



Glenboig Primary School

Physical Education



#glenboigforgold

Timetables

	9:00—9:45	9:45—10:30		10:45—11:30	11:30—12:15		1-2	2-3
Monday	OLSJ	OLSJ		OLSJ	OLSJ			
Tuesday	OLSJ	OLSJ		OLSJ	OLSJ			
Wednesday	P1/2 & P2/3	P1/2 & P2/3		P6/7	P6/7			
Thursday	OLSJ	OLSJ		OLSJ	OLSJ			
Friday	Assembly	P1/2		P4/5	P5/6			

	9:00—9:45	9:45—10:30		10:45—11:30	11:30—12:15		1-2	2-3
Monday								
Tuesday				P4/5	P4/5		P6/7	P6/7
Wednesday								
Thursday				P5/6	P5/6		P2/3	P2/3
Friday								

As we are a joint campus school, all sporting areas are shared and timetabled.

To ensure that all children meet the required core P.E times, we use the gym hall, dining hall and pitch. Our school is coloured purple on the timetables.

Annual plan

P.E Coverage 2018/2019

	EARLY	FIRST			SECOND	
	P1/2	P2/3	P3/4	P4/5	P5/6	P6/7
Aug – Oct	Fundamentals Dance	Fundamentals Dance	Ball games Basketball	Ball games Basketball	Ball games Basketball	Ball games Basketball
Oct – Dec	Fitness Ball skills	Fitness Ball skills	Fitness Dance	Fitness Dance	Fitness Dance	Fitness Dance
Jan – March	Gymnastics	Gymnastics	Gymnastics Tennis	Gymnastics Football	Gymnastics Tennis	Gymnastics Tennis
April – June	Athletics Striking & Fielding games	Athletics Striking & Fielding games	Athletics Striking & Fielding games	Athletics Striking & Fielding games	Athletics Striking & Fielding games	Athletics Striking & Fielding games

Where possible we offer curriculum sports that have links to after school clubs and pathways to local sport clubs.

Lesson plans

GYMNASTICS

SECOND LEVEL: P5-P7

Individual Sequences – Peer Assessment

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This card is designed to focus on sequencing skills it can be taught as whole class teaching or class can be split into groups with different tasks being given to each group. This card may be worked on over several sessions.

HWB 2-23a: While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.

HWB 2-24a: By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

Suggested Learning Intention

We are learning to observe and analyse sequences and give appropriate feedback.

Related Success Criteria

I can observe a sequence against set criteria and give feedback with suggestions on how to improve.

RESOURCES

Mats, apparatus, peer assessment sheet.

Physical Competencies

Balance and Control - Will develop as pupils are encouraged to take their time and not to rush through their sequence.

Cognitive Skills

Decision Making - Will develop as pupils choose actions to include in their sequence and how they will use apparatus.

INTRODUCTORY ACTIVITY

- In small groups, pupils take turns to lead warm up using gymnastic fitness cards (Refer to fitness cards)
- Teacher discusses set criteria with pupils. Discuss the learning intention and success criteria with them.

DEVELOPMENT ACTIVITY - INDIVIDUAL SEQUENCE

Create a gymnastics sequence:

- Show 5 ACTIONS - Jumping - Rotation - Balancing - Weight Through Arms - Inversion
- Include 3 CONCEPTS - (Body Parts - Shape - Speed - Direction - Level - Pathway)
- Use interesting links to make the sequence FLOW

GAMES

SECOND LEVEL: P5-P7

PASSING, RECEIVING AND MOVING INTO SPACE: DEVELOPMENT CARD 2

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HWB 2-21a: As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.

HWB 2-23a: While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.

Suggested Learning Intention

We are developing our decision making through partner and group practices.

We are developing our rhythm and timing through passing and receiving practices.

Related Success Criteria

I can work together with a partner or small group to achieve identified goals.

I can work with a partner or group to help develop my problem solving.

POSSSESSION GAMES DEVELOPMENTS

- Always try to overload the attackers (more attackers than defenders). So that there is at least one free person to pass the ball to
- Start off with a static defender they can reach for the ball but are not allowed to move
- Once the attackers are achieving success every time allow the defender to walk to intercept the ball but not run
- The emphasis should be on the attackers passing and movement and not on the defender stopping them
- 3v1** in a square. Passer should have 2 people to pass to. The defender should only cover one pass so there should always be a free person to pass to. 3v1 in a free space
- 3v2** for those who are finding the 3v1 easy even with a mobile defender
- 4v3** for those who are finding the 3v1 easy even with a mobile defender
- 4v1** for those who are finding the 3v1 tricky. This will reduce the movement of the pupils but should give more options for passing
- 3's** triangle passing for those who are finding the 3v1 too tricky. Develops the idea of trying to form a triangle to help successful passing. The pupils will develop the passing and also the movement to the free space
- Pupils work in a square
- The ball is at a corner. The free pupils move to the adjoining corners
- The ball is passed to one of the other corners
- The pupils then move to the next adjoining corners. Only the pupil with the ball should stay at the same corner. Pupils should communicate with each other about where they are going to move

Physical Competencies

Rhythm and Timing - Will develop as pupils maintain rhythm and flow whilst using objects.

