

**LEARNING
WITHOUT LIMITS**



Successful learners
Confident individuals
Responsible Citizens

Ladybrook Primary School

PE



Our school intention for PE

Ambitious Curriculum

'Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.'

John F. Kennedy



Our children will...

- Develop the skills required to succeed and excel in competitive sport and other physically demanding activities.
- Learn a range of skills to do games, gymnastics, dance, swimming and athletics.
- Be encouraged to lead active, healthy lifestyles.
- Develop their oracy skills through PE lessons E.G discuss tactics and view points to develop their communication, leadership, vocabulary skills and knowledge.
- Explore other areas of the curriculum through PE. For example, Narrative Immersion and Maths.
- Work with a range of sports specialists and athletes.
- Work together as a team through a range of school clubs and during competitions in the community.





What policy decisions have we made about PE?

- All children receive 2 hours of high- quality PE lessons each week- 1 Indoor and 1 outdoor lesson a week plus enrichment.
- Installation of MUGA and daily mile track to make best use of school land
- Investment in Forest School Area - including pond dipping station to extend physical activity outside for all children
- Children unable to take part are involved in activities related to the lesson e.g. umpiring, taking photos etc.
- Sporting events and club links
- Swimming lessons Y3-Y5 including water safety and top up sessions the following year for children
- Sports leaders
- Annual Bikeability for EYFS and Year $\frac{5}{6}$
- Active playtimes- LSC coaches, playpod established use
- Extra active 30 minutes- Daily mile, exercise bingo/movement breaks.
- Cross curricular- geography/orienteering, maths outdoors, quick on the draw, linked provision in EYFS.



What does our Progression for PE look like? Why?

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Our starting point in Nursery and Reception is to introduce relevant EYFS Framework objectives from PSED, Physical Development and Expressive Arts and Design.

				point and make marks. (N)		
Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing (Rec)	Progress towards a more fluent style of moving, with developing control and grace. (Rec)	Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Rec)	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (Rec)	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (Rec)	
Combine different movements with ease and fluency. (Rec)	Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)	Develop overall body strength, balance, coordination and agility. (Rec)	Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)	Vocab -		
• rolling • crawling • walking • jumping • running • hopping • skipping • climbing	Explore and engage in music making and dance, performing solo or in groups. (Rec)		Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Rec)	• throw • catch • kick • dribble • pass • bounce	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)	
	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (ELG)		Demonstrate strength, balance and coordination when playing. (ELG)		vocab -	
					• run • jump • dance • hop • skip • climb	

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Name	Marvellous Me	N - Once upon a time R - Let's Celebrate	Make it	Make it	Growing things	Growing things
Main stories Cycle 1	3 little Pigs (T4W) N - You choose book	N - Princess /stick stories R - Celebration/stick stories	Gingerbread man (T4W) N - Harry's home R - Martha Maps it out/The way back home (houses and journeys)	Harry and his bucket full of dinosaurs 1 week transport	Supertato/Superworm (N.I) 1 week - People who help us and Dental Nurse visit	What the ladybird heard (N.I) 1 st week - All around the world
Main stories Cycle 2	Goldilocks (T4W) N - You choose book	N - Princess /stick stories R - Celebration/stick stories	The Runaway Pancake N - Harry's home R - Martha Maps it out/The way back home (buildings and journeys)	Naughty Bus	Oliver's Vegetables	The Hungry Caterpillar/ farm stories 1 st week - All around the world
PE	Go up steps and stairs, or climb up apparatus, using alternate feet. (N)		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (N)	Skip, hop, stand on one leg and hold a pose for a game like musical statues. (N) vocab - • hop • skip • jump • run • jog • balance Use large-muscle movements to wave flags and streamers.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (N)	Start taking part in some group activities which they make up for themselves, or in teams. (N)



What does our Progression for PE look like? Why?

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Gymnastics

Our progression map for PE has been designed by the team to ensure that steps in learning between year groups for all aspects of the subject are incremental to support sound understanding and long term recall. For example, ball skills has been planned to build from EYFS to Year 6-

EYFS- Throw and catch,

Y1- I can roll and throw with some accuracy towards a target.

Y2- I can roll, throw and kick a ball to hit a target.

Y3- I can send a ball with accuracy and increasing consistency to a target.

Y4-: accurately use a range of techniques to send a ball to a target.

Y5-I can demonstrate clear technique when sending a ball under pressure.

Y6-I can show good technique when sending a ball with increasing control, accuracy and consistency under pressure.

Get Set 4 PE

https://drive.google.com/file/d/1-gT-4zvSjITySbQ3_hpKxp5893AyXNSP/view

Year 1	Year 2	End of KS expectations
I am beginning to develop my balance in a range of activities. I am beginning to develop my agility in a range of activities. I am beginning to develop my co-ordination in a range of activities. I can explore different shapes, levels and travelling. I can watch other people's movements and say why it is good.	I can extend my agility in a broad range of activities. I can extend my balance in a broad range of activities. I can extend my co-ordination in a broad range of activities. I can confidently change rhythm, speed, level and direction of movement. I can describe other people's movements and suggest ways to improve.	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

Year 3	Year 4	Year 5	Year 6	End of KS expectations
I am beginning to develop my flexibility, strength, technique, control and balance. I can recognise and talk about the good points in my own and other	I can extend my flexibility, strength, technique control and balance. I can see where myself and others needs to improve and make	I can link skills, techniques and ideas and apply them accurately and appropriately. I can offer advice to others on how to improve their performance.	I can recognise aspects of my own performance which need to improve. I can advise and help others with their techniques. I can select and combine my skills, techniques, ideas and apply them accurately and appropriately, consistently	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics



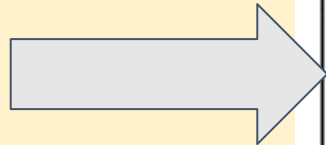
What does our Progression for PE look like? Why?

