

RIVERLEY NEWS

PROUD TRADITIONS WIDE HORIZONS HIGH ACHIEVEMENT

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NEWS & FEATURES

WELCOME

PAGE 1

EYFS UPDATE

PAGE 2

KS1 UPDATE

PAGE 3

KS2 UPDATE

PAGE 4

SPORTING
ACHIEVEMENTS

PAGE 5

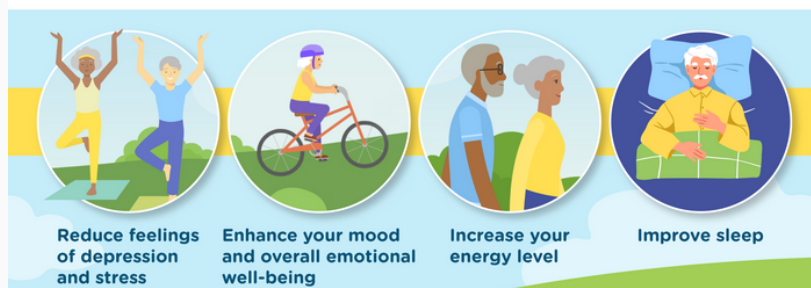
SPORTS & WELLBEING

PAGE 6



The Mental Health Benefits of Exercise and Physical Activity

Have you been feeling down lately? Try exercising to help improve your mood! Exercise can:



Dear Riverley Families,

In this edition of our newsletter, we celebrate the achievements in Physical Education (PE), where we reflect on the remarkable accomplishments and High Achievement of our students. Through dynamic curriculum activities and engaging sports events, our pupils have showcased their talents and dedication, embodying the spirit of excellence in every pursuit. We highlight the invaluable contributions of our sports ambassadors who lead lunchtime clubs, fostering a sense of camaraderie and healthy competition among their peers. Their leadership exemplifies our commitment to nurturing leadership skills and promoting active lifestyles among our student body.

Additionally, we extend our heartfelt gratitude to families for your ongoing support and active participation in Family Fitness Classes and Keep Fit Friday sessions. These initiatives not only strengthen Riverley Family bonds but also reinforce the importance of regular exercise and wellbeing in our community. Recognising the vital role of physical activity in maintaining overall health and happiness, we continue to emphasise its significance in our educational ethos, ensuring that every child thrives both academically and physically.

If you are keen to lead a session with children or families, please do speak with a member of the team.

Best Wishes
Coach Kieran

EYFS UPDATE

In Nursery and Reception, the children have been delving into the theme of Dance in PE, embodying the Riverley value of Ambition as they aim for High Achievement. They have been exploring how their bodies move, matching movements to rhythms and experimenting with different dance moves while fostering creativity and coordination skills along the way. A great activity for children to complete at home is displayed below:



Making shapes on different body parts

Pupils will create balanced shapes, on different body parts.

Suggested Structure:

- Pupils explore creating shapes (balances) in a variety of ways.
- Can pupils show you the balanced shapes they have created on their hands and feet, backs, tummies and sides?
- Can pupils tell you why it is a 'champion shape' when questioned?



Pupils follow a partner and copy their movement and balance ideas.

Pupils support other pupils by encouraging and leading them to copy and try their ideas.



Key Questions

- What different parts of our bodies can we make champion shapes on?
- Can we see why some pupils are champions?
- Can you point your fingers and toes while balancing?
- Are pupils able to hold their balance completely still?



Champions can hold their balances still whilst pointing their fingers and toes.

P

Can pupils create balances using different body parts?

C

Can pupils experiment balancing in different ways?

S

Can pupils listen to other pupils' ideas?

W

Can pupils be brave and think of their own ways of balancing?



KS1 UPDATE

In Year 1, children have been delving into the theme of Dance in PE, embodying creativity as they explore how their bodies can move to music. They've been experimenting sizes, shapes and different movements before applying these skills to different shapes of animals. The children have been fostering both imaginative expression and coordination throughout their sequence of learning. Meanwhile, in Year 2, the children have been focusing on Gymnastics, honing their technique and skills to extend their body and movement in flow, seamlessly transitioning from one physical position to another. A great activity for the children to complete at home is displayed below, with Year 1 on the left and Year 2 on the right:



Developing 'big' animal movements

Pupils will explore creating movements that represent 'big' animals.

Suggested Structure:

- Ask pupils to choose a big animal.
- Ask pupils to create a movement showing what their animal might do within their enclosure. For example, a giraffe might eat from the top of the trees or an elephant might drink from the pond.
- Ask pupils to create a movement that shows what their animal might do if it comes across an object in their enclosure. For example, tree, water or a bush.