Cognitive Skills

Problem Solving - Will develop as pupils select and adapt actions which help them achieve success.

Personal Qualities

Respect and Tolerance - Will develop as pupils take in to account different levels of ability and confidence in classmates.

Physical Fitness

Stamina - Will develop as pupils extend the period of time working on a practice.

Physical Education Planner			
CLASS: P3 TEACHER: Mrs McGowan	TERM: 4	LEVEL: First	CONCEPT: Athletics
EXPERIENCES AND OUTCOMES:	SIGNIFICANT ASPECTS OF LEARNING:	LEARNING INTENTIONS:	SUCCESS CRITERIA:
I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a	<u>Personal Qualities</u> Determination & Resilience	How to make my performance better.	I can perform a range of movements.
I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB1-24a	<u>Physical Fitness</u> Stamina Speed	Improve my level of fitness through a variety of contexts.	I can demonstrate an improved performance.
		Identify success and discuss with others.	I can demonstrate improved fitness.
			I can communicate my thoughts and listen to others.
LEARNING EXPERIENCE			EVIDENCE: (SAY / MAKE / WRITE / DO)
<ul style="list-style-type: none"> Improve running ability by developing an awareness of speed and distance. Extending knowledge of spatial awareness whilst running in a coordinated way over obstacles. Developing an awareness of distance and weight whilst throwing various items. Show an awareness of how to throw with accuracy using various items. Learning to take off and land in a controlled way. Exploring jumping in a variety of different ways. Developing an awareness of distance and height whilst jumping. Demonstrating the ability to link a variety of different jumps together in a controlled way. 			Record improvements in performance/fitness (WRITE)
			Discuss ways of improving my performance/fitness (SAY)

We use the format suggested to us by NLC for planning but also like to use other resources too.

Team Teaching



Team teaching is a fun and engaging way to teach P.E and the pupils enjoy taking part in lessons together. We believe that sharing best practice in teaching and working collaboratively can help not only our teaching practices, but our students' results.

Survey Questions

Surveys were issued to all parents and pupils through the online tool, Survey Monkey. The results were collated and the findings were used to inform our planning for the year ahead.

Pupil Physical Education Survey

- 1 What class are you in?
- 2 Are you a boy or a girl?
- 3 Do you like P.E? Why?
- 4 Which of your PE lessons do you enjoy the most?
- 5 Do you take part in any sporting clubs outside school?
- 6 Have you taken part in a sporting lunch time or afterschool club?
- 7 Have you taken part in any competition or sporting festival?
- 8 How could the school improve P.E / Sport?

Parent Physical Education Survey

1. What class(es) is/are your child(ren) in?
2. Are you happy with the amount of physical exercise your child gets at school?
3. Does your child enjoy physical education in school?
4. Has your child attended any extra-curricular sports clubs after school or at lunchtime?
5. If your answer to Q4 was yes, which clubs did they attend?
6. If your child has not attended any sporting clubs in school, what is the reason for this?
7. Does your child attend a sporting club outside school?
8. How could we improve physical education and sport at Glenboig Primary?

Pupil Survey Results

Q1 - A total of 100 pupils took part in the survey ranging from P1 to P7.

Q2 - 56 boys and 44 girls

Q3 - 97% of our pupils enjoy P.E

Q4 - Most popular answers were gymnastics, athletics, football and badminton.

Q5 - 72% of pupils have attended an extra-curricular club in school.

Q6 - 64% of pupils have taken part in a competition or sporting festival with the school.

Q7 - Suggestions to improve P.E were making the gym hall bigger, more time doing P.E, buying in new resources and pupils picking P.E sessions.

We have taken the feedback on board and have begun to buy in more resources and have given the children ownership of their P.E sessions.

Parents Survey Results

Q1 - A total of 31 parents took part in the survey ranging from P1 to P7.

Q2 - 91% of parents are happy with the amount of P.E their child does in school.

Q3 - 97% of parents believe that their child enjoys P.E in school.

Q4 - 87% of parents state that their child has attended an extra-curricular sporting activity in school.

Q5 - Responses varied

Q6 - Reasons that children don't attend clubs are due to work commitments, after school care and already attend sporting clubs outside school.

Q7 - 81% of pupils attend sporting clubs outside school.

Q8 - Example of responses

- Incorporate the daily mile or 1/2 mile into the school day.
- Introduce dojo points for effort in PE rather than performance based to engage all pupils. Keep offering lunch/after school taster activities.
- I think the school offer a wide range of sporting opportunities and are doing well. I think the take up of the club's has improved greatly. I would make sports day more competitive though.



Photographs

We often take photographs of our pupils taking part in P.E as evidence. These are displayed in classrooms and around the school.



Here are examples of the different areas we use in the school during P.E time.



Twitter

Not only do we take photographs for wall displays and evidence. We take photographs and/or video clips and post them on twitter for our parents and carers to see. We now have a school hashtag that we use - #glenboigforgold and we aim for all sporting tweets to include it.

