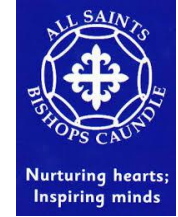


SUBJECT LEADER OVERVIEW



PHYSICAL EDUCATION

SUBJECT LEADER

Bethany Scott

SUBJECT LINK GOVERNOR

Last Updated May 2024

WHAT THE NATIONAL CURRICULUM SAYS ABOUT P.E.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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

P.E. AT ALL SAINTS

INTENT

It is our intent at All Saints to equip all children, irrespective of their disadvantage or SEND, with the knowledge, skills, attitudes and aspirations to enable them to contribute and live an active life as well as teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Our school vision of nurturing hearts; inspiring minds is at the heart of each P.E. lesson. For example, children's minds are inspired through the leadership opportunities that are promoted and supported through P.E. like leading warm up's, umpiring games and the sport challenges each play times that Play Leaders have created. Likewise, we have passionate staff and inspiring visitors who inspire our children to be sporty and live an active lifestyle. Building a positive mind-set is one of the key aims throughout each lesson. All our children have their hearts nurtured through the support they receive as well as the opportunities to learn how to cope when they don't win. An important life lesson. Learning champions are developed so that children have the skills and confidence to support their peers for example in gymnastics when completing rolls and balances. We also have lots of 'active' interventions to ensure ALL our children live a more active lifestyle as in turn, we recognise the huge benefits this has on their mental health. For example daily run, storm-breaks, forest schools and gardening all provide an alternative active group for those children who don't like generic sports like football.

IMPLEMENTATION

Pupils at All Saints Primary participate in at least two hours of high-quality PE and sporting activities per week. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach, which endeavours to encourage not only physical development but also well-being.

The EYFS Framework:

Personal, Social and Emotional Development

ELG: Managing self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly

EG: Building Relationships

Work and play cooperatively and take turns with others

Physical Development

EGL: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design

EGL: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and -when appropriate- try to move in time with the music.

The National curriculum states:

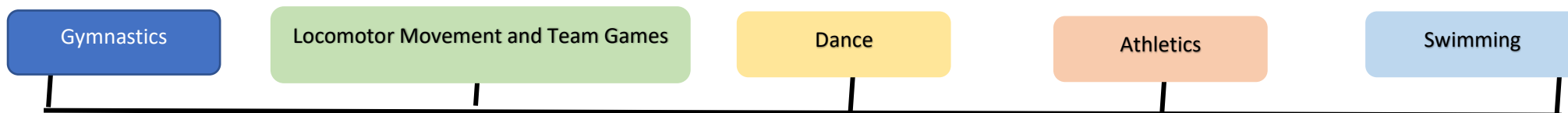
KS1:



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



KS2:

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.

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



Swimming and water safety:

At All Saints, children swim every year in the second summer term. This is from reception to year 6.

Pupils should be 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



All Saints' P.E. scheme has a clear progression of skills and knowledge within these strands (depending on key stage) across each year group. Our Progression of skills and knowledge shows the skills taught within each year class and how these develop to ensure that attainment targets are securely met by the end of each key stage.

The scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links and extra-curricular opportunities are made wherever possible, allowing children to make connections and apply their P.E. skills to other areas of learning.

IMPACT

Our curriculum aims to improve the wellbeing and fitness of all children at All Saints Primary, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Teachers assess children against the National curriculum expectations for P.E. every term. The impact of All Saint's scheme can be constantly monitored through both formative and summative assessment opportunities. The subject leader, senior leadership and the School Development Group monitor P.E. termly.

STRANDS

EYFS Framework

Personal, Social and Emotional Development

ELG: Managing self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly

EG: Building Relationships

Work and play cooperatively and take turns with others

Physical Development

EGL: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design

EGL: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and -when appropriate- try to move in time with the music.

National Curriculum									
KS1				KS2					
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 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.					
Gymnastic Movements	Locomotor movements and team games	Dance	Athletics	Gymnastic	Competitive/ Invasion Games	Dance	Athletics	Outdoor and Adventurous Activity	Evaluate
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.	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	develop flexibility, strength, technique, control and balance	play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	perform dances using a range of movement patterns	use running, jumping, throwing and catching in isolation and in combination	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.
All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.									
swim competently, confidently and proficiently over a distance of at least 25			use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)			perform safe self-rescue in different water-based situations.			

CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. In P.E we promote cultural capital through invasion games, athletics, fielding and striking and through dance.

We want our pupils' 'lights to shine' both today and in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others. Pupils will be able to understand the mutual respect needed to compete in a sporting competition. They will understand the importance of being compliant within the rules of the game and that we live in a democratic society where both men and women can play mixed sports.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

SPIRITUAL: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. P.E supports spiritual development by increasing their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupil' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. P.E supports moral development by encouraging them to live a healthy lifestyle and promoting healthy living is apparent in each P.E lesson. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in our half termly competitive games, tournaments, sports day and other competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to support the importance of abiding by the rules.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance. P.E supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as sports Ambassadors offers pupils the opportunity to take leadership. Also all children within lessons the opportunity to lead, coach or umpire to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. P.E supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our P.E. curriculum provides an excellent opportunity to discuss, and make explicit, the need for rules and laws governing conduct, as well as the concepts of interdependency and mutual cooperation. P.E. enables our pupils to experience individual liberty by deciding how far to devote themselves to a sport. An example of how British values are developed at All Saints is below:

Democracy	<ul style="list-style-type: none">- Voting what lunch time clubs are available- Interviewing and applying for sports ambassadors
Rule of Law	<ul style="list-style-type: none">- Rules in sport
Tolerance and Mutual Respect	<ul style="list-style-type: none">- Team games- Peer evaluation- Learning about sports and games from other nations and cultures, including dance
Individual Liberty	<ul style="list-style-type: none">- Leading warm-ups (pupil planned and led)- Participation in clubs and sporting events
Equality	<ul style="list-style-type: none">- Teams not discriminated (i.e. gender, religion, ethnicity or disabilities not a barrier to learning or competing)

P.E. CURRICULUM

DESIGN OF CURRICULUM

We have created our own P.E. curriculum. This carefully tracks the progression of skills and knowledge throughout the school. The curriculum enables pupils to be supported, when necessary, but at the same time challenges pupils.

Our ambitious curriculum is designed, considering the following:

- The curriculum is for all pupils regardless of their starting points
- The curriculum values **P.E.**
- The curriculum teaches knowledge and skills
- The curriculum is well sequenced
- Expectations are high
- Where teachers are not confident about their knowledge for a specific lesson / scheme, they consult with colleagues, the subject leader, use National College or additional training
- Resources are available and of a high quality
- Subject leaders know their subject
- Vocabulary is rich and diverse

PE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Ball Skills- Balance, coordination, throwing, catching Gymnastics	Dance Gymnastics	Ball Skills- Throwing catching, bouncing, kicking, shooting. Apply to team games. Dance	Tennis Athletics	Cricket Athletics	Swimming
Year 1/2						
Year 3/4	OAA Badminton	Netball Dance	Hockey Gymnastics	Rounders Volleyball	Athletics x2	Swimming Dance (performance)
Year 5/6	Handball Gymnastics	Hockey Dance	Tennis Dodgeball	Cricket Basketball	Athletics x2	Swimming Dance (performance) OAA

DELIVERY OF CURRICULUM

P.E. lessons are held twice a week Autumn to Summer Half term 1. In Summer half term 2, children swim daily. Children receive the equivalent of 2 hours of P.E. a week. This may be done in hourly sessions, or shorter sessions across the week.

In addition to P.E. designated lessons, children also have a forest school session at least once a week, which supports the development of outdoor and adventurous activities.

Healthy living is also taught through the year in addition to P.E. lessons in subjects such as PSHE, Science, spirituality and through accessing our daily Stormbreak and mile a day track.

WHY CREATE OUR OWN CURRICULUM?

We involved all our teaching staff in choosing schemes of work which would be suited to our school.

Due to our unique staff specialisms, resources and outside environment, including a court, school field and running track we created a curriculum that was progressive as well as effectively used our resources and learning environment. We also carefully considered local context as well as thought about sports that could inspire children to compete.