← Pupils create a movement discovering water to start with.

→ Pupils include a change of direction in their movements.

Key Questions

- How can we move like champion dancers?
- How many different movements can we create to represent a big animal (the stimulus)?
- Can we move with big clear actions?

Champion dancers move with control, respond to the rhythm and move in relation to the music.

P Can pupils make big, clear actions?

C Do pupils have appropriate ideas for moving as a big animal?

S Can pupils listen to and observe others' ideas?

W Can pupils be brave and think of their own ways of moving?

Exploring curved pathways

Pupils will link movements together as they create a curved pathway.

Suggested Structure:

- Pupils move around the space exploring moving in different curved pathways.
- How many different ways can pupils move along a curved pathway?
- Can pupils combine two different ways of moving along a curved pathway?
- Do pupils movements flow?

← Pupils should follow a partner as they move along their curved pathway.

→ Pupils should change level as they move along their pathway.

Key Questions

- Can we move without a sound and point our fingers and toes?
- What do we mean by curved?
- Can we move along our curved pathway and still be a champion?
- How many different ways can we move along our curved pathway?
- How can we make sure our movements flow?

'Linking' means successfully adding two movements together so that they flow one after the other.

P Can pupils travel along a curved pathway changing their movements and adding flow?

C Can pupils move along a curved pathway using different movements, linking them together?

S Can pupils listen to each others ideas?

W Can pupils be brave and think of their own ideas for moving?

KS2 UPDATE

In Year 3, pupils have been immersing themselves in the intricacies of Tag Rugby, embodying the Riverley value of Responsibility as they learn to defend and stop opponents from scoring tries. Year 4 students, being Tenacious Turtles, have been refining their skills in Tag Rugby, focusing on scoring tries correctly and participating in small-sided games, striving for High Achievement in every match. In Year 5, pupils have been delving into the world of Tennis, mastering their techniques for hitting a ball with precision and power, exemplifying their commitment to sport. In Year 6, the children have been expanding their horizons in Tennis, understanding the differences between single and double matches, striving for High Achievement in both formats. A great activity for children to complete at home is displayed below, with Year 3 & 4 on the left and Year 5 & 6 on the right:



1,2,3,4 Pass

Suggested Structure:

- In pairs, partner one runs carrying the ball with partner two following.
- Every five steps, partner one passes to partner two.
- Repeat the game swapping roles.
- Teach pupils to pass using a swinging action, with their hands ready to receive the ball.

Key Questions

- Why do we hold the ball in the middle using both hands?
- What is the consequence in a game of an inaccurate pass or dropped ball?
- Where do we need to stand to receive a pass?
- What happens if we pass the ball forwards?

Key Questions

- Can pupils pass to their partner's target when passing and have their hands ready when receiving the ball?
- Do pupils understand their role when they are attacking and how this varies according to whether they are the ball carrier or not?
- Can pupils treat their team members fairly?
- Are pupils succeeding and enjoying passing and moving?

4v3 Creating attacking opportunities

Suggested Structure:

- Split the class into groups of seven; four attackers and three defenders.
- The attacking team start with the ball.
- If the attacking team score a try awarded them five points.
- If the defending team forces an error or the attackers run out of the space pupils swap positions.


Key Questions

- What are the consequences of running off the pitch, or dropping the ball to avoid being tagged?
- In our 4v3 games where should the support players run and where should they be if there is a tag?
- How can we combine passing and moving skills to create an attack and score a try?

Key Questions

- Can the attackers support the ball carrier, ready to receive a potential pass?
- Can pupils choose a suitable position after the ball carrier has been tagged ready to receive a pass?
- Can pupils collaborate as a team?
- Do pupils ensure that the teams are fair?





Placing the Volley

Suggested Structure:

- Structure mini courts, using cones as a net, place two hoops on one side of the net.
- In pairs, player one starts with the racket, at the baseline this is at the back of the court.
- Player two feeds the ball underarm, over the net to partner one. Once partner two has released the ball, partner one moves towards the ball volleying it aiming for either hoop. Pupils score a point if the ball is hit into a hoop.

Key Questions

- Where should we be on the court to hit a volley?
- Why must we be able to control the ball with a racket when hitting the ball?
- Why do we need to be able to volley on both sides of the body?
- Why do we need to be accurate and aim for spaces on the court?

Key Questions

- Can pupils apply accurate forehand and backhand volley techniques?
- Do pupils understand why we have to control the ball using a volley?
- Are pupils able to identify strengths and weaknesses in their own and other performances?
- Do pupils continue to try and improve their own performances?

