



Intent



Physical Education

Intent



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Physical Education

Why is Physical Education (PE) important?

We promote an 'active' attitude amongst the children, where all pupils develop a keen interest in sport and are willing to partake in sporting activities.

We provide a variety of engaging lessons delivered by school staff and external bodies; deploy a wide range of teaching strategies and enter a good selection of competitions for the children across both key stages. By doing this, the pupils further develop their confidence and self-esteem when they are accessing P.E. lessons and when they are representing the school in sporting competitions.

The pupils also continue to develop their knowledge and understanding of a wide range of sports, equipping them with the skills they need to access sporting activities.

We have close links with an Outdoor Education provider on Coniston Water and use this facility for camp as well as providing water-based activity days from Yr2-6 where the children can experience canoeing, sailing and wind surfing.



Intent



Physical Education

Why is Physical Education (PE) important?

Our aims for the year are set out in our Sports Premium document. This is used rather than a specific action plan and evaluated at the end of each year by the leader and next steps identified. The sports premium is shared and approved by governors.





Intent



PE

Aims of the PE Curriculum

The national curriculum for PE aims to ensure that all pupils:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives



Intent



PE

Key Stage 1:

Pupils should 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.

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.

Pupils should be taught to:

- 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



Intent



Key Stage 2:

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. Pupils should be taught to:

- 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.



Intent



Swimming

Swimming and water safety.

Children in year 5 and 6 receive a 10 week block of swimming lessons in the Autumn Term. Children in Year 3 and 4 receive a 10 week block of swimming lessons in the Spring term.

Pupils are taught to:

- 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



Intent



Early Years

Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing

- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know and talk about the different factors that support overall health and wellbeing: - regular physical activity



Intent



PE in EYFS





Intent

Content and Sequence 2023/24

CLASS/YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Moving and Travelling	Dance	Ball Skills	Gymnastics	Athletics	Team Games
Year 1 and 2	Games Fundamentals 1	Basic Moves Running, throwing, jumping	Dance	Ball Skills Gymnastics	Basic Moves Striking and throwing	Athletics Sports Day Preparation
Y3 & Y4	Games	Games	Dance	Games	Games Striking & Fielding	Athletics
	Tennis	Gymnastics	Swimming			Orienteering Co-operation, Communication & Consideration
Y5 & Y6	Games Basketball	Games	Dance	Games	Games Striking & Fielding	Athletics
	Swimming		Tennis Chatsworth Tennis Club	OAA Water Park Residential	Gymnastics	OAA Orienteering (Talkin Adventure)



Intent



Non-Negotiables in PE

EYFS

Able to move around a set area with control

Able to follow instructions.

Able to recognise and use various sports equipment in their own way.

Year 1

Able to move around a space avoiding other children or objects.

Able to work cooperatively with a partner.

Able to watch demonstrations and copy.

Year 2

Able to look for space without being prompted.

Able to handle various equipment with control.

Able to work in a small group.



Intent



Non-Negotiables in PE Year 3

Able to explore the use of various equipment.

Able to follow rules.

Able to reflect on skills.

Year 4

Able to recognise difficulties.

Able to use various equipment as intended.

Able to work as a team.

Year 5

Able to adapt skills to game situations.

Able to explain rules and games.

Able to evaluate performance.

Year 6

Able to recognise and explain areas for improvement.

Able to make an impact to a team game.

Able to execute learnt skills competitively.



Implementation



PE

Implementation



Implementation



At Ivegill C of E Primary School, PE is taught across each mixed age class in modules that enable pupils to develop skills in that area.

Specialist coaches are used to support the teaching of PE, alongside the use of iPEP units and assessment.



Implementation



Minimum lesson expectations

All PE lessons will incorporate the following elements:

- Children are ready for learning – in PE Kit.
- Revisiting of prior learning
- Modelling and demonstrating skills.
- Performance of learnt skill.



Implementation



Resources

At Ivegill, we make use of the resources we have available, unfortunately we are quite limited.

As a result, we make use of specialist providers in our local area including swimming pool, gymnastics and orienteering facilities.

We also use specialist coaches who provide their own equipment in order to offer children a wide range of activities.



PE planning

PE planning within topics is centred around the key learning outcomes for each topic. These outcomes are then broken down into individual lessons.

Example of Year 5/6 Striking and fielding.

- To explore the use of space during games.
 - Choose appropriate positioning when fielding.
 - To strike a ball/object using both hands and feet.
 - To retrieve, intercept and stop a ball when fielding.
 - To develop the range and consistency of their skills.
-

Example of Year ½ basic moves

- To consolidate appropriate running technique.
- To jump with control & balance on landing.
- To jump whilst travelling.
- To throw towards a stationary target.
- To know what the term 'healthy eating' means.



Implementation



Tailoring for SEND

At Ivegill we aim for all PE lessons to be accessible to all pupils. The use of equipment can help in this. Equipment is tailored to the need of the child. For example, in rounder, children may use a tennis racket or cricket bat initially in order to have success in the subject.



