



St. Andrew's
CE Primary School
& Nursery

Physical Education

Physical Education Rationale

At St Andrews's we inspire children to have high aspirations and recognise their potential. Physical education facilitates the development of future leaders, future professional sportspeople, and a healthy and happy next generation. In addition to providing children with the knowledge and skills of different areas of sports, it also improves physical fitness and develops fine motor and gross motor skills, therefore positively impacting on all areas of the curriculum.

Curriculum Intent

At St Andrews's CE School we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills that will enable them to grow through life safely, creatively and with good values. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve both the physical and mental health, wellbeing and fitness of all children at our school, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

We believe all children deserve not only the opportunities the National Curriculum provides but also memorable experiences to enrich the pupils' time at school and provide inspiring opportunities both inside and outside the classroom.

Curriculum Implementation

- PE at St Andrew's Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.

- The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in an hour of high quality PE lessons each week. In addition, children are encouraged to participate in the varied range of extra-curricular activities we offer. Lunch time sports clubs are available three times weekly and children can attend before after school sport clubs on a rotated timetable. (See before, after school, and dinner time clubs timetable)
- Children are invited to attend competitive sporting events within our IPLCN cluster. This is an inclusive approach which endeavors to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. (See IPLCN events calendar)
- Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.
- Teachers plan orienteering activities into other areas of the curriculum and as whole school events such as; an orienteering trail on world book day to find tokens.
- Children in Year 4 attend swimming lessons once a week for a full term per class. We then provide a swimming intervention in Summer 2 for any children in year 5 that are still unable to swim.

Curriculum Impact

Formative and summative assessment is used to assess pupils' understanding. The assessment grids have been refined and broken down for each year group in order to make sure Physical Education is progressive and the skills can be built on year on year. Teachers use assessments to identify any children requiring additional support to meet the expected standard. Pupils identified as gifted and talented or Greater depth are sign posted to local clubs to further develop their skills and children identified as working towards the expected standard are encouraged to attend extra-curricular clubs at school, where we can offer more practise in particular areas.

The bespoke assessment grids (which are in line with the school's form of assessment) can be used formatively in order to assess pupils' skills and ability and inform future planning. The grids are then used to inform summative assessment judgments for each half term.

As part of the monitoring cycle, pupil and staff questionnaires are conducted to ensure the aims and intent of the curriculum are being met. This allows the subject leader to be aware of the level of engagement pupils have in PE lessons and make adjustments if required. It also means any gaps in subject knowledge can be addressed through CPD opportunities or use of additional resources can be implemented.

Alongside this, lesson drop in's take place regularly to ensure there is high quality teaching and PE expectations are being followed by both staff and children. This also allows for opportunities to team teach, observe good practice or for the subject leader to offer support.

From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Physical Education Reception

I can kick a ball/ object in the direction I want to.

I can walk and run at different speeds.

I can move into a space when racing or chasing others.

I can show a preference to a more dominant hand.

I can push or pat a ball/ object in a particular direction with control.

Games

I can jump off an object and land safely.

I can travel over, under and through climbing equipment with control.

I can move my body in different ways by making it bigger or smaller.

Gymnastics

I can move in different ways to show feelings and for different types of music.

I can copy simple movements.

I can move safely in a space.

Dance

Physical Education Year 1

I can throw and kick in different ways.		I can move safely in a space.	
I can throw and catch with both hands.	I can roll, curl, travel and balance in different ways.	I can make up a short dance.	I can use equipment safely.
I can move and stop safely.	I can copy sequences and repeat them.	I can perform my own dance moves.	I can move with control and care.
I can hit a ball with a bat.	I can control my body when travelling and balancing.	I can copy dance moves.	I can repeat actions and skills.
I can throw underarm.	I can make my body curled, tense, stretched and relaxed.	I can move to music.	I can copy actions.
Games	Gymnastics	Dance	General

Physical Education Year 2

I can follow rules.			
I can throw and catch with both hands.	I can work on my own and with a partner.	I can use dance to show a mood or feeling.	
I can use one tactic in a game.	I can think of more than one way to create a sequence which follows some 'rules'.	I can make a sequence by linking sections together.	
I can decide the best space to be in during a game.	I can improve my sequence based on feedback.	I can dance with control and coordination.	I can talk about what is different from what I did and what someone else did.
I can use hitting, kicking and/or rolling in a game.	I can plan and perform a sequence of movements.	I can change rhythm, speed, level and direction in my dance.	I can copy and remember actions.
Games	Gymnastics	Dance	General

Physical Education Year 3

I know and use rules fairly.	I can compare and contrast gymnastic sequences.	I can repeat, remember and perform phrases.		I can follow a route safely.
I am aware of space and use it to support team-mates and to cause problems for the opposition.	I can explain how strength and flexibility affect performance.	I can share and create phrases with a partner and small group.	I can take part in a relay, remembering when to run and what to do.	I can use clues to follow a route.
I can throw and catch with control.	I can adapt sequences and technique to suit different types of apparatus and criteria.	I can improvise freely and translate ideas from a stimulus into movement.	I can run at fast, medium and slow speeds; changing speed and direction.	I can follow a map in a familiar context.
Games	Gymnastics	Dance	Athletics	Outdoor and adventurous

