



St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in Physical Education ('PE)

Please see below a summary of our plans for teaching and learning in PE in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on stmonicas@st-monicas.co.uk

PHYSICAL EDUCATION AT ST MONICA'S PRIMARY SCHOOL

INTENT

We believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical, mental and social wellbeing and health.

A broad and balanced physical education curriculum is intended to provide pupils with increasing self-confidence in their ability to manage themselves and their bodies. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils

It is our intention to build a curriculum that enables children to: develop knowledge, skills and vocabulary in a broad range of sporting activities; develop values and transferrable life skills such as tolerance, fairness and respect and promote the importance of physical activity to ensure a healthier future lifestyle.

IMPLEMENTATION

The school follows progressive schemes of work and lesson planning provided by the Milton Keynes North School Sport Partnership.

Children participate in 2 PE lessons per week, taught by their class teacher and sports coach. The LTP overview sets out the units of work to be taught each half term to ensure progression across the year group and across the key stage.

At EY and KS1 the curriculum focuses on physical literacy to develop fundamental skills and ABC skills (Agility, Balance and Co-ordination). Planning is themed to increase pupil engagement and develop learning. At KS2, the children continue to develop these skills as well as more sport specific skills.

The emphasis of our PE curriculum is inclusion for all pupils regardless of sporting ability. Learning experiences are differentiated in such a way to meet the needs of all pupils.

To ensure the high quality delivery of PE lessons you will see:

- Consistency in teaching including an active starter, warm-up, skill development followed by a game or sequence
- Use of same organisation routine throughout the school
- Use of a wide variety of teaching styles
- Differentiated tasks to ensure good progress
- Use of formative assessment strategies during the lesson
- Summative assessment is included throughout all units of work



IMPACT

Through teaching high quality PE, the children will:

- Be motivated to acquire new knowledge and skills in a variety of sports
- Learn to be creative, competitive and co-operative
- Face challenges as individuals and in small groups or teams
- Show resilience when tackling new skills and challenges
- Make considered decisions to suit a variety of challenges set
- Be able to demonstrate their learning, using a range of communication styles, allowing for effective evaluation, assessment and feedback
- Be able to differentiate activities using STEP to ensure pace, progress and engagement
- Understand how to lead a healthy lifestyle and the benefits of regular physical activity
- Enjoy PE and develop a love of sport

KS1 Long term plan Physical Education – St. Monica’s Primary School

| | Advent 1 | Advent 2 | Pentecost 1 | Pentecost 2 | Lent 1 | Lent 2 |
|-----------------------|---|--|---|---|---|-----------------------------|
| Foundation 1 | PE Starter unit | Dance | Gymnastics | Gymnastics | OAA Exploration & Development | Dance |
| Foundation 2 | PE starter unit Fitness | Physical Literacy “Animal Magic” | Invaders FUN games “Capt. Flinn & the Pirate Dinosaurs” | Fitness | Multi skills Net /Striking Games type | Athletics based |
| Year 1 Inside | Physical Literacy “Down at the farm” | Dance | Gym | Gym | Dance | Athletics |
| Year 1 Outside | Invaders FUN games “Jake & the Neverland Pirates” | Fitness Games/OAA | Fitness | Fundamental Games Net wall CT2 | Fundamental Games Striking based CT3 | Athletics OAA Fitness |
| Year 2 Inside | Fitness | Dance | Gym | Gym | Dance | Athletics |
| Year 2 Outside | Physical Literacy through football | Invaders FUN games “Peter Pan | Fundamental Games Net wall based CT2 | OAA | Fundamental Games Striking based CT3 | Fitness OAA |

KS2 Long term plan Physical Education – St. Monica’s Primary School

| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
|-----------------------|-------------------------|-------------------------------------|-----------------------|-------------------------|--------------------------|--------------------|
| Year 3 Inside | Swimming | | Dance | Gym | Dance | Net wall CT 2-3 |
| Year 3 Outside | Invasion CT1 Hockey | Challenge outdoors OAA CT 2-3 | HRF | Invasion 2 Handball | Strike field CT 1 | Athletics |
| Year 4 Inside | Dance | Gym | Dance | Gym | Net wall Short tennis | Athletics |
| Year 4 Outside | Invasion Rugby | Invasion CT1 Netball | Fitness | Invasion Football | Cricket CT 2-3 | OAA /HRF CT 1 |
| Year 5 Inside | Dance | Invasion Tag Rugby | Net Wall Badminton | Gym CT2 | Dance Sports | Athletics |
| Year 5 Outside | Invasion Netball | Challenge outdoors OAA CT 2-3 | Fitness (football) | Invasion Hockey | Strike Field Rounders | Fitness |
| Year 6 Inside | Dance Westside story | Gym L1-3 CT1 | Dance HRF | Gym L4-6 CT2 | Net Wall Tennis | Athletics |
| Year 6 Outside | Invasion Basketball | Invasion Rugby | HRF | Challenge Leadership | Strike Field Cricket | OAA CT 1 |

