



PHYSICAL EDUCATION

Physical Education

Curriculum Intent

Tattershall Primary School recognises and values the importance of Physical Education (P.E). We aim to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sports and other physically-demanding activities. We do this by adhering to the aims of the national curriculum for physical education to ensure that all children:

- 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

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities.

Through enrichment activities and intra-school competitions, we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with. Our PE syllabus is based on the Early Years Framework and the National Curriculum with a clear progression structure from Reception to Year 6. This progression of skills has been planned to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum.

Physical Education

Curriculum Implementation

The PE curriculum is taught mostly through discrete lessons and where possible teachers will enrich children's learning through a cross-curricular approach. Each class has access to two hours of high-quality physical activity every week. These are taught by the class teacher, sometimes supported/led by JB coaching. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice.

Within each lesson, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed them. Different skills are recapped throughout, and across the years, each time they are being built upon; allowing children to know more and remember more.

By the end of year 6 we strive for the majority of children to meet the National Curriculum's standard of competently swimming 25m. We offer a wide range of sporting after-school clubs run by both teaching staff and external providers such as JB Sports Coaching and Carre's Outreach. Carre's Outreach are used to specifically target children identified through their fitness profiling conducted each year. A range of inter, intra and individuals' events run throughout the school year, giving children opportunities to take part in competitive sports.

Physical Education

Curriculum Organisation

<u>PE curriculum</u>						
<u>Squirrel Class</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	Fundamentals		Gymnastics	Gymnastics	Ball Skills	Ball Skills
			Dance	Dance	Games	Games
<u>Koala Class</u>	Fundamentals	Team Building	Gymnastics	Athletics	Net and Wall	Striking and Fielding
			Fitness	Dance	Sending and Receiving	Invasion
<u>Red Panda Class</u>	Ball Skills	Team building	Gymnastics	Athletics	Net and Wall	Striking and Fielding
			Fitness	Dance	Sending and Receiving	Invasion
<u>Alpaca Class</u>	Ball Skills	O.A.A	Gymnastics	Athletics	Swimming	Swimming
	Tag Rugby	Handball	Fitness	Dance	Cricket	Tennis
<u>Lion Class</u>	Netball	Football	Gymnastics	Athletics	Swimming	Swimming
	O.A.A	Dodgeball	Fitness	Dance	Cricket	Tennis
<u>Eagle Class</u>	Netball	Football	Gymnastics	Athletics	Swimming	Swimming
	Fitness	O.A.A	Badminton	Dance	Cricket	Rounders

Physical Education

Long Term Plan

The long-term progression map shows how children progress from EYFS through to Year 6 in: dance, fundamental movement skills (F.M.S), games, body management, outdoor adventurous activities (O.A.A) and personal development of their social, emotional and thinking (SET)

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities</p> <p>Begin to use counts</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Use counts with help to stay in time with the music</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work</p>

FMS	Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time
	Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
	Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique	Perform jumps for height and distance using good technique
	Throwing larger balls and beanbags into space.	Throw towards a target	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance	Show accuracy and good technique when throwing for distance.
	Balance whilst stationary and on the move	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills	Show fluency and control when travelling, landing, stopping and changing direction.
	Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction	Change direction with a fluent action and can transition smoothly between varying speeds.
	Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Games	Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble a ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
	Move a ball with feet	Move a ball using different parts of the foot.	Dribble a ball with some success stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
	Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards, a target using varying techniques with some success.	Use a variety of throwing techniques in a game situation.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
	Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control increasing pressure.	Select and apply the appropriate kicking technique with control.
	Stop a beanbag or large ball sent to them using hands	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
	Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
	Hit a ball with hands	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wide range of skills to outwit an opponent. Apply these with increasing control under pressure.
	Run and stop when instructed	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change	
	Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Change direction with increasing speed in game situations.			
	Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.				

				<p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Confidently change direction to successfully outwit n opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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OAA	Follow simple instructions.	Follow instructions.	Follow instructions accurately,	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
	Share their ideas with others.	Begin to work with a partner and a small group.	Work Co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting other'' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
	Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
	Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
	Follow a path.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
	Begin to identify personal success.						
SET							
Social	Take turns.	Encourage others to keep trying.	Encourage and motivate others to work to their personal best.	Share ideas with others and work together to decide on the best approach to a task.			
	Learn to share equipment with others	Talk to a partner about their ideas and take turns to listen to each other.	Work with others to achieve a shared goal.	Lead others ad show consideration of including all within a group.			
	Share ideas with others.	Work with a partner and small group to play games and solve challenges.	Work with others to self manage games.	Communicate with others clearly and effectively.			

Emotional	<p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show and awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play and honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
Thinking	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of different situations. E.g choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to situation. E.g who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key technology.</p>	<p>Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situations when under pressure.</p>

Progression of Knowledge and Skills

Click on the icon below to open our Science Progression of Knowledge and Skills Document



PHYSICAL EDUCATION

Progression of Knowledge and Skills

How our School Values are Embedded in PE

HONESTY

FORGIVENESS

KINDNESS

TEAMWORK

RESPECT

How we show TEAMWORK	How we show RESPECT	How we show KINDNESS	How we show HONESTY	How we show FORGIVENESS
<p>Communicate effectively</p> <p>Work well together with peers in small or large groups</p> <p>Have good sportsmanship</p>	<p>Respect equipment</p> <p>Respect the referee</p> <p>Respect each other's choices</p>	<p>Work with and include all members of the class</p> <p>Encourage peers during lessons</p> <p>Help teachers demonstrate new skills</p>	<p>Play all games honestly and fairly</p> <p>Play every game to the best of my ability</p>	<p>Accept forgiveness when mistakes happen</p> <p>Be tolerant when activities don't go their way</p>

ASSESSMENT IN PE

Teachers use formative assessment within and across lessons to be able to feedback to pupils about their learning in PE in the moment. Planning will be adapted to meet the needs of the children based on ongoing teacher assessment and adaptations will be designed to ensure pupil progress is maximised.

At the end of a unit, children complete a short assessment. These independent tasks are carefully designed and may take place as small games or as activities design by the teachers to assess the children's skills as well as their knowledge. At the end of the year, class teachers then use assessments gathered over the course of the year to make a judgement as to whether each child is working at the expected level. Levels of attainment will be recorded using a grid such as the example below.

Year group	Basic (Working below age-expected)	Advancing (Working towards expected)	Deep (Expected)	Greater Depth (Exceeding- if all objectives securely met)
Autumn				
Spring				
Summer				

Physical Education

Curriculum Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Tattershall Primary School; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PHSE we promote the overall wellbeing and health of each child through teaching about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness.

In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child using 'STEP' framework where lessons can be adapted through the change of space, task, equipment and people. Children at Tattershall Primary School have the opportunity to make good progress in PE and are eager to attend after school clubs and competitive sports events.