King of the Court (1v1)

Suggested Structure:

- Structure mini courts, using cones as a net.
- Split the class into groups of four. One player starts as the king/queen of the court.
- The first challenger plays against the king/queen whilst the other two players act as umpires.
- The king or queen serves and pupils play out the point. Whoever wins is king/queen of the court, the losing player swaps with another pupil in their group.

Key Questions

- How can we win a game of tennis?
- Can we think about where on the court we should aim when returning the ball?
- How do we keep score?
- When does a tiebreak situation occur?

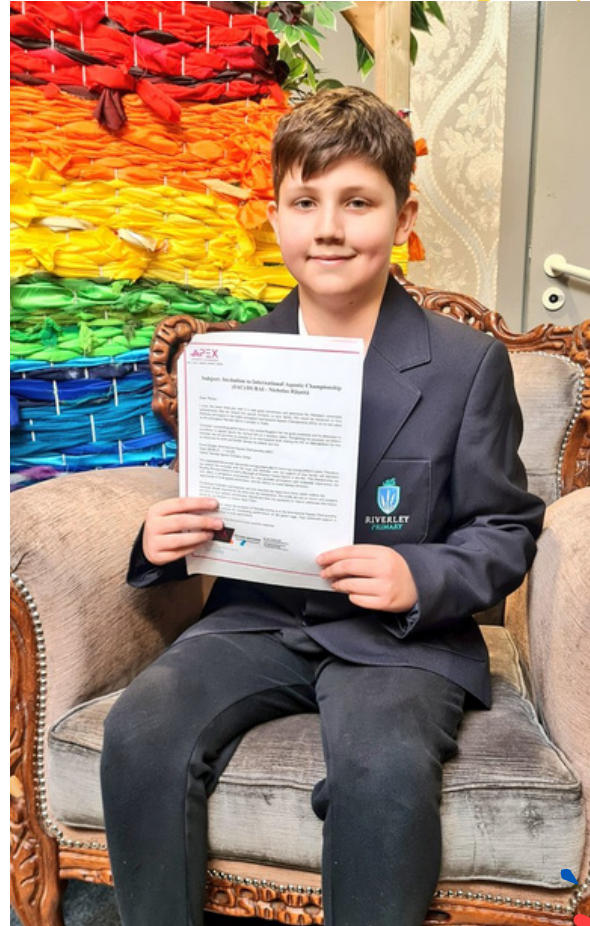
Key Questions

- Can pupils create space for the next shot by forcing their opponent to the side or front of the court?
- Can pupils create tactics to win a point against their opponent?
- Can pupils compete fairly within their games?
- Can pupils continue to try and improve their own performances?

SPORTING ACHIEVEMENTS

We wish to send a huge 'CONGRATULATIONS' to Nicholas in Year 6, proudly representing both his Griffin family and school, as he prepares to compete in the prestigious International Aquatics Championship in Dubai on behalf of the borough.

We wish him the very best as he dives into this amazing opportunity!



Today, we celebrated the outstanding display of high ambition and achievement at the KS1 Girls Football Tournament. The event showcased the remarkable teamwork, resilience, empathy, and skill demonstrated by our young athletes. Congratulations to all participants for their incredible efforts and sportsmanship!



SPORTS AND WELLBEING

There are many benefits of exercise and wellbeing, encompassing physical health, mental clarity, and emotional resilience. Regular physical activity promotes cardiovascular health, strengthens muscles and bones, and enhances overall fitness levels. Additionally, exercise releases endorphins, which boost mood and reduce stress, anxiety, and depression. Prioritising wellbeing through activities like mindfulness and self-care fosters a sense of inner peace and balance, ultimately leading to a healthier, happier life. We welcome all to join us every Wednesday and Friday mornings for our weekly Family Fitness Classes from 09:00-09:30 as well as our Keep Fit Fridays, a quick morning workout in the playground every week from 08:50-09:00.

Within the local community, there are many free clubs available. All links are hyperlinked and will direct you to relevant home pages. These range from free walking clubs, cycling, Pilates, Zumba and football.

Free Walking Club:

<https://www.ramblers.org.uk/go-walking/wellbeing-walks-groups/ramblers-wellbeing-walks-waltham-forest>

Free Men's Football, Female Only Exercise Classes, Cycling and Walking Clubs:

<https://www.salaampeace.org/middle-older-adults/>

Free Pilates & Zumba Sessions:

adult Pilates – Tuesdays 12:30 to 1:30pm / adult Zumba – Fridays 12:30 to 1:30pm @ The Pastures Centre

For more information and to register, please email
Feel.Good@Walthamforest.gov.uk

Free Cycling Classes:

<https://www.bikeworks.org.uk/all-ability/all-ability/>