Curriculum map breakdown:

Based upon 2 teachers teaching 1 indoor and 1 outdoor lesson per week OR

1 teacher but indoor and outdoor slot

12 activity units per year based upon half terms

KS1:

- Cardio vascular fitness to be developed via Pulse raiser activities within ALL warm ups in EVERY lesson, via fitness games within OAA units and both sprinting and distance running within athletics type units.
- ABC's are developed discretely within multi skills units and as a focus for staff across all units. Assessment of ABC's can be made using the ABC "tests". Key emphasis should be placed upon children trying their best and not competing against other children and no stress or pressure should be placed upon the children.
- Fundamental skills will be developed throughout EYFS and KS1 to ensure that children are ready to progress to more sport specific skills. No specific sports should be taught within this age range.
- The importance of regular exercise in maintaining a healthy lifestyle will be a focus in **ALL** PE lessons

Year 1 – Athletics ½ unit, Dance 1.5 units, Games 2 units, Gym 2 units, OAA ½ unit, multi skills ½ unit, fitness ½ unit

Year 2– Athletics ½ unit, Dance 2 units, Games 2.5 units, Gym 1.5 units, OAA ½ unit, multi skills ½ unit, fitness ½ unit *Units based on 8- 10 hrs of teaching

KS2:

- Cardio vascular fitness to be developed via Pulse raiser activities within ALL warm ups in EVERY lesson, via fitness games within OAA units as discrete HRF units and both sprinting and distance running within athletics.
- Development of other fitness components as well as improved understanding of the importance of exercise in maintaining a healthy lifestyle will be a focus throughout.
- Fundamental skills will be mastered before development of more sport specific skills.
- Children will participate in challenges and competition within all units as well as given opportunities to work with their peers
- Leadership skills will be developed throughout all units of work.

Breadth and balance:

Year 3 – Athletics ½ unit, Dance 1.5 units, Games 2.5 units, Gym 1.5 units, OAA ½ unit, multi skills ½ unit, fitness ½ unit

Year 4– Athletics 1.5 units, Dance 1.5 units, Games 2.5 units, Gym 1.5 units, OAA ½ unit, fitness ½ unit

Year 5 – Athletics ½ unit, Dance 1.5 units, Games 3 units, Gym 1.5 units, OAA ½ unit, fitness ½ unit

Year 6– Athletics 1.5 units, Dance 1 unit, Games 2.5 units, Gym 1.5 units, OAA ½ unit, fitness ½ unit *Units based on 8- 10 hrs of teaching

Total: Athletics 4 units, Dance 5 units, Gym 6 units, Games 10.5 units total – (5 units inv, 3 each for net wall and strike/field), OAA – 2 units multiskills – ½ unit, fitness 2 units, leadership ½ unit (yr 6 only)*Units based on 8- 10 hrs of teaching



Early Years Skills Fundamentals

Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment well.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage to change their clothes independently.

| ⚙️ | HRF | Gym Link 2 moves | Dance | Games | Athletics | OAA |
|------------|---|--|---|--|---|---|
| Physical | To move continuously for 3 mins. | Straight Jump Star Jump Tuck Jump Land in "chair" Move apparatus safely | March on spot Freeze Fall to floor safely | Catch a large ball with 2 hands Kick a large ball Roll a large ball Throw underarm Throw overarm | Jump 2-2, 2-1, 1-2, 1-1 (foot) | Move safely in large space Follow instructions to get from a to b. |
| | Develop core fitness through Popcorn, simple plank activities | Rock in tuck Rock back /for to squat/stand Log roll Egg roll | Jump on spot/side to side Side to side Up & down } on different body parts Turn & spin For & back } | Run fast Change speed and direction with control Dodge | Throw beanbag underarm Throw beanbag overarm | Recognise shapes on simple map |
| | Perform stretches on each major muscle group | Still Bunny Hops Bunny hops across spots Bunny hops Stork Tuck Arch Link up to 3 actions | Show happy and sad Be able to "act" like a toy, character, stimulus | Strike ball with hands along floor Bounce a ball and catch it with 2 hands (still) | Run fast Run for 1 min Run/jump over small hurdles | |
| Key skills | LEAD Copy actions Follow a partner Follow safety instructions | | | Evaluate Follow up to 3 rules/ Make up a rule about action Explore actions on own Take turns | | Say what they like |
| | Health Exercise is good for them & is part of healthy lifestyle Heart beating fast is ok How to change for PE on own Know where heart and muscle are. | | | SMSC Enjoy PE Keep going until succeed Be confident to try new things Take turns with a partner Share equipment | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time 's



