

Our PE offer at Bramley Park Academy...



At Bramley Park Academy, we are fully inclusive with our approach towards Physical Education and cater for our children's needs.

Our holistic approach means that we use our Sports Premium money to upskill both our children and teachers by using specialist PE coaches where needed the most.



We are lucky to have Izzy, Platform education and Little Legs Rugby.

We take our children to external events in the local community. These include inclusive events where we get the children involved who don't necessarily like getting involved in competitions.

We incorporate physical activity wherever possible into our curriculum.



maths
of the day
Active Maths

Our PE teaching/coaching structure

Week 1-3
These weeks are for teachers to team teach with Ryan. This is a chance to make notes of the structure of the lesson and how the skills are taught.



Week 5
This week is for teachers to teach both the warm-up and the skill that is being taught that particular week (this can be discussed with Ryan.)



Week 4
This week is for teachers to deliver the warm-up activity. They may want to mirror the ones that Ryan has done or similar.



Week 6
Week 6 is for teachers to teach the full lesson. This will include a recap of all skills taught within this topic using warm-up, skill taught, the main part of the lesson and a plenary.



*Skill based
but through
a sport*

How we plan PE

I have created a progression of skills document that teachers can work through for their planning. Each year group progressively gets more complex and skills are revisited and mastered.

*Working document
with PE coaches*

Outcomes for PE Autumn 1- Athletics



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	I know how to run, therefore I can:	I know how to run, therefore I can:	I know how to run, therefore I can:	I know how to develop my skills and knowledge in relation to running, therefore I can:	I know how to develop my skills and knowledge in relation to running, therefore I can:	I know how to develop my skills and knowledge in relation to running, therefore I can:	I know how to develop my skills and knowledge in relation to running, therefore I can:
EYFS and KS1- Running, throwing and Jumping	- run with control, showing good posture and balance - start, stop and change pace with control in response to instructions - run and change direction - show awareness of space and safety of others	- develop specific basic skills for running focusing on the technique needed for different speeds - run with a basic technique over different distances - change speeds - develop my spatial awareness when running and control my movement	- develop a technique to use in short distance running and when following a curved line - pace myself when running and travel at different speeds, starting to be aware of my different stride lengths - run over a series of hurdles without knocking them over	- understand and show the basic principles of running as an individual, in a team, in relays and over obstacles - demonstrate walking / jogging / running in various directions and speeds in a controlled manner - focus on my arm and leg action to improve my sprinting	- show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable	- run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts - accelerate from a variety of starting positions and select my preferred position	- understand and describe what is required to make a fast start - understand and demonstrate an effective relay takeover technique - understand how to position others in a relay team - run over hurdles with fluency, focusing on the lead leg technique and a consistent stride
KS2- Developing skills and knowledge in relation to Athletics	I know how to throw, therefore I can:	I know how to throw, therefore I can:	I know how to throw, therefore I can:	I know how to throw, therefore I can:	I know how to throw, therefore I can:	I know how to throw, therefore I can:	I know how to throw, therefore I can:

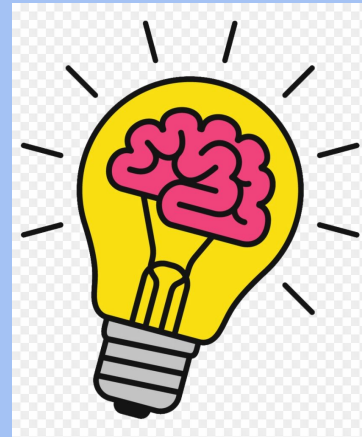
To show coverage:

Green- Taught and majority understood

Orange- Taught but needs revisiting

The structure of a lesson

From our recent QA cycle, we noticed that some children were able to describe different key vocabulary words and demonstrated what these meant. However, we could see that the children weren't finding it easy to distinguish between the recap and the new skill that they were learning in the lesson. We have now changed the structure in the lesson so that we have a working wall that gets changed each lesson to show the children the key vocabulary. We also have a new skill part and a recap section so they can distinguish between the two.