There is no requirement on staff to use a specific scheme. They are to follow the progressive document and the objective outcomes for each unit, however, how they get there is up to them. This means we have flexibility but, at the same time, ready-made quality resources and activities to use if they require.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our **P.E.** Progression Document.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

END OF KEY STAGE EXPECTED KNOWLEDGE AND SKILLS

All Saints Primary School: Physical Education Curriculum Progression Document EYFS

Early Learning Goals			Areas of Learning	Foundation stage children can
Physical Education (EYFS)	Physical Development	ELG: Gross Motor Skills	ABS's/ Fundamental Movement Skills	Locomotor/ fundamental movement skills (Ball Skills A1)
				Explore different locomotor movements in various activities whilst demonstrating good agility, balance and co-ordination and know the names of these movements. Able to maintain balance when changing direction at different speeds with an awareness of space
				Object manipulation/ Travelling with a ball skills (Tennis Su 2)
				Experience and understand what dribbling is through running, kicking, pushing and dragging. Move various size balls using hands, feet and PE equipment such as tennis rackets/ cricket bats/ hockey sticks. Show an increasing amount of hand-eye and foot-eye co-ordination when travelling with a ball on the floor or in hands and can stop a moving ball
	Physical Development			Object/ ball handling/ Throwing, catching and stopping skills (Ball Skills Sp1)
				Explore different types of balls/ beanbags and how they travel and feel when bouncing it, rolling it, throwing it and catching it. Show a ready position for throwing and catching/ stopping a ball and increase accuracy of throwing towards a target for points. Partner work is used to encourage early stages of team work in ball games
				Striking skills (Cricket Su 1)
				Explore striking an object such as a ball, bean bag or balloon with various body parts and PE equipment. Greater hand-eye and foot-eye coordination is shown whilst maintaining good balance of the body when striking. Understand how to score points and aim to achieve personal best by aiming at targets when striking with a partner
				Athletics skills (Sp2 and Su1)
				Experiment with running, jumping, balancing and throwing skills through various athletic events such as sack, hurdle, egg and spoon, obstacle race with an appreciation of races and competition

		ELG: Fine Motor Skills			against others. Use locomotor movement skills and various equipment with spatial awareness to challenge themselves to jump or throw further or higher with increasing accuracy
				Gymnastics skills (A1 and A2)	Understand what gymnastics is and how we use our body to create movements. Experiment with simple gymnastics skills such as rolling, travelling methods, jumping sequences, body shapes and balances individually or with a partner and combine skills into a short sequence
				Dance skills (A2 and Sp1)	Respond to a stimulus through movements with a display of relevant actions that show some relation (to the stimulus) and control. Explain actions with reason and work with a partner/group to copy/create simple movements. Link movements together to show a short sequence with music, demonstrating an awareness of space and exploring dance elements (mirroring, emotions)
	Personal, Social, Emotional Development	ELG: Self-Regulation	Participating and collaborating skills	Me and my healthy body	Recognise and manage (the best we can) different emotions that might come with PE learning, including happiness or frustration, with an understanding of resilience and positive attitudes. Show an awareness of scoring points or goals and aim to achieve personal best. Simple health benefits of exercise are known and recognition of healthy foods and how the body changes when we exercise is discussed
		ELG: Managing Self		Others around me	Understand that there are other people learning in a PE lesson with an appreciation of turn taking and sharing equipment to help our friends. Show an ability to learn with different partners or small groups whilst safe spaces are used to minimise the risk of accidents. Understand the benefit of being a supportive friend and helping others where possible is encouraged.
		ELG: Building Relationships			
	Communication and Understanding	EGL: Listening, Attention and Understanding	Understanding and expression	Understanding	To comment on what the learning is about in a PE lesson and understand how to achieve the learning intention set. Show an ability to listen to the teacher and other class mates when required as well as following basic instructions relating to the activity and safety rules. Use PE equipment correctly and safely

		EGL: Speaking		Communication with others	Understand the importance of working together in PE and how this is relatable to real world situations. Show an appreciation towards others when communicating and help our friends learn together as best as we can by showing respect and kindness
Key vocabulary to learn throughout the year in Foundation Stage: Push, Stop, Jump, Space, Forwards, Backwards, Safely, Balance, Run, Stop, Throw, Roll, Team, Kick, Catch, Movement, Copy, Shape, Travel, Sideways, Skip, Hop. Pass, Team, Tag, Bounce, Share, Listen, Follow, Pathway, Aim, Target, Still					