Year 1 Skills Fundamentals

KS1 Statement

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

| | HRF | Gym Link 3 “like” moves in control | Dance | Games | Athletics | OAA |
|---------------------------------|---|--|--|--|--|--|
| Activity specific skills | To move continuously for 4 mins. | Straight Jump Star Jump Tuck Jump Land in “chair” Bunny hops across spots | March on spot Freeze Fall to floor safely | Catch a large ball with 2 hands Kick a large ball Throw underarm & overarm Bounce a ball and catch it with 2 hands moving | Jump 2-2, 2-1, 1-2, 1-1 (foot) 5 ways of jumping – 2-2, 1-2, 2-1, 1-1, 1-1 Different ways of throwing Move with speed and for distance | Move safely in large space Follow instructions to get from a to b. |
| | To know which body parts are used for each sport | Rock in tuck Rock back /for to squat/stand Log roll Egg roll Travelling in different ways/body parts | Jump on spot/side to side Side to side Up & down } on Turn & spin } different } For & back } body parts | Run fast Change speed and direction with control Dodge Balance, agility, coordination tasks Ball handling, control & movement of bean bags & balls Change direction & speed safely | Throw beanbag underarm Throw beanbag overarm To remember and repeat action such as basic jumping and throwing. | Recognise symbols on simple map Work with a small group to solve problems |
| | To enjoy variety of FUNs fitness activities | Stork Tuck Arch Move apparatus safely Link & repeat 3 actions | Show happy and sad Be able to perform a sequence based upon dinosaurs/animals clowns or circus. | Strike ball with hands along floor | Run fast Run for 1 min Run/jump over hurdles To be able to understand how to change speed whilst running. | To be able to move safely around large areas following a map/directions |
| Key skills | LEAD Lead a partner in a simple activity Play games safely and fairly by following rules | | | Evaluate To say what is good about a partner's actions and how they can improve Understand how to score and describe actions | | |
| | Health Know: we breathe air in, size of heart, what muscles in arms/legs do . Show stretches and say what they like about PE | | | SMSC Enjoy PE Keep going until succeed Work with a partner (s) to follow instructions Praise a partner for good work | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time **S**

KS1 Statement

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



Year 2 Skills Fundamentals

| | HRF | Gym Link 4 moves with partner | Dance | Games | Athletics | OAA |
|---------------------------------|---|--|--|--|--|--|
| Activity specific skills | To move continuously for 5 mins. | Straight Jump Star Jump Tuck Jump Land in "chair" | March on spot Freeze Fall safely | Catch a ball with 2 hands Kick a large ball Throw underarm & overarm Bounce a ball and catch it with 2 hands Dribble a ball with hands & feet on move | Jump 2-2, 2-1, 1-2, 1-1 (foot) Link ways of jumping together e.g. 1 -2 -2 feet. Understand basic principles for greater height, distance | Move safely in large space Follow instructions to get from a to b. |
| | To develop a fitness activity for a sport action | Log roll Egg roll Dish/Arch roll Forward rolls – rock in tuck-to stand Star shape to sit, Star shape, feet together | Jump on spot/side to side Side to side Up & down Turn & spin } on different body parts For & back | Run fast Change speed and direction with control Dodge | Different ways of throwing to gain distance and height Underarm & overarm Run continuously for a minute and be able to change pace in running | Recognise shapes on simple map To be able to describe how to complete a task better To be able to recognise & use symbols on simple maps To identify simple hazards |
| | To give 2 reasons why warming up before an activity is important. | Still Bunny Hops Bunny hops across spots Bunny hops moving Stork Tuck Arch Arabesque V Sit Move apparatus safely | Gesture Talk about moods & feelings and identify what actions express these feelings Use a variety of music to convey feelings e.g. | Be able to strike a ball with different equipment To make decisions on when and where to run for scoring & safety | Run fast Run for 3 mins Run/jump over small hurdles To be able to choose a speed for running p | Look and recognise symbols on large plans & simple maps To be able to work cooperatively following a map. To work with a small group to solve problems |