Implementation



Enrichment in PE

- Competitions and events including: Climbing, Sports Day, Cross-country, Football, Cricket, Athletics.
- OAA Residential at Water Park every other year for Year 5 and 6 pupils.
- Health & Wellbeing Days/Weeks
- Young Leader training and roles
- Links to wider events such as the Olympics, World Cup, Tour of Britain cycling Bikeability training Cross-curricular active learning opportunities
- After-school clubs open to all.



Implementation





Implementation



Continuous Professional Development

Staff are supported through the use of specialist coaches. The use of specialist coaches provides staff with CPD in order to build confidence and skills in the subject.

EYFS teacher has attended training provided by Active Cumbria for delivering PE to reception students.



Impact



PE

Impact



Impact



How do we measure the impact of PE teaching?

By the end of Key Stage 1, children will have developed basic movement skills to develop balance, co-ordination, and agility. They will be able to engage in competitive and co-operative physical activities. We will also ensure that children develop ball skills such as catching and throwing, and they have the opportunity to take part in competitive games and sports both at an intra and inter sport level. Children learn about the value of fair play and how to compete fairly in sports.



Impact



How do we measure the impact of PE teaching?

By the end of Key Stage 2, all children will have had access to a comprehensive programme of sporting opportunities. From Year 3 onwards children will have had swimming lessons and should all be able to swim a distance of at least 25 metres competently and confidently. All children will have had a good balance of teaching in team games, racquet sports, dance, athletics and outdoor and adventurous activities



Impact



How do we measure the impact of PE teaching?

Physical Education is assessed by the specialist coaches and the class teacher (where relevant), and this is monitored by the subject leader. Each term, the children are assessed on their skills, knowledge and abilities in Physical Education, and this indicates their successes and next steps.



Impact



Teacher assessment

PE work is assessed against assessment matrix's. Pupils are given regular feedback on their successes and development areas within and across modules.

Yr1/2 Gym Assessment Matrix

Assessment Matrix

1= unable to access the physical skill but can demonstrate understanding

5= exceed expectations- can confidently demonstrate the skill in a number of situations

	2	3	4
To move from one body position to another	Pupils will begin to think about how they can transition from one position to another	Pupils will show control and fluency moving from position to position with some sequence	Pupils will demonstrate understanding of movements and creativity in moving between positions
To perform balances on different levels	Pupils will begin to hold different shapes on high/ low levels	Pupils will begin to hold developed/ complex balances on different levels with control	Pupils will demonstrate control and tension within balances over different levels and transitions inbetween
Show a clear beginning & end to shapes/ sequences	Pupils will follow demonstrations for starting/ finishing poses for balances and sequences	Pupils will hold tension in starting/ finishing poses whilst maintaining stability at the end	Pupils will show creativity in their starting and finishing balances maintaining balance and tension
To further explore the large and small apparatus	Pupils will follow guidance and demonstrations of safe use of a range of apparatus	Pupils will explore different ways of travelling on/ off/ around large and small apparatus	Pupils will confidently travel around large and small apparatus, showing tension and control in movement
To balance on small body parts with control	Pupils will begin to develop confidence balancing on tiptoes and finger tips	Pupils will begin to show control and balance when holding shapes with smaller surface areas	Pupils will demonstrate control, tension and balance when holding a range of shapes over different levels

Year 5 and 6 football assessment matrix

Assessment Matrix

1= unable to access the physical skill but can demonstrate understanding

5= exceed expectations- can confidently demonstrate the skill in a number of situations

	2	3	4
To develop knowledge of attacking and defending	Pupils will have the opportunity to experience attacking and defending positions in small activities	Pupils will continue to develop a sense of position, beginning to implement this into competitive practice	Pupils will confidently perform in attacking and defending positions, within competitive scenarios
To know how to 'mark' an opponent	Pupils will continue to develop ideas of mirroring partners movements, exploring space attempting to follow	Pupils will begin to understand what is meant by 'man marking', maintaining short distance between themselves when defending	Pupils will be able to respond to different attackers, when defending, keeping close contact, and minimising the opportunity for pupils to attack
To further develop their understanding of space	Pupils will continue to actively look for space when participating in possession and attacking based activities	Pupils will continue to 'attack' space understanding how it can contribute to developing attacking movements	Pupils will encourage others to move into space to support develop attacking movements, achieving success
To recognise the importance of rules within games	Pupils will begin to discuss basic rules associated to a number of different sports/ activities	Pupils will continue to develop understanding rules and adhere to them in activities/ gameplay	Pupils will demonstrate understanding of rules, officiating small games, and following rules
Understanding the need to warm up and cool down	Pupils will follow warm up/ cool down, giving basic reasons as to why we need to	Pupils will begin to understand the importance of stretching and pulse raising activities	Pupils will be able to discuss the importance in relation to; muscle readiness, heart rate and blood flow



Impact



PE Across the Curriculum

Children are able to access PE in other curriculum areas. For example, they will visit an outdoor centre to take part in orienteering as part of our geography curriculum.

Teachers will also incorporate physical activity into other subject areas where possible. For example, 'number hunts' around the school grounds have taken place.