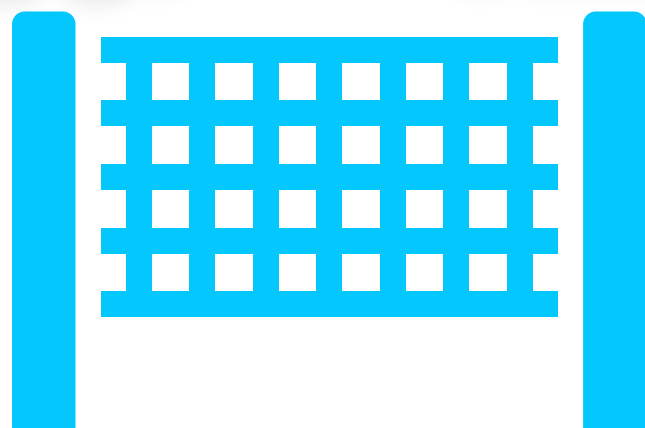
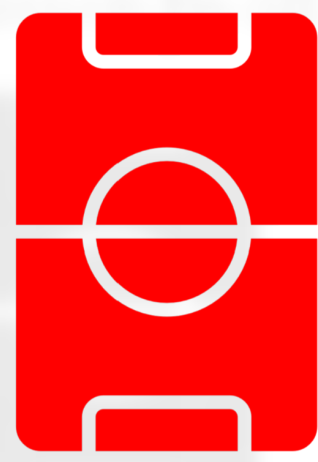
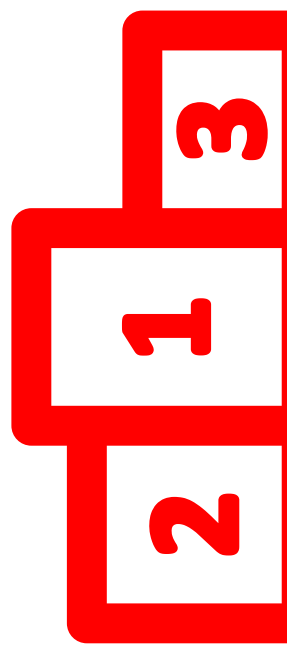




# J C P E

*Creative, fun and progressive for all*





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3 PPA - High quality delivery and assessment faculty.

15 PE Mentoring / CPD - bespoke programmes

18 Extra Curricular / Competition



“

*“Joe has developed a highly effective model for developing the quality of education in teaching PE within the primary age range. He is focussed on supporting school leaders in being able to provide the highest quality of PE provision for all pupils. Joe’s approach of working alongside school practitioners to develop their understanding of how to teach effective PE lessons has a positive impact on the outcomes for both teachers and pupils.”*

**HEADTEACHER - SIMON JONES**

St.Helens Primary school





# PLAN

The goal of this map is simple: establish a support system tailored to your school's requirements and those of your students.

A guide that shows JCPE's philosophy and approach to teaching PE. A reflective process rather than a prescriptive plan.

We **plan**, we **do** and we **review**. It's that simple.

This is a theme throughout our process, formatively and summatively. This will help set and adjust your school's PE goals appropriately. There is no one plan scheme suits all, with JCPE.



# DO



# REVIEW

We see PE as a Journey that both teacher and pupils explore together. The aim is for everybody to be involved in this plan, do, review process.

# PLAN

GETTING A GOOD START

# GETTING A GOOD START

Before you can define the purpose of your PE curriculum, you must first determine where you are on your PE journey.

The following papers contain baseline data, as well as crucial data such as staff and pupil consultations/surveys, pupil progress and achievement, physical activity levels, and so on.

Establishing the proper beginning point will help us to get the most out of our PE programme. From here, you can start planning an effective programme and tailoring each session to your students' needs.



The PE National curriculum aims to:

- Help children acquire the ability to thrive in a variety of physical activities
- Help children to be is capable of being active for an extended amount of time.
- Help children be competitive in a range of activities.
- assist youngsters in leading active, healthy lifestyles



# INTENT

## WHY COLLECT DATA?

Whilst considering what data can be collected, (Page 6) you will begin to focus on what can be improved. For example, is the attainment of pupils lower than 85% or ball rolling time in sessions are lower than 80%.

We aim to keep the PE curriculum **simple and specific**, this will enable the children to easily follow their PE journey and to understand how they can achieve success in PE. This should assist teachers, leaders and children's competence in completing the subject effectively.