RECAP

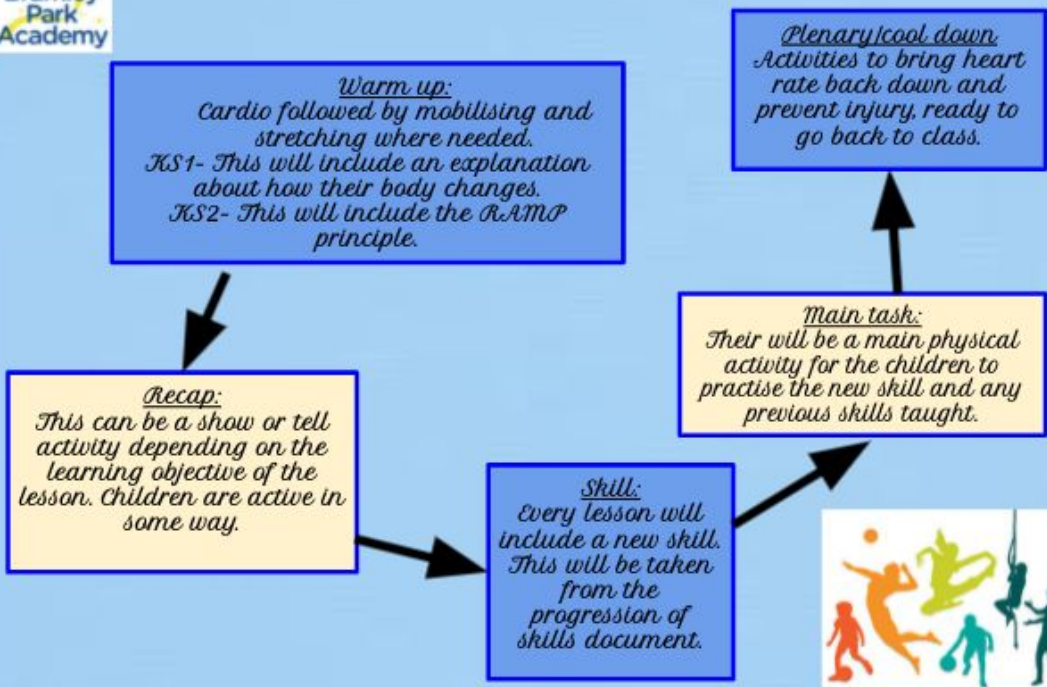
WORKING
WALL

NEW SKILL

The structure of a lesson



What a PE lesson looks like...



Jamboard AFL

Lesson 4- Own Choreography

How can we extend our moves? We don't just want to see individual moves, you need to move as one. Can you incorporate a jump or a turn into your move?

**RECAP-
repetition,
unison,
cannon**

**CT and
LA-
engage**

**NEW SKILL-
Own
choreography**

**Kaydon-
Choreography
means
making your
own dance**

Personal development-

I taught the warm up today. I incorporated the RAMP focus for our warm ups so that the children understand why they are warming up. I noticed this is something that the children need to spend more time recapping so this will be done in class too.



Flip- During the past few weeks, we have been doing cannon, unison and repetition and now we are putting those into one



Ollwia- My moves represented sharp and mighty Vikings. We used cannon from another week and our new skill: own choreography.

Abigail- We learned our own dances. I used moves that described the Vikings as strong and mighty.

Izzy and I noticed that the children needed to be engaged more during the evaluating performances so we have changed it so the children face each other. This worked really well.

Mariah- We used cannon in ours! Cannon means going at different times



**Gymnastics -
week 3**

Have I used actions that take weight on my hands in my sequence?



What are some of the things to think about when taking weight on hands?

I can show good body tension in my work.



I can build a sequence taking weight on my hands.

I can make smooth transitions from one action to another.



We use Jamboards with the children as a way of evaluating and assessing their own learning with the teacher. These also include a section for the personal development of the teacher as working with the PE coaches is a part of their development too!

Knowledge organisers



Physical Education

Unit: Dance



Children will be taught to:

- Copy and repeat routines in short phrases and perform with confidence.
- Create short sequence of movements showing imagination and creativity, linking phrases smoothly.
- Explore and perform actions creatively in response to music stimulus.
- Demonstrate the ability to move fluently with variation in speed, height and direction.
- Create and perform routines for different dance styles.
- Analyse others performances and their own, identifying strengths and areas of their performance they would improve.

Things to think about:

- Use all the space around you.
- Use clear creative and emotive body language.
- Do your audience know the story of your dance?
- Can you find the rhythm of music

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Wear suitable footwear.
- Use correct techniques.
- Complete a warm-up and cool-down.