- It builds on what children can and already do and know- Moving from experiencing fundamental movement skills sometimes in isolation and then in combination in EYFS to mastering them in KS1 and Lower KS2. Learning sport specific skills and applying the skills and knowledge in adapted games in Lower KS2 to activities resembling the sports themselves in UKS2.
- Children can work at different levels but are all supported and challenged. We challenge by giving all children the same opportunities to work alone, in pairs and in teams.
 - By choosing balanced teams/groups which are evenly matched in terms of ability.
 - By putting in additional levels of challenge for most able pupils- e.g. sequences of 8 moves at 3 different levels or team has to make 3 passes before can score or can only score when in a particular zone.
 - By providing opportunities for talented individuals to play games where they are outnumbered by their opponents.

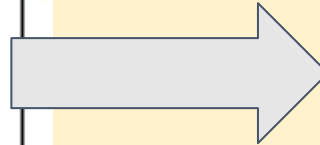


What does our Progression of PE Vocabulary look like? Why?

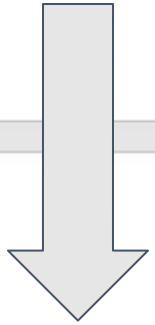
We have a PE Vocabulary display in the hall which staff use with children during PE lessons.



Key Vocabulary
Year 1 Jump, Roll, Step, Skip, Crawl, Side, Travel, Land, Hop, Stop, Still, High, Low.
Year 2 Sequence, Copy, Smooth, Control



Key Vocabulary
Year 3 Flow, Fluidity, Control, Strong, Explosive, Contrasting
Year 4 Rotation, axis, stamina, strength, flexibility, combine, away, across, towards, against.
Year 5 Asymmetry, symmetry, Matching, Counterbalance,



Partner Balance, Body Tension, Extension
Year 6 Aesthetic, Performance Qualities, Criteria/ Judgement.



• How have we sequenced learning from EYFS to Year 6? Why?

Our **clear sequence** for learning begins in Reception through to Year 6 which has been taken from the scheme 'Get Set 4 PE' and amended to ensure all year groups have a variety of opportunities and able to progress their skills each year. The skills are repeated as the children move through the school - this enables them to know more, remember more and do more.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use.

- Through lesson evaluations
- Curriculum and subject review
- Self evaluation
- Pupil voice

My Curriculum Map

2023/2024

	TERM 1		TERM 2		TERM 3	
Nursery						
Reception	Introduction to PE : Unit 1	Introduction to PE : Unit 2	Fundamentals : Unit 1	Dance : Unit 2	Ball Skills : Unit 1 Gymnastics : Unit 1	Games : Unit 1
Year 1	Gymnastics Fundamentals	Dance Ball Skills	Dance Sending and Receiving	Gymnastics Invasion Games	Striking and Fielding Games Yoga	Athletics Team Building
Year 2	Gymnastics Fundamentals	Gymnastics Ball Skills	Invasion Games Dance	Sending and Receiving Dance	Net and Wall Games Target Games	Athletics Yoga
Year 3	Fundamentals Y3/4 Gymnastics	Gymnastics Football	Dance Fitness	Tag Rugby Dance	Swimming Cricket	Swimming Athletics
Year 4	Swimming Ball Skills Y3/4	Swimming Tennis	Hockey Gymnastics	Netball Dance	Athletics Dance	Rounders Gymnastics
Year 5	Tag Rugby Gymnastics	Football Gymnastics	Swimming Fitness	Swimming Dodgeball	Cricket Dance	Athletics Dance
Year 6	Netball Yoga	Dance Lacrosse	Hockey Yoga	Gymnastics Tennis	Athletics Dodgeball	Rounders OAA



- How do children demonstrate that they know more and remember more?

AT THE BEGINNING: Children are asked to recall prior learning... 'Last term/year/lesson you learnt.... This term you will learn.... This will help you next year when you

Vocabulary is explicitly taught and modelled throughout the lessons.

THROUGHOUT: During lessons teachers check in on the skills/ vocabulary they have been learning. E.g children modelling

AT THE END: Are they applying the skills in games, routines and competitions?



How do we ensure inclusion in PE?

- Resourcing- bigger balls, benches, lower equipment, space, tactile displays.
- Adaption of teaching- pair different ability/confident children, knowing the children's targets and adapting , small steps to reduce cognitive overload.
- Motor Skills United
- All children considered for competitions outside of school and offered all clubs.
- Growth Mindset-pupil's enthusiasm and levels of motivation.



How have we constructed and renewed the curriculum for PE?

- **Brief summary of the story so far:** SHAPES Alliance, Jude Wall (PE Specialist), Get Set 4 PE
- **Subject leader Training:** Stockport LA, SHAPES Alliance
- **Staff Training:** SHAPES Alliance- Jude Riddings, team teach, Jude Wall, Get Set 4 PE
- **Use of outside Expertise:** SHAPES Alliance, Jude Wall