Aim to spread the curriculum evenly, use data to understand what areas of the curriculum is **enjoyable to children** and what they consider to have too much exposure. This information can help connect the PE curriculum to the whole school PE and extra curricular provision.

## WHOLE SCHOOL DATA

Understanding how PE can play a role in achieving progress towards these aims should be the school's top priority. This will ensure that PE is really embedded at the core of your school and appreciated for the larger impact it can make.

JCPE can aim to help identify these targets or work alongside targets that the school has already identified and wish to have help attaining those goals. For example, Is there a specific year group where behaviour is difficult and PE may specifically teach social and emotional skills to foster healthy relationships? Or are there other impediments to learning, and can PE be utilised effectively to build cross-curricular connections and physically stimulate learning in other lessons?

The main focus of PE across the school should be, do students grasp the importance of physical activity for their overall well-being?

# ACQUIRING AND USING DATA

JCPE intend to collect data after each lesson. This formative data is collected for each child in each of the four corners we use to plan PE lessons (Physical, psychological, technical and social). The Simple and specific curriculum will allow for easy to understand success criteria and results, not only for the teacher but the children as well.

Term:	Activity/ sport:																																										
	Lesson 1							Lesson 2							Lesson 3							Lesson 4							Lesson 5							Lesson 6							Half-Term Total
	T	Ph	S	P	T	T	Ph	S	P	T	T	Ph	S	P	T	T	Ph	S	P	T	T	Ph	S	P	T	T	Ph	S	P	T													
Student Name	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
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Above shows the layout used to formatively assess each lesson and each pupil within that lesson. Below shows what a 4 corner plan for the lesson may show. The pupils will be assessed according to the four corner plan of that lesson (success criteria). The scores start at -1 and the top score is +2. At the end of the half term, scores can be added together and an average can be found. This will find a true working towards, at and above for this class.

## Technical

What types of throws could you use and why would you use them?  
 How can you travel around the court and why would you travel in that way?  
 How might you receive the ball and how can you use different techniques to gain an advantage?

## Social

What can you do to ensure there is no bumping into each other.  
 How can we keep a good team mentality while playing?  
 Why is this important?  
 How can we make sure that there is no miscommunications whilst playing?  
 Why is praising each others efforts important in team games?

## Physical


**Co-ordination** - Receiving or catching the ball and then releasing or throwing the ball with the intention of hitting a target.  
**Agility** - Moving around the court in different ways and at various speeds, changing direction quickly, reaching high and low to collect the ball.  
**Balance** - Increasing core strength through exercise and balance when throwing and catching for improved aim.

## Psychological

What is the best way to use the space?  
 When passing, why is it important to think about how your team mate will receive the ball?  
 Why is important to think about passing techniques and when to use them?  
 How can we work as a team?  
 What can you do to motivate yourself?

To be effective in any school and get high-quality results, all students, instructors, and the SLT vision must be in sync. JCPE has the skills and resources to offer an integrated curriculum that matches national curricula and the requirements of students. To be effective and successful, this must be provided the within the legally mandated 2 hours each week.