All Saints Primary School: Physical Education Curriculum Progression Document KS1					
Physical Education (KS1)	NC	Areas of Learning		By the end of KS1 Children can	
	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	ABC's Fundamental Movement Skills	Locomotor movement skills (Ball Skills A1)	Establish control and confidence in locomotor movements with good levels of fluency when crossing the mid-line in a range of activities. Demonstrate competence in agility, balance and coordination with varying heights and direction changes	
			Invasion games skills/ ball handling skills (Ball Skills Sp1)	Become increasingly competent in ball control to help with invasion games development. Practise ball manipulation to ensure it is under greater control in activities such as throwing and catching over increasing distances, passing to a team mate, travelling with a ball in various directions (bouncing or kicking) and shooting a ball (hands or feet).	
			Key vocabulary to be built upon each year	Hand-eye coordination, Foot-eye coordination, Aim, Safely, Direction, Balance, Send, Target, Dribble, Strike, Points, Score, Shoot, Save, Control, Team mate, Dodge	
			Striking and fielding skills (feet and hands) (Cricket Su 1)	Explain what striking is and what fielding is with demonstrations on how to control or strike a ball with hands, feet or with a bat. Begin to understand basic gameplay and show an awareness of space	
			Key vocabulary to be built upon each year	Striking, Fielding, Bat, Stumps, Wicket, Bowl, Wicket keeper, Backstop, Underarm, Overarm, Target, Catching, Tracking, Hand-eye coordination, Foot-eye coordination, Tee	
			Net and Wall skills (Tennis Su 2)	Grow in confidence in using a racket and be able to explain the basic rules of a net/wall game. Have an awareness of racket control and how to manipulate power and direction of a ball	

			Key vocabulary to be built upon each year	Racket, Net, Shot, Control, Underarm, Overarm, Rally, Zone, Ready position
			<u>Athletics</u>	
			Athletics skills (Sp2 and Su1)	Build upon athletic skills in running, jumping, balancing and throwing and understand how to use various athletics equipment. Set targets to achieve personal best and develop technique for various throwing and jumping styles
			Key vocabulary to be built upon each year	Further, Athletics, Aim, Improve, Direction, Distance, Take off, Landing, Height, Overarm, Underarm, Hurdles, Throw
			<u>Gymnastics</u>	
			Gymnastics skills (A1 and A2)	Develop and refine gymnastic skills to create a sequence showing more control with skills. Combine locomotor skills together and develop transitions between rolls, jumps, shapes and balances both on and off apparatus
			Key vocabulary to be built upon each year	Small/Tall, Narrow/Wide, Balancing, Equipment, Levels, Sequence, Tuck, Straddle, Pike, Star, Pathway, Straight, Points/Patches, Pattern, Log roll, Egg roll, Teddy bear roll, Backwards roll, Forwards roll
	participate in team games, developing simple tactics for attacking and defending	Collaboration and team skills	Team games/ Decision making/ Understanding (Ball Skills Sp1)	Know what attacking and defending is and why they are important in sports, with reference to space and positions of people to help win a point. Describe own and others' learning with reference to success criteria and building knowledge
			Key vocabulary to be built upon each year	Attacking, Defending, Teamwork, Space, Position, Compete, Sportsmanship, Fairness, Respect, Explain, Share, Trust
	perform dances using simple	Dance skills	Dance skills (A2 and Sp1)	Develop short motifs to a stimulus through exploring creative ways to move to music. Show an understanding of beginning, middle and end in a sequence with reference to simple dance elements and moods
			Key vocabulary to be built upon each year	Mirroring, Repeat, Beat, Focus, Timing, Feelings, Movements, Explore, Space, Level, Direction, Speed

	movement patterns			
	lead healthy, active lives	Healthy living	Maintaining healthy lifestyle	Comment on why exercising is good for our body and what might happen if we didn't exercise with an understanding of the impacts exercise has on our body. Knowing how to stretch muscles in the body and know why we stretch muscles
			Key vocabulary to be built upon each year	Healthy, Fitness, Heartbeat, Stretch, Blood, Lungs, Emotion, Injury, Breathing, Diet

All Saints Primary School: Physical Education Curriculum Progression Document KS2

