

PE Intent



What PE looks like in our school:

- ▷ PE is an integral part of our curriculum that is fully inclusive and engages all pupils.
- ▷ We offer a varied and stimulating programme of activities to ensure that all children progress through our PE curriculum.
- ▷ We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal best.
- ▷ We teach our children to be able to work alone and as part of an effective team, understanding the principles of fair play, honest competition and good sporting behaviours.
- ▷ Our curriculum allows the opportunity to enjoy being physically active, improve wellbeing and fitness and adopt a positive mind set, achieved through determination and resilience.
- ▷ Knowledge and skills progression across year groups ensures that children know more and remember more as they progress through our school.

By the end of Year R pupils will:

- ▷ To be able to kick a large ball.
- ▷ To be able to run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- ▷ To be able to catch a large ball.
- ▷ To negotiate space successfully in racing and chasing games with others.
- ▷ To show increasing control of an object when pushing, patting, throwing, catching or kicking.
- ▷ To squat with steadiness to rest or play with an object on the ground.
- ▷ To be able to rise to feet without using hands.
- ▷ To be able to climb confidently and begin to pull themselves up on equipment.
- ▷ To mount stairs, steps or climbing equipment using alternate feet.
- ▷ To be able to stand on one foot.
- ▷ To be able to jump off an object and land appropriately.
- ▷ To travel with confidence and skill around, under and over balancing and climbing equipment.
- ▷ To move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping.
- ▷ To be able to experiment with different ways of moving.
- ▷ To be able to run safely on whole foot.
- ▷ To begin to participate in outside games within a team and individually.
- ▷ To develop fine and gross motor skills through woodland craft.

By the end of KS1 pupils will:

- ▷ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- ▷ Participate in team games, developing simple tactics for attacking and defending.
- ▷ Perform dances using simple movement patterns.
- ▷ Develop fundamental movement skills.
- ▷ Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- ▷ Be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

By the end of KS2 pupils will:

- ▷ Use running, jumping, throwing and catching in isolation and in combination.
- ▷ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- ▷ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- ▷ Perform dances using a range of movement patterns.
- ▷ Take part in outdoor and adventurous activity challenges both individually and within a team.
- ▷ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- ▷ Swim competently, confidently and proficiently over a distance of at least 25 metres.
- ▷ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- ▷ Perform safe self-rescue in different water-based situations.
- ▷ 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.
- ▷ Enjoy communicating, collaborating and competing with each other.
- ▷ Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.



PE Implementation



How PE is taught in our school:

- ▷ PE is taught in a variety of ways across our school to maximise pupil learning. We provide challenging and enjoyable learning in a range of sporting activities, including, invasion games, net and wall games, gym and dance, striking and fielding games, athletics, swimming and outdoor adventurous activities.
- ▷ Curriculum Progression Grids and Knowledge maps are used by each year group to plan lessons and series of lessons. This ensures full coverage of our curriculum over the academic year.
- ▷ Our curriculum is sequenced to ensure progression of knowledge and skills throughout the school, enabling children to build upon prior experiences and apply these with confidence.
- ▷ Children are invited to attend a variety of enrichment and competitive sporting events within the local area. This is an inclusive approach which encourages physical development and mental wellbeing.
- ▷ Children attend a block of swimming lessons during their time in school.
- ▷ We provide children with the opportunity to participate in extra-curricular activities that are inclusive, enjoyable and increase their physical activity. These sessions are with qualified instructors allowing our children to develop fundamental skills with expert coaching.

Adults roles:

- ▷ Plan lessons based on the Curriculum Progression Grids and Knowledge maps for their year groups.
- ▷ Set clear objectives at the start of each lesson, review progression throughout and have mini plenaries to secure understanding.
- ▷ Create a learning environment that stimulates children's interest by using a range of equipment for children to experiment with.
- ▷ Plan visits and trips, where possible, to allow children to take part in competitions and enrichment activities in a different environment.
- ▷ Biannual review of our PE curriculum by the co-ordinator to include lesson observations, questionnaires on CPD requirements and knowledge, staff and pupil interviews
- ▷ Provide opportunities for stakeholders to come into the school to share in the learning of PE with pupils. Sports Day, performances and competitions are a great way to achieve this.

How we support pupils and ensure they can access the curriculum:

- ▷ Teachers use our assessment grids before they start a new activity to identify pupil's previous competence in the area. For those pupils requiring support the assessment grids will give a clear indication of why they had not previously met the expected standard, and this will allow their current class teacher to provide appropriate support.
- ▷ Use differentiated tasks to allow children to meet the learning objective and progress at the correct pace for them. This could take the form of additional adult support, the use of resources/equipment, peer support or the differentiation of the work to be completed.
- ▷ We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas
- ▷ For pupils with specific SEN or EAL needs a variety of approaches maybe used including pre-teaching of specific vocabulary, pairing children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement.

How we provide challenge:

- ▷ Teachers use our assessment grids before they start a new activity to identify pupils previous competence in the area, for those pupils exceeding the expected level the assessment grids will give a clear indication of why they have exceeded the expected standard and this will allow their current class teacher to provide challenge appropriately.
- ▷ Work may be differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of equipment, peer mentoring or the differentiation of the work to be completed.
- ▷ We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in a specific area and act accordingly.



PE Impact



This is what you might see:

- ▷ A recap of learning from previous year groups.
- ▷ A 'hook' to inspire and capture the children's imagination
- ▷ Happy and engaged learners.
- ▷ Children who can work independently and can regularly work in pairs and small groups.
- ▷ Children who are given the opportunity to lead and coach their peers.
- ▷ Children developing knowledge and skills across the curriculum.
- ▷ Children developing knowledge and skills they need for the next stage in education.
- ▷ Children's work across the curriculum is of good quality.
- ▷ Children who like to talk about and reflect on their learning.
- ▷ Children who can develop a physical literacy.
- ▷ Self-motivated children who show excellent sportsmanship.
- ▷ Children who can explore different activities and equipment.
- ▷ The use of qualified coaches to enhance the learning of the children.

Impact of our teaching

- ▷ Children who enjoy physical activity, have a love for sport and want to pursue it outside of school and in future life after primary school.
- ▷ Physically active children which has a positive implication on their learning in the classroom.
- ▷ Children who are able to take responsibility for their own health and wellbeing utilising the knowledge and skills acquired through PE.
- ▷ Children who understand how to lead a healthy lifestyle and understand the importance of exercise.
- ▷ Confident children who can talk about PE and are prepared to share what they have learnt in a variety of ways.

This is how we know our pupils are doing well

- ▷ Lessons are planned using our Curriculum Progressions Grids and our Knowledge maps
- ▷ Teachers assess progress using our Assessment Grids recording who has achieved each key area, those who have exceeded it and those who are working towards it. For those exceeding the objective and those (20%) working below the expected level evidence will be provided to support the teacher judgement.
- ▷ Feedback from teachers and peers.
- ▷ Video evidence.
- ▷ Tapestry will record the key learning in each class and show exemplars of work at the expected level through the use of photographs and explanations of lessons and learning strategies undertaken.
- ▷ Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis.