# DO

THE DELIVERY

# IMPLEMENTATION

Year	Autumn 1	Autumn 2	Spring 1
Rec	Deliberate Play: <b>Explore</b> walking, running and jumping	Deliberate Play: <b>Explore</b> Ball skills (throwing, rolling and bouncing)	Gymnastics: <b>Explore</b> movements
Y1	Games: <b>Develop</b> Running  Gymnastics: <b>Create</b> Wide, Narrow and curled shapes	Ball Skills: <b>Combine</b> Sending and receiving skills  Gymnastics: <b>Explore</b> body parts	Ball skills: <b>Develop</b> Movement skills with Feet  Dance: <b>Create</b> movements with expression (Cross curricular)
Y2	Games: <b>Exploring</b> Dodging  Gymnastics: <b>Create</b> Links	Ball skills: <b>Combine</b> Sending and Receiving both hands and feet  Gymnastics: <b>Create</b> pathways	Ball skills: <b>Consolidate</b> movement Skills with Feet  Dance: <b>Develop</b> linking movements together
Y3	Invasion: <b>Introduce</b> Passing and Receiving  Dance: <b>Develop</b> character (Cross Curricular)	Invasion: <b>Introduce</b> Passing creating space  Gymnastics: <b>Introduce</b> sequences with a partner	Invasion: <b>Introduce</b> dribbling keeping control  Dance: <b>Develop</b> character + expression (Cross Curricular)
Y4	Invasion: <b>Develop</b> passing and receiving  Dance: <b>Explore</b> contrasting relationships (Cross Curricular)	Invasion: <b>Introduce</b> shooting  Gymnastics: <b>Develop</b> sequences with bridges	Invasion: <b>Introduce</b> dribbling creating shooting opportunities  Dance: <b>Develop</b> collaboration and communication (Cross Curricular)
Y5	Invasion: <b>Explore</b> different passes  Dance: <b>Explore</b> contrasting relationships (Cross Curricular)	Invasion: <b>Refine</b> passing and receiving  Gymnastics: <b>Introduce</b> Counter tension and counter balance	Invasion: <b>Refine</b> dribbling  Dance: <b>Create</b> movements using improvisation (Cross Curricular)
Y6	Invasion: <b>Consolidate</b> Passing and receiving  <b>Understanding</b> Health and Fitness	Invasion: <b>Refine</b> Shooting  Gymnastics: <b>Introduce</b> matching and mirroring	Invasion: <b>Create</b> and <b>apply</b> attacking tactics  Dance: <b>Create</b> character and improvise to a rhythm (Cross Curricular)

Our whole curriculum map bases the **focus on skills** rather than sports, ultimately what happens is we used sports and different environments as tools to progress children's physical education. Every year, new challenges are presented, or a prior learning environment is revisited, and **skills are polished and progressed.**

Year	Spring 2	Summer 1	Summer 2
Rec	Dance: <b>Explore</b> sequences and shapes (Cross curricular)	Deliberate Play: <b>Explore</b> Ball skills (multi skill: feet)	<b>Understanding</b> games
Y1	Ball Skills: <b>Develop</b> Sending and receiving  Dance: <b>Respond</b> to Rhythm	Games: <b>Develop</b> Jumping  Game <b>Understanding</b> (Modified Sport Education model)	<b>Explore</b> team Building Games  <b>Understanding</b> Attacking and defending
Y2	Ball skills: <b>Develop</b> possession skills using hands and feet  Dance: <b>Create</b> patterns of expression (Cross Curricular)	Games: <b>Consolidate</b> Jumping  Game <b>Understanding</b> (Modified Sport Education model)	<b>Explore</b> team Building Games  <b>Understanding</b> Attacking and defending transitions
Y3	Invasion: <b>Explore</b> outwitting an opponent  Gymnastics: <b>Introduce</b> symmetry and asymmetry	OAA: <b>Explore</b> effective team work  Net/Wall: <b>Develop</b> throwing into a game	Striking and fielding: <b>Understand</b> the concept of batting and fielding  Athletics: <b>Explore</b> running for speed
Y4	Invasion: <b>Creating</b> space to win  Gymnastics: <b>Develop</b> symmetry and asymmetry	Net/ Wall: <b>Introduce</b> forehand and backhand  OAA: <b>Creating</b> ideas to problem solve	Striking and fielding: <b>Introduce</b> bowling and batting  Athletics: <b>Explore</b> running for distance
Y5	Invasion: <b>Refine</b> attacking and defending 3v3  Gymnastics: <b>Develop</b> sequences with interlinking moves	Net/ Wall: <b>Refine</b> racket skills  OAA: <b>Introduce</b> Leadership and communication	Striking and Fielding: <b>Develop</b> fielding tactics  Athletics: <b>Explore</b> running as a team
Y6	Invasion: <b>Organise</b> and <b>Manage</b> team formations  OAA: <b>Orienteering</b>	Net/ Wall: <b>Refine</b> racket skills  Striking and fielding: <b>Perform with technical control</b>	Striking and fielding: <b>Consolidate</b> batting, bowling and fielding  Sport Education: <b>Perform</b> with technical control, <b>refine</b> Leadership and <b>develop</b> officiating



### Primary School PE Lesson Plan

#### Technical

Can effectively use a **twist dodge**; two feet stay planted to the floor, move the shoulders and twist the body to move out of the flight path of the ball. Used for quick evade from a close range throw.

Can effectively use a **pivot dodge**; like a pivot, move the body around the axis of one foot twisting the body away from the flight path of the body.

#### Social

Pursue excellence, not perfection, and realise that they, as well as their coaches, teammates, officials, and others are not perfect.

