<p>(P) Can pupils kick (pass) a ball with increasing control?</p> <p>(P) Can pupils kick (pass) with their dominant foot?</p> <p>(C) Do pupils focus on the target before they pass the ball? Concentration</p> <p>(S) Can pupils play by the rules? Fairness</p> <p>(S) Do pupils encourage their partner? Empathy</p> <p>(W) Can pupils keep the score? Honesty</p> <p>(P) Can pupils use their non-kicking foot to aim? Place our non-kicking foot beside the ball, pointing our foot in the direction we are kicking.</p> <p>(P) Can pupils kick (pass) the ball towards a target using the inside of their foot?</p> <p>(P) Can pupils pass the ball with control?</p> <p>(c) Do pupils concentrate on the ball? Concentration</p> <p>(C) Do pupils look at their target when passing? Concentration</p>

Complete PE also offers thousands of videos which demonstrate expectations of the children. These can be used to show children and for ongoing CPD for staff.

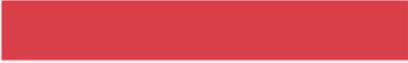
Please see an example below demonstrating how the success criteria 'kicking a ball with increasing control' can be met.

Can pupils kick (pass) a ball with increasing control? ×



Assessments.

Assessment data is simply entered through Complete PE using an iPad as and when the children are in a lesson or after a lesson has ended. This simple colour coded approach will inform you which child needs to be targeted in the next lesson. Please see below for an example.

	Below
	Emerging
	Expected
	Exceeding
	N/A

Class	Games	Threshold	Pupil Overview	Threshold Achieved/ On Track
	Net/Wall			
	Badminton			
5AD		No	View	No
5AD		No	View	No
5AD		No	View	No
5AD		Yes	View	Yes
5AD		Yes	View	Yes
5AD		No	View	No

Daily Mile

The daily mile is a social physical activity aimed to support children's physical and mental health through running, jogging or walking. This is completed with the whole class as a 'brain break' during the school day. The daily mile has proven to improve brain development as well as fitness and well-being of pupils.

Walk and Talk

Walk and Talk is used to improve social and communication skills along with mental health and well-being. As the saying goes, it simply is a 'walk and talk' exercise with peers. Children are encouraged to walk with a different partner each lap to promote inclusion.

Swimming

Swimming is provided for year 5 pupils throughout the year. Pupils are required to be able to do the following:

- Perform safe self-rescue in different water based situations.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes confidently, for example, front crawl, backstroke and breaststroke.

This means that every 11 year old should be leaving Primary education with the skills to keep themselves safe while enjoying swimming with friends and family.

Extra-Curricular Activities

To enrich the academic curriculum within school we also offer a fantastic range of free after school clubs for all children. To ensure our children are reaching their full potential we encourage them to join clubs after school to achieve this. We have accredited sports coaches and staff to teach and develop fundamental sporting skills across a broad range of sports.

Sports Day

All children will take part in competitions weekly. This may be through competition in PE lessons, competition within year groups or competition with other schools. Sports day is held yearly, usually in the summer to bring the whole school together to showcase skills, to have fun and celebrate achievements through competition.