Inspiring Group
Diversity



Believe Persevere Achieve

Key Vocabulary

Speed	The rate at which someone moves.
Routine	When lots of shapes and movements join together to make a dance.
Balance	To stay still and steady in a position or shape.
Control	To dance without losing your balance, change the speed and direction you move.
Direction	The way you move: Forwards, backwards, sideways, up and down.
Mood	How a character or person feels.
Facial expression	Using your face to show how you feel: Happy, sad, upset, angry.
Interpretation	When somebody explains and demonstrates their understanding of an image, piece of writing or music.
Fluency	To be able to move with ease and gracefulness.
Phase	A section of a dance routine.
Timing	Moving to the beat or rhythm within a piece of music.
Theme	The topic of the dance or story such as: adventure, horror, cultural, futuristic.
Motif	A short phrase of movements.
Gesture	Movements of the body to show how you feel.
Stamina	The ability to take part in physical activity over a period of time.



Physical Education

Unit: Gymnastics



Children will be taught to:

- Create routines with up to 8 elements: change of direction, rolling actions, travelling, counter balances, counter tension balances, jumps and clear body shape.
- Choose appropriate skills to suit the performance.
- Link movements in a routine together smoothly, with precision and accuracy.
- Apply routines to a range of equipment, moving at different heights.

Safety

- Remove all jewellery including earrings.
- Long hair must be tied back.
- Remove shoes and socks.
- Use correct techniques.
- Complete a warm-up and cool-down.

Things to think about:

- Use all the space to perform.
- Use the safe technique you have been taught.
- Perform movements and balances with control

Inspiring Athlete
Max Whitlock



Key Vocabulary

Sequence	The order of movements within a routine.
Routine	When lots of shapes and movements join together to make a dance.
Balance	To stay still and steady in a position or shape.
Control	To dance without losing your balance, change the speed and direction you move.
Direction	The way you move: Forwards, backwards, sideways, up and down.
Body Shape	Shapes created through the position of the body.
Technique	The safe method performers have been taught to perform a skill such as a forward roll.
Travelling	How the performer decides to move within a routine on hands and feet.
Point balances	When a balance is performed on a number of points of the body.
Canon	Performing the same movements and physical actions at the same time.
Body tension	Tensing muscles to create a stable shape.
Safety	Making sure the environment around and techniques are performed properly.
Counter balance	A balance where two performers take each others weight by pushing against each other.

Believe Persevere Achieve

We have individual subject knowledge organisers for PE to help the children with their subject knowledge.

Little Legs Rugby

Little Legs Rugby come in to work with Early Years and KS1 to upskill them with their invasion game skills using Rugby as a focus.

Nathan works with our children weekly and has developed a fantastic relationship with the children.



Teachers work alongside Nathan for their own personal development opportunities as well. This enables them to be able to work with a specialist and make the most out of being able to learn from someone first hand.

Platform Education



Ryan from Platform education is working alongside our teachers to upskill them in invasion games and net and wall activities.

From our previous survey, teachers have found this extremely helpful as we are able to use his professional knowledge and ideas to provide the best activities for our children.



Bramley Park Academy Retweeted



Platform Education @PlatformEducat1 · Sep 17

It was great to see the children (and Miss Brady) working hard to master the correct technique with a smile on their face 😊. #PE #progressivelearning #athletics #relays 🌞

Miss Brady @MissBrady20 · Sep 17

Myself and Year 6 thoroughly enjoyed our PE lesson in the sunshine with @PlatformEducat1 / @Tul18 this afternoon. I'm almost relay ready for the next Olympics! @bramley_park 🇬🇧🇺🇲



Platform Education @PlatformEducat1 · Oct 2

What a fantastic morning with Year 1 yesterday, yet again all the children worked so hard to improve their athletic skills. Can't wait to see the videos #PhysEd #locomotor #bodymanagement

Hannah @HannahVinson167 · Oct 1

Had another fantastic lesson with @Tul18 and @PlatformEducat1 today. Year 1 were super excited to see Ryan and did some truly amazing jumping including jumping for distance and high jumps!! Keep your eye peeled for some brilliant slow motion videos of their progress.



Out of school sports competitions

We are part of West Leeds School Sports partnership so we go on weekly outings to Leeds West to take part in competitions. This helps the children to be able to



West
Leeds
School Sport
Partnership



Our outdoor provision

We are lucky enough to have a fantastic selection of outdoor provision for our children to keep active throughout the day. We are developing playtime leaders with the children so they are able to coordinate these themselves too.



Due to the current Covid-19 pandemic, we have made sure that we don't let our children down in terms of their physical education. It is vital for both their physical and mental health that they keep an active lifestyle and we facilitate that in any way possible.

Lockdown



We filmed videos for the children to access during lockdown. We also held a virtual sports day, achieved the Virtual School Games award.

School Games Mark