When appropriate, communicate their thoughts, feelings, and needs to these people and listen to them as well.

#### Term

Autumn 1

#### Topic

Exploring Dodging (Dodgeball - 4 way)

#### Teacher

#### Class / Year

Y2

#### Physical

**Agility** - Quick agile movements to dodge and block throws.

**Balance** - To have full balance holding equipment and while moving.

**Coordination** - track a traveling ball and move limbs to evade shots.

#### Psychological

Show commitment to goals of the session.

Show awareness of their current performance levels and begin to develop a plan for attaining their goals.

#### Who

Evader

#### What

Use twist and pivot dodging to evade

#### Where

Defensive half of the dodgeball court

#### Practice Spectrum

##### Guided Discovery:

*Whole-part-whole; start with the game practice without any teaching input, move on to skills practice and return to game practice this will allow for greater formative assessment of the session.*

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#### Design

#### Differentiation

##### Space

+/- Size of the area

Shape of the area

Direction of play 360 > 180

##### Task

Can dodge using more than the two skills used in today's session

1 person in the team zone at one time

##### Equipment

Size of ball

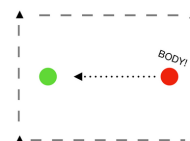
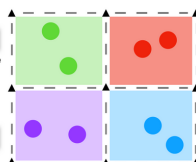
Cones in the zone that can not be touched

##### People

Team sizes

Add extra blocker

Add more attackers



**Game Practice:** Progressing from the skill practice, can children use what they have practiced in a competitive environment. Using the 4-way game environment, the teacher and children should keep their focus on the evader and skills of an evader while trying to win the game. In this game there are 4 teams all playing to be last team standing. Teams must stay in their area and once hit must sit outside the main square. It may be a good idea to play paper or whiteboards for children to record their reflections of the game, this would show good evidence of psychological corner. This would also encourage children to reflect on their performance and effectively make changes to their next performance.

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We strive to be fun, creative, and innovative, and we want our children to be the same! Our programs are at the University level (Level 6). We will ensure that children extract every ounce of education in PE, by employing critical theoretic sports coaching approaches.

Throughout the year there will be many different teaching styles and teaching models used to make sure that the children's educational experience is varied, challenging and interesting.



# REVIEW

REASSESSING THE FINISH

# IMPACT

In order to be progressive, it's important to use the data we collect. Understanding and tracking the effectiveness and, ultimately, the impact of your physical education programme is critical. Monitoring the impact of the offering at various stages allows you to determine what is working and what needs to be changed or developed.

We want our students to be confident, to take on new challenges, to understand how to use skills in a variety of activities, and to be motivated to achieve in sport and life. The curriculum journey on the next page demonstrates the power of a rich, wide, and balanced curriculum, delivered at a high quality and fulfilling the requirements of all your students.

# iMPACT

We will evaluate areas of PE, such as the action plan and produce exit data at the conclusion of the school year. This information will then serve as our baseline for the following year. This final piece of the puzzle allows us to monitor, track, and comprehend our whole learning process.



Reception



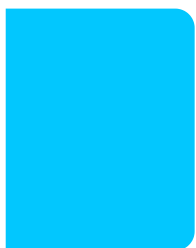
Explore Fundamental skill movements through dance, games and deliberate play.

Year 1



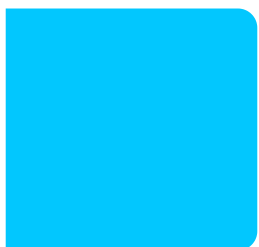
Develop Fundamental Skill Movements using ball skills, gymnastics, games and dance.

Year 2



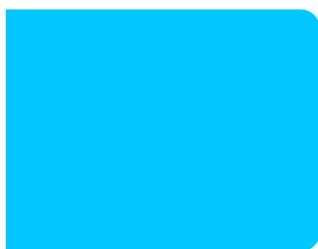
Develop ball skills and game play, consolidate fundamental skill movements, begin to understand tactics and progress character competence in dance and gymnastics.

Year 3



Explore teamwork, explore invasion games, develop technical skills, challenge physical performance in gymnastics and develop expression in dance.

Year 4



Progress within invasion games, develop hand eye coordination and improving physical competence, explore contrasting relationships in dance and develop sequences in gymnastics.