| | | | | | | |
|------------|---|--|-------------------------------|--|--|--|
| | | | weather – stormy & calm music | | | |
| Key skills | LEAD Devise own rules to play games safely and fairly & reduce risks Lead a partner through sequence/task | | | Evaluate To say what is good about a partner's actions and how they can improve Make comparisons between actions | | |
| | Health Know what is the job of the heart, lungs and muscles & what flexibility is. Know what makes a healthy lifestyle | | | SMSC Enjoy PE Cooperate with a partner (s) to complete a task Keep going at tasks that they find difficult. Appreciate fair play in all tasks | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time **S**



Year 3 Skills Fundamentals

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| | HRF | Gym Link 5 contrasting moves | Dance | Games | Athletics | OAA |
|---------------------------------|--|--|---|--|---|---|
| Activity specific skills | To move continuously for 6 mins. | Straight Jump Star Jump Tuck Jump Scissor kick Add ¼. ½. ¾ turns to jumps | March on spot Freeze Fall to floor safely | Catch a large ball with 2 hands Kick a large ball Roll a large ball Throw underarm Throw overarm | Jump 2-2, 2-1, 1-2, 1-1 (foot) | Move safely in large space Follow instructions to get from a to b. |
| | To describe what effects exercise has on their bodies and how it is valuable to their fitness and health. | Log roll Egg roll Dish/Arch roll Forward Rolls - Star shape Forward roll - Feet together Bunny hops across, over bench | Jump on spot/side to side Side to side Up & down on Turn & spin different For & back body parts | Run fast Change speed and direction with control Dodge | Throw beanbag underarm Throw beanbag overarm | Recognise shapes on simple map |
| | Can develop their own conditioning exercises. | Stork Tuck Arch Arabesque V Sit Shoulder stand Contrasting balances/shapes Squat & straddle onto low box Focus change of speed & flow | Show happy and sad Be able to “act” like a toy, character, stimulus | Strike ball with hands along floor Bounce a ball and catch it with 2 hands (still) | Run fast Run for 1 min Run/jump over small hurdles | |
| Key skills | LEAD Can keep score in a simple practice. | | | Evaluate They can see how their work is similar and different to that of others’ work, and use this understanding to improve their own performance. They can practice and adapt to improve performance. | | |
| | Health Give different reasons why exercise is good for you. Know what exercises make the heart and lungs stronger & understand why we exercise our muscles. | | | SMSC Can discuss with others how to solve problems. Know that winning or losing is part of competition. Try their best. | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time ‘



Year 4 Skills

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| | HRF | Gym Link 6 twist/turn actions | Dance | Games | Athletics | OAA |
|---------------------------------|--|--|--|--|---|---|
| Activity specific skills | To move continuously for 7 mins. | Straight Jump Star, tuck Jump Pike, Scissor kick, cat leap Add ¼. ½. ¾ turns to jumps Bunny hops across, over bench Cartwheel prep. | March on spot Freeze Fall to floor safely | Catch a large ball with 2 hands Kick a large ball Roll a large ball Throw underarm Throw overarm | Jump 2-2, 2-1, 1-2, 1-1 (foot) | Move safely in large space Follow instructions to get from a to b. |
| | To understand the benefits of exercise and healthy eating and how to make informed choices. | Dish/Arch roll Forward Rolls - Star shape, Feet together Teddy Bear roll Work in unison with partner | Jump on spot/side to side Side to side Up & down Turn & spin } on different } body For & back } parts | Run fast Change speed and direction with control Dodge | Throw beanbag underarm Throw beanbag overarm | Recognise shapes on simple map |
| | To show and tell a whole body warm up and know how to warm up differently for different sports. | Arabesque / Stork V-sit Shoulder stand Side Scale / Y-Balance Headstand Mirrored balances Squat on /through & straddle on low box | Show happy and sad Be able to “act” like a toy, character, stimulus | Strike ball with hands along floor Bounce a ball and catch it with 2 hands (still) | Run fast Run for 1 min Run/jump over small hurdles | |
| Key skills | LEAD Can keep score in simple games | | | Evaluate Complete a simple checklist on a performance. Choose information to suggest improvements for self and others. | | |
| | Health Can feel a radial pulse (wrist). Know why regular exercise helps breathing. Understand what flexibility is and which sports it helps and give reasons why it is important to exercise regularly. | | | SMSC Can communicate & collaborate with peers to complete a task. Can lose or struggle at a task with a positive attitude. | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time ‘