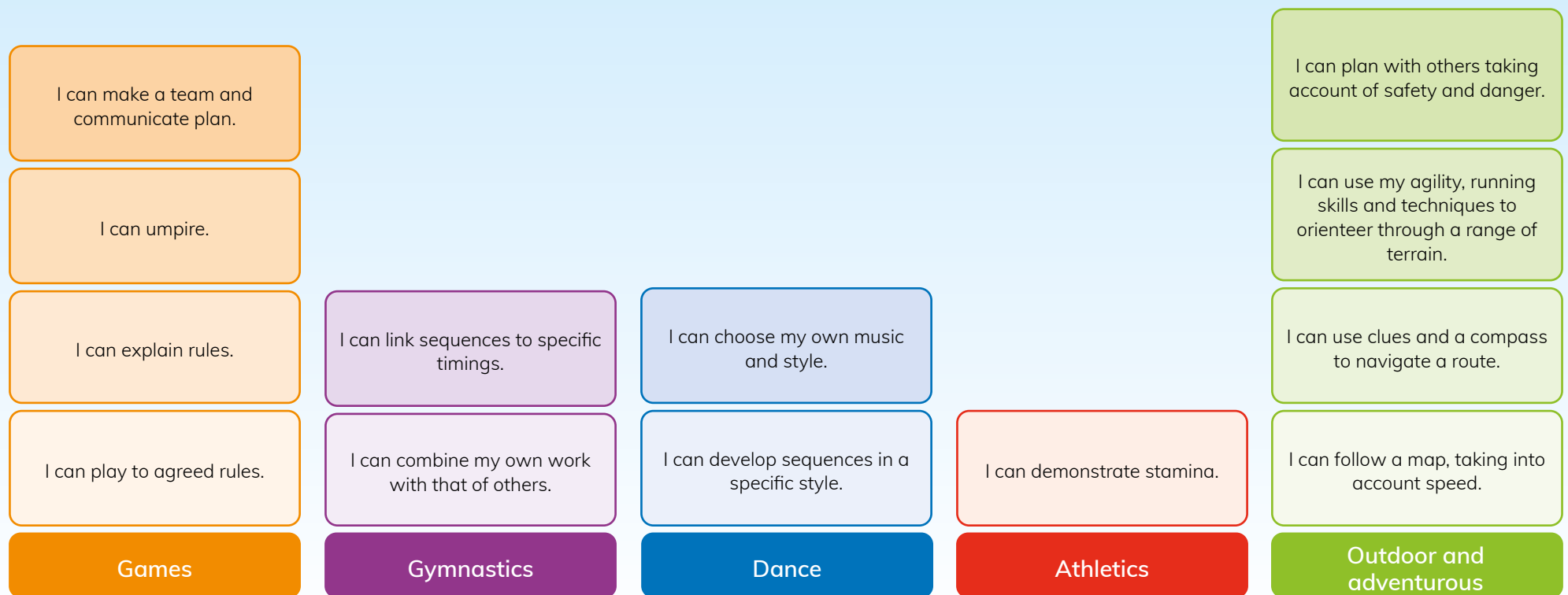
Physical Education Year 4

				I can jump in different ways.	
I can keep possession of the ball.	I can work with a partner to create, repeat and improve a sequence.			I can hit a target.	
I can hit a ball accurately with control.	I can include a range of shapes in my balances.			I can throw in different ways.	I can follow a route safely.
I can throw and catch accurately.	I can include change of speed and direction.	I can use dance to communicate an idea.	I can sprint over a short distance.		I can use clues to follow a route.
I can catch with one hand.	I can work and perform in a controlled way.	I can take the lead when working with a partner or group.	I can run over a long distance.		I can follow a map in a familiar context.
Games	Gymnastics	Dance	Athletics	Outdoor and adventurous	

Physical Education Year 5

I can use a number of techniques to pass, dribble and shoot.				
I can choose a tactic for defending and attacking.				
I can field.				I can plan with others taking account of safety and danger.
I can use forehand and backhand with a racket.	I can perform consistently to different audiences.	My dance shows clarity, fluency, accuracy and consistency.	I can combine running and jumping.	I can use my agility, running skills and techniques to orienteer through a range of terrain.
I can pass in different ways.	I can combine action, balance and shape.	I can perform to an accompaniment.	I can throw with accuracy.	I can use clues and a compass to navigate a route.
I can gain possession by working a team.	I can make complex extended sequences with different phases.	I can compose my own dances in a creative way.	I can control when taking off and landing.	I can follow a map, taking into account speed.
Games	Gymnastics	Dance	Athletics	Outdoor and adventurous

Physical Education Year 6



Physical Education Swimming

Perform safe self-rescue in different water-based situations.

Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Swimming