Year 5



Refine invasion games using small sided games, develop team tactics, progress technical skills with team games and create movements in dance and gymnastics.

Year 6



Refine invasion games using small sided games, refine hand eye coordination, develop team tactics and introduce health and fitness using gymnastics.

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*"I was never particularly confident with cricket, so this was the unit that Joe helped me with. I soon learned that it was not just a unit on teaching cricket but a tool to teach a huge bank of skills, techniques and opportunity to develop children. Joe gave constructive feedback throughout our time together and was able to show me new ways of supporting and challenging children of all abilities, quickly adapting activities and reflecting on lessons effectively. I would defiantly recommend Joe's services to anyone looking to improve their confidence and competence in PE at a primary level!"*

**SLT/YEAR 6 TEACHER - ZACK COATES**

Frodsham C of E Primary School



# PE MENTORING - BESPOKE PROGRAMMES

As educators, we recognise the challenges that teaching PE may provide. Our training programmes are designed to assist teachers during PE lessons. The training is tailored to your school and employees.

The manner in which we offer this programme is also suited to your requirements. This can include remote staff monitoring, observations, in-class team teaching, and so on. Given this information, the pricing of the programme will change. Please contact us for specific quote for your school..

iMPROVE  
DEVELOP  
TRAINING  
MOTIVATE  
COACHING  
iNSPIRE



Whatever you select, we will assist you in determining the best path to accomplishing the objectives you have set for yourself and will be there to support you every step of the way; we take pleasure in building successful working relationships and providing excellent customer service.







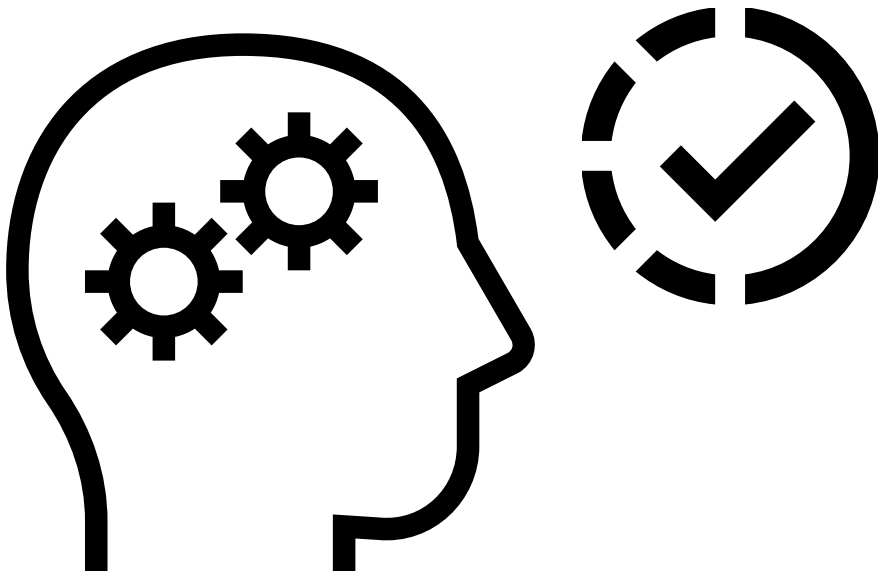
The twilight sessions, like other Mentoring programmes, can be adapted according to your school's needs. This customised CPD programme can cover any aspect of Primary School PE in an engaging and informative learning environment.

Areas of CPD may include:

- Practice Spectrum
- Teaching models
- 4 corner approach
- Assessment
- Differentiation

Prices will vary depending on a variety of things; please inquire so that we can give a price.

# Insight



**PE TWILIGHT - WHOLE SCHOOL PROGRAMMES**

# EXTRA CURRICULAR / COMPETITION



“

“Joe is a very enthusiastic and knowledgeable about sport and PE within schools. He is very supportive when planning and delivering lessons and gave thoughtful and useful feedback to further develop my PE sessions. Joe is passionate about letting the children learn from their “mistakes” and encourages children to try out challenges knowing that is fine to fail and that it is a learning experience. He appreciates the importance of mental health and drives the message forward that mental health is equally important as physical health. I would recommend Joe to any school and they would be lucky to have him as part of any CPD”

**YEAR 4, TEACHER – CAT FINNERTY**

St. Bernard's Primary School





We pride ourselves on providing rich, engaging and fun extra curricular clubs, with many options to choose from!