Physical Education (KS2)	NC	Area of Learning	By the end of Year 4 Children can	By the end of KS2 Children can
	Use running, throwing and catching in isolation and in combination	Competitive/ Invasion Games		
		Locomotor movement skills (Across all areas of the PE curriculum)	Show and practise various locomotor movements that demonstrate control and begin to combine locomotor skills in a competitive situation	Combine multiple locomotor movements within competitive situations to increase fluidity of movement, including while performing another skill under control (e.g. skipping and throwing a rugby ball)
	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, hockey, netball, rounders and tennis], and apply basic principles suitable for	Invasion games skills/ ball handling skills (Y3/4 Netball A2 Hockey Sp1) (Y5/6 Hockey A2, Dodgeball Sp1 Basketball Sp2 and Netball A1)	Develop competence and confidence in applying various handling skills that are transferrable to invasion games. Demonstrate knowledge of how to catch a ball while on the move, how to travel with a ball under control and changing direction, how to throw a ball to a team mate while on the move and how to shoot a ball from varying angles. Apply invasion games skills including attacking and defending positions and keeping possession to a competitive situation	Demonstrate a comprehensive knowledge of invasion games with an understanding of rules and how to adapt to changing scenarios. Display various techniques to pass a ball with hands and feet, dribble with a ball with hands and feet, pass and catch a ball of varied speeds and heights and shoot a ball with consideration of shot type. Attacking and defending tactics are adaptable to suit the game situation with a good knowledge of space on a pitch to help maintain possession for the team.

	attacking and defending	Key vocabulary to be built upon each year	Travel, Receive, Chest, Regain Shoulder, Overhead, Accurate, Technique, Control, Resilient, Sportsmanship, Opposition, Tackle, Pivot, Try Possession, Attack, Defence, Receiver, Footwork	Obstruction, Aware, Intercept Stance, Tactics, Strategies, Precision, Anticipate, Formation, Conceding, Consecutive, Turnover, Offside, Onside, Officiate
	Skills broken down into the fundamental areas and taught through a variety of competitive sports	Striking and fielding skills (feet and hands) (Y3/4 Rounders Sp2) (Y5/6 Cricket Sp2)	Develop competence in striking a bowled ball using a bat with an attempt to strike into a good space. Bowl a ball using greater accuracy and apply rules for various striking and fielding activities with tactical and fielding activities with tactical awareness of how to field effectively to limit runs scored by the opposition	Show in depth knowledge in how to set up and run striking and fielding activities and be able to perform a variety of shot styles to suit the scenario. Bowl a ball effectively and accurately and field with a range of accurately and field with a range of styles to suit the speed and height of ball travel
		Key vocabulary to be built upon each year	Technique, Distance, Space, Control, Base, Boundary, Effective, Long barrier, Short barrier, Receiver	Sweep shot, Defensive shot, Straight drive, Four, Six, Rounder, Half-rounder, Umpire, Stance
		Net and Wall skills (Y3/4 Badminton A1, Volleyball Sp2) (Y5/6 Tennis Sp1)	Explain the rules for net wall games and show control and accuracy when striking a ball into a target area. Become increasingly competent at skill challenges that are transferable to game situations. Know the difference between forehand, backhand and volley and show the ready position	Have a thorough knowledge of net/wall game rules and demonstrate good racket control with one hand or two hands where needed. Apply different shot styles to gameplay that deceive the opponent to predict situations before they might happen
		Key vocabulary to be built upon each year	Accuracy, Recovery, Boundary, Send, Cushion, Serve, Backhand, Forehand, Volley, Ready position, Receiver	Stance, Cross-Court, Baseline, Tramline, Service line, Centre line, Deceive,
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Athletics		
		Athletics skills (Y3/4 Su1) (Y5/6 Su1)	Show competence at traditional athletic events with an knowledge of how to score attempts and attempt to improve scores. Experiment with different take off techniques when jumping and understand why different running styles are used in races and hurdle	Become a 'well rounded athlete' by demonstrating good techniques for running, throwing and jumping events, including stride pattern from sprinting to hurdle. Be able to organise and manage own events and set targets and pointers to achieve personal best