Year 5 Skills

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| | HRF | Gym Link 8 elements | Dance | Games | Athletics | OAA |
|---------------------------------|---|--|---|--|---|---|
| Activity specific skills | To move continuously for 8 mins. | Straight Jump Star, tuck Jump Pike, Scissor kick, cat leap Add ¼. ½. ¾ turns to jumps Bunny hops across, over bench Cartwheel prep. | March on spot Freeze Fall to floor safely | Catch a large ball with 2 hands Kick a large ball Roll a large ball Throw underarm Throw overarm | Jump 2-2, 2-1, 1-2, 1-1 (foot) | Move safely in large space Follow instructions to get from a to b. |
| | To be able to explain how the body reacts during different types of exercise. | Dish/Arch roll Star Forward Rolls - Star shape, Feet together Teddy Bear roll Focus: Symmetry/asymmetry Change direction & level | Jump on spot/side to side Side to side Up & down } on Turn & spin } different For & back } body parts | Run fast Change speed and direction with control Dodge | Throw beanbag underarm Throw beanbag overarm | Recognise shapes on simple map |
| | To begin to understand how different sports require different types of fitness. | Arabesque / Stork V-sit Shoulder stand Side Scale / Y-Balance Headstand Partner balances Squat on /through & straddle on low box Mirror & Match Floor -apparatus | Show happy and sad Be able to "act" like a toy, character, stimulus | Strike ball with hands along floor Bounce a ball and catch it with 2 hands (still) | Run fast Run for 1 min Run/jump over small hurdles | |
| Key skills | LEAD Can Lead warm ups (not alone. Can officiate a skills festival and score. | | | Evaluate They can explain how the body reacts during different types of exercise. To understand the basic principles of warming up, and why it is important. That exercise and rest effect the pulse. They explain why regular, safe exercise is good for their fitness and health. | | |
| | Health Can count a radial pulse (wrist). Understand the role of oxygen for exercise and why it is important to be flexible. Able to demonstrate stretches for major muscles. | | | SMSC Communicate & collaborate effectively with peers to achieve tasks. Can improve younger chns performance. Can win and lose at tasks with grace. | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time ‘



Year 6 Skills

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

| | HRF | Gym Link up to 10 moves in small group | Dance | Games | Athletics | OAA |
|---------------------------------|--|---|---|---|---|---|
| Activity specific skills | Keep going in an activity for 8-10 mins | Straight Jump Star, tuck Jump Pike, Scissor kick, cat leap Add ¼. ½. ¾ turns to jumps Bunny hops across, over bench Cat springs Cartwheel | March on spot Freeze Fall to floor safely | Catch a large ball with 2 hands Kick a large ball Roll a large ball Throw underarm Throw overarm | Jump 2-2, 2-1, 1-2, 1-1 (foot) | Move safely in large space Follow instructions to get from a to b. |
| | To plan and officiate own circuit session | Dish/Arch roll Star Forward & Backward rolls Teddy Bear roll Focus: Change direction & level | Jump on spot/side to side Side to side Up & down Turn & spin on different body parts For & back | Run fast Change speed and direction with control Dodge | Throw beanbag underarm Throw beanbag overarm | Recognise shapes on simple map |
| | To explain what to do to improve a fitness area for a sport. | Arabesque / Stork V-sit Shoulder stand Side Scale / Y-Balance Headstand Partner balances Squat on /through & straddle on low box Mirror & Match Floor -apparatus | Show happy and sad Be able to “act” like a toy, character, stimulus | Strike ball with hands along floor Bounce a ball and catch it with 2 hands (still) | Run fast Run for 1 min Run/jump over small hurdles | |
| Key skills | LEAD Can Lead a warm up, officiate/coach small group | | | Evaluate Can analyse and correct own performance to bring about improvement. Set goals to achieve next steps. | | |
| | Health Understand which types of activities increase heart rate. Can describe the journey of oxygen through our bodies, can identify which muscles are used in certain sports and demonstrate flexibility exercises for different joints. Can say why exercise is good for mental health. | | | SMSC Communicate with peers to solve problems Mentor younger children Show fair play when winning & losing in competitive games | | |

Agility- change direction at speed **B**alance – hold/land in position without falling over **C**oordination –using 2 or more body part at same time