Sports:

- Football
- Quicksticks hockey
- Tag-Rugby
- Tri-golf
- Hi-5 Netball
- Dodgeball
- Mini-Red Tennis
- Volleyball
- Badminton
- Multi-skills

Plus many, many more. We aim to help schools prepare for intra-school competitions whilst improving school's child participation rates. Although not all our clubs have to focus on sports we can create clubs to focus on fun fitness or mental well being, what ever it is you need I'm sure we can help.

After a busy day of learning our clubs provide a suitable environment to let off a bit of steam, to make new friends and to maybe experience something that is entirely new.

There are two ways to set up a extra curricuar club with JCPE. First option is for a school funded club, this will require admin of the club to be operated through the schools main office. Second option is for the club to be parent/guardian funded, which will require admin of the club to be controlled by JCPE using an online platform for parent / guardians to submit payment.

Prices for clubs are generally **£4.50 per child** (Price based on class of 30) prices may vary, please get in contact for school specific price.

## EXTRA CURRICULAR CLUBS

# INTRA-SCHOOL COMPETITION

Our inter schools competitions provide a fun, competitive and engaging environment. Aimed to help your school record those all important school games goals. It helps all children practice skills in a competitive environment.

This service can be tailored to what ever requirements your school needs, all intra school competitions must be operated in normal school hours. Intra-school competitions can be tailored to suit your current whole school reward system.



The JCPE intra - school competitions include planning, delivery and assembly of the whole set-up. We thrive off the buzz that competition brings to the children. If you are searching for someone to bring a sense of challenge and enthusiasm to the children through competition and sport, JCPE are here to help.

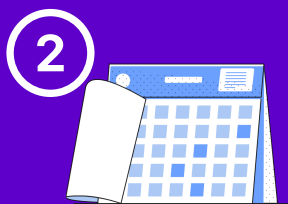


# SPORTS EDUCATION - 10 WEEK PROGRAMME

Sport Education, a curricular concept established by Daryl Siedentop, is generally utilised in years 5 and 6 and can include fitness activities, dancing, and, of course, team and individual sports (Siedentop, Hastie, van de Mars, 2004). This approach was created in order to give "genuine, educationally rich sports experiences for girls and boys in the framework of physical education."



**Affiliate** - Students participate as members of a team and all perform a role I.E Manager, coach, media, Warm up coach etc...



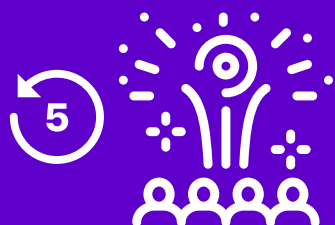
**Seasons** - The sport or physical activity is played in seasons (Pre-Season, Main Season and Culminating).



**Competition** - A schedule of competition is built into a season amidst practice sessions. They train as a team and compete as a team.



**Record keeping** - Records of individual and team performance provide feedback to students and encourage goal setting for improvement



**Culminating and festive event** - Sport recognises individual and team performance through a concluding event.

## OBJECTIVES

1. Develop skills and fitness specific to particular sports.
2. Appreciate and be able to execute strategic play in sports.
3. Participate at a level appropriate to their stage of development.
4. Share in the planning and administration of sport experiences.
5. Provide responsible leadership.
6. Work effectively within a group toward common goals.
7. Appreciate the rituals and conventions that give particular sports their unique meanings.
8. Develop the capacity to make reasoned decisions about sport issues.
9. Develop and apply knowledge about umpiring, refereeing, and training.
10. Decide voluntarily to become involved in after-school sport.

£500



## **DELIBERATE PLAY**

The heart and emphasis of the activity should be enjoyment. It can be structured or unstructured, and it requires creativity.

## **PHYSICAL ACTIVITY**

There is a lot of energy-intensive movement. This might happen during a lesson or as an extracurricular activity.



# **PHYSICAL LITERACY**

Motivation, self-assurance, physical skill, knowledge and understanding to appreciate and accept responsibility for physical activity and life.

## **PHYSICAL EDUCATION**

Physical education is taught in a systematic, progressive manner that incorporates all four facets of the subject: physical, psychological, social, and technical.

## **SCHOOL SPORT**

A gaming competition that demands physical exertion and skill while adhering to the game's regulations.

## **ACTIVE LEARNING**

Movement is a great way to learn. This aids learners in simulating higher comprehension and applying knowledge in novel ways.