			styles are used in races and hurdle events. Experiment with throwing styles to improve score and technique	
		Key vocabulary to be built upon each year	Heave, Fling, Hurdle, Measure, Triple Jump, Speed, Power, Strength, Pace, Control, Stamina, Personal Best, Perseverance, Judge, Accelerate	Accelerate, Fling, Throw, Vertical, Technique, Flight, Rhythm, Stride, Rotation, Force, Compete, Momentum, Transfer of weight, Continuous Pace
	Perform dances using simple movement patterns	<u>Dance</u>		
		Dance skills (Y3/4 A2 and Su2) (Y5/6 A2 and Su2)	Expand a range of ideas through motifs to compose a performance relating to a stimulus. Movements are expansive with rhythm and formations demonstrated through movement. Simple choreographic devices and dance elements using a simplified B.E.S.T. acronym are developed further with more confidence with clear feelings and emotions expressed through movements	Movements to music is smooth with clear transitions between motifs. Advancing choreographic devices and dance elements using the B.E.S.T. acronym are all clear as an aesthetically pleasing performance is edited for fluency and enjoyment. The movements are adaptable to the changing music styles and character expression is clearly demonstrated
		Key vocabulary to be built upon each year	Improvise, Stimuli, Sequence, Rhythm, Expression, Fluency, Spatial Awareness, Emotion, Choreography, Elements, Formation, Motif, Rhythm	Compose, Creativity, Complex, Controlled, Precision, Aesthetics, Adapt, Mood, Repetition, Retrograde, Dynamics, Contrast
	Take part in outdoor and adventurous activity challenges both individually and within a team	<u>Outdoor and Adventurous Activity</u>		
		O.A.A skills (Y3/4 OAA A1) (Y5/6 Sleep over and Residentials Su2) (Forest School	Orientate themselves with accuracy around a short trail/ course and design simple trails for others to follow and begin to recognise features of a map such as NESW. Clear communication and role allocation to achieve a goal	Orientate themselves with a time limit around a trail/ course and design a trail for others to follow with use advancing NESW directions to successfully navigate a map. Delegation and fulfilling roles in a team to appreciate the value of team work in problem solving tasks

		throughout the year)		
		Key vocabulary to be built upon each year	Orienteering, Communication, Symbols, Teamwork, Key, Decision, Trail, Roles, Leader, Route, Effective	Prepare, Navigate, Compass, Orientate, Organise, Manage, Location, Critical thinking, Strategy, Collaborate, Tactics, Control Point, Cooperatively, Delegate
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<u>Gymnastics</u>		
		Gymnastics skills (Y3/4 Sp1) (Y5/6 A1)	Show and develop a simple gymnastic sequence with skills practised in rolling, including forwards and backwards roll with sloped assistance, jumping styles, shapes and balances individually or in groups. Travelling skills are demonstrated through well controlled locomotor movements on and off apparatus	Gymnastics skills are well refined with consideration of aesthetic value when performing sequences. Skills learned in previous years are developed for fluidity and precision, with travelling on and off apparatus seamlessly transitioned safely
		Key vocabulary to be built upon each year	Travel, Lunge, Technique, Perform, Transition, Flow, Combine, Apparatus, Pivot, Saddle, Front/Back support, V-sit, Balance	Momentum, Formation, Counter Balance, Counter Tension, Fluently, Formation, Stability, Symmetrical, Asymmetrical, Rotation, Transition, Synchronisation, Aesthetics, Dish, Arch, Arabesque, Bridge, Shoulder stand, Contrast
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Performance and evaluation skills		
		Performance and evaluation skills	Perform a wide range of skills across numerous activities with growing confidence to try new skills with an understanding of how to officiate fairly and respectfully Use criteria to evaluate own and others' performances with suggestions on next steps (e.g. striking the ball with my laces for power, need to keep my knee over the ball more. OR teddy bear roll used, keep legs straighter next time)	Perform and apply a variety of skills and techniques confidently, with increasing precision, advocating fairness and respect Justify the choices of own and others' performances with consideration of development steps (e.g. ran into this space with the ball to bring our team's attack further up the pitch, increasing our chances of scoring)

		Key vocabulary to be built upon each year	Respect, Evaluate, Fairness, Performance, Suggestion, Strength, Areas for development	Justify, Impact, Consider, Variety, Resilience, Respect, Persevere
	Lead healthy, active lives	<u>Healthy Living</u>		
		Maintaining healthy lifestyle	Describe and explain the health benefits of a healthy lifestyle and how we can maintain a healthy lifestyle. Food groups are known and some major bones and muscles can be identified and stretched with an understanding of protecting our body from injury	Justifying why an active lifestyle is needed for health and well being and supporting arguments with evidence. Suggesting ways to incorporate healthy living in the lifestyles of people around us with an expansive knowledge of bones and muscles in the body
		Key vocabulary to be built upon each year	Varied Diet, Healthy lifestyle, Warm up, Cool down, Fitness, Injury, Heart, Lungs, Carbohydrates, Protein, Fat, Vegetables, Dairy, Stomach, Thigh, Blood, Lungs, Oxygen, Skull, Kneecap, Humorous, Ribcage, Spine, Wrist, Ankle, Shoulder blade, Jaw	Strength, Flexibility, Cranium, Femur, Tibia, Fibula, Humorous, Ulna, Radius, Vertabrae, Coccyx Clavicle, Quadriceps, Hamstrings, Bicep, Tricep, Calf, Gluteus maximus, Abdominals, Pectoral, Ligaments, Tendons, Disease

ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, outdoor adventurous activities and visitors are encouraged in P.E.

Other examples of enrichment in P.E. at All Saints:

- Nico Stone (our North Dorset School Games Organiser) provides enrichment activities such as whole class Quidditch and frisbee lessons.
- The school has previously had inspiring sports people to share their sporting journey with the children and showcase their talent.
- We invite sport specialists into showcase sports or lead lessons, such as chance to shine (cricket) and local tennis coaching (Sherborne Tennis club).
- We have a running track which children access daily.
- We use Stormbreak at least three times a week in each class.

-From Year 1, we compete in inter competitions, such as cross-country, hockey, netball, football, tag-rugby, handball, basketball, athletics and swimming.

-In all classes we have intra competitions at the end of each half term.

- Annual sports day and aquathlon.

-Year 5 school sleepover and Year 6 residential all enrich children's outdoor and adventurous learning.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them. As a school, we also promote local sports and highlight to families if their child could benefit or showcase their ability at a local club.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 3 times each year (at the end of Autumn Term 2, Spring Term 2 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous of time consuming. This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny – for P.E. this is looking at saved video clips of outcomes or photographic evidence
- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year.

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In addition, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

Class Teachers are asked to speak to Subject Leaders about any additional resources which may be required (either due to damaged or lost resources).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request any additional resources.

RECORDING OF LEARNING

EYFS use photos and videos, when useful, to document physical development journey. This is showcased on Tapestry and saved on the system.

KS1 and KS2 pupils have an assessment file on the schools' system where photos and videos can be saved to document progress. Peer and self-assessment sheets are used in KS2 but not filed.

Knowledge organisers are uploaded onto the school's website to share learning with our community.

RECENT FEEDBACK GIVEN TO STAFF



SUBJECT ACTION PLAN 24/25



SUBJECT: PE		SUBJECT LEADER: Bethany Scott	
ACTION		TARGET DATE	
Ensure the quality of provision, monitoring: <ul style="list-style-type: none">• Curriculum coverage• Quality of teaching• Fluency at the start of every lesson• Quality of pupil work• Range of work• Enrichment opportunities• Subject files to reflect what is happening in each subject• Subject stories to be developed and used to assist with fluency in each subject		Each term	
Monitor the pupil knowledge (fluency) in their subject : <ul style="list-style-type: none">• Pupil interviews to check their knowledge• Pupils should be able to talk about the subject and their subject journey, including key knowledge		Spring term	
Written report to Governors		End June 2025	
Planning -To ensure planning is progressive across all areas of PE using new scheme of work.		Summer 2025	

<ul style="list-style-type: none"> -To ensure Stormbreaks are being completed daily. -To ensure the track is being used to improve fitness levels. -To plan in the use of sports ambassadors for tournaments/ competitions. 	
Assessment <ul style="list-style-type: none"> -To continue to implement iPod as an assessment tool within lessons. 	Autumn 2024
Sports Ambassadors <ul style="list-style-type: none"> -To meet half-termly. -To give leadership opportunities to buy equipment (write to PPA, or having a budget). -For children to 'apply' and be interviewed for the sports ambassador role (Rio Parsons). Then children to access bronze ambassador training for year 4/5 (Nico Stone). -To set up challenges/ daily competitions for children to compete in and certificates to be given out in worship and recognition for ambassadors. -To continue to develop recognition of sports ambassadors and their role (certificates and levels to achieve). -Power up club (annual club for a term). 	Throughout the Year 2024-2025
Competitions <ul style="list-style-type: none"> -Intra competitions at the end of each unit of PE. -Inter competitions with other schools (Links with Sherborne Clusters, Nico Stone, private schools). -Sports Day and Duathlon -Bike ability course 	Half-termly
Showcase <ul style="list-style-type: none"> -Termly sports newsletter -Inspirational sports ambassador to inspire pupils. 	Termly

Actions in red are SDP targets for all subjects

