

PGPS PE Learning Journey and Policy

Take part in outdoor and adventurous activity challenges both individually and within a team.

Perform dances using a range of movement patterns

Competitive Games

Striking and fielding

Fitness

Flexibility, Strength, Control and Balance

Athletics

Use running, jumping, throwing and catching in isolation and in combination

Compare their performances with previous ones and demonstrate improvement to achieve their personal best

To discuss and begin to implement tactics into game based situations.

Net and Wall

UKS2
Years 5/6

Throwing and Catching

Swimming (Year 5)

Attacking and Defending Principles

Athletics

Swimming and Water Safety:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Half-termly inter-house competitions:

- Football
- Hockey
- Chess
- Basketball
- KS1 Football
- Cricket

Net and Wall

Swimming (Year 3)

Striking and fielding

Attacking and Defending Principles

Fitness

LKS2
Years 3/4

Attacking and Defending Principles

Throwing and Catching

Flexibility, Strength, Control and Balance

Participate in team games, developing simple tactics for attacking and defending.

Develop flexibility, strength, technique, control and balance

Flexibility, Strength, Control and Balance

Net and Wall

Running and Jumping

Throwing and Catching

Perform dances using simple movement patterns.

Enjoying achieving what they set out to do

Being willing to 'have a go'

Keeping on trying

Master basic movements, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.

Throwing and catching

Balancing and travelling over/under P.E apparatus

Fundamentals

KS1
Years 1/2

Fundamentals

Music and movement

Showing good control and co-ordination in large and small movements.

Moving confidently in a range of ways, safely negotiating space.

Handling equipment and tools effectively, including pencils for writing.

Expressive art & Design

Physical activity throughout the school:

- Active lessons (Teach Active)
- GoNoodle
- Super movers
- Walking talking partners
- Playground markings
- Young leaders

Fine motor skills

Games—negotiating space and following instructions

Early Learning Goals

EYFS
F2

Communication & Language Personal, Social & Emotional Development

Introduction

At Pierrepont Gamston, PE inspires all children to succeed and excel in competitive sport, other physically-demanding activities and in challenges against themselves. We provide opportunities for the children to become physically confident in a way which supports their health and fitness. There are opportunities to compete in sport and other activities to build character and help embed 6 key values: Honesty, Respect, Determination, Passion, Self-Belief and Teamwork. All children will have the opportunity to attend extra-curricular clubs from years 1-6 and by the end of year 6 they will have an opportunity to represent the school in competitive competition.

Values

Our school curriculum is underpinned by the values that we hold dear. In our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

Intent

- The PE that children access, develops competence to excel in a broad range of physical activities.
- The children are physically active for sustained periods of time
- All children are engaged in competitive sports, activities and also have opportunities to challenge themselves.
- We encourage and promote children to lead healthy, active lives.
- Children are encouraged to be active across curriculum subjects as well as at break times.
- All children, by the end of year 6, will have had an opportunity to represent the school in competitive competition.
- By the end of year 6, all children are able 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) and perform safe self-rescue in different water-based situations.
- Children will use topic specific vocabulary (appendix 2) to support their researching, planning, making and evaluating.

Implementation

- In foundation stage, PE skills are introduced through the specific area of 'Physical Development'. The children are encouraged to move freely and with pleasure and confidence in a range of ways. This is delivered through weekly PE sessions and during continuous provision (both inside and outside the classroom), where the children are encouraged to manage the space around each other. Adults 'Look, Listen, Note' children's physical development and plan accordingly using the Development Matters objectives.

- In Key Stage 1, the children develop their fundamental movement skills. They become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination both individually and with others. They are able to engage in competitive (both against themselves and against others) and co-operate in physical activities, in a range of increasingly challenging situations. The children are 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. They also participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. This is taught through weekly PE sessions.
- In Key Stage 2, the children 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 enjoy communicating, collaborating and competing with each other and also against themselves. The children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They are taught to use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team and also compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children are provided with the opportunity to access swimming lessons during school time in years 3 and 5 and targeted intervention is provided to those children in year 6 who cannot meet the National Curriculum expectation for swimming.
- The yearly overview (see appendix 1), for each year group, ensures that PE skills are taught throughout each topic and to the weekly minimum requirement, according to the National Curriculum.

Children with Special Educational Needs and Disabilities

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND needs have full access to the National Curriculum, as stated in our SEN policy. We provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

Assessment

Children's work in P.E. is assessed through teacher observations of the children working during lessons. Teachers record the progress made by children against the learning

challenge and success criteria for a lesson. At the end of a unit of work, teachers make judgements as to whether a child has met or is working towards the expectations for the skills taught. This should be recorded and can be used to make an annual assessment of overall progress for a child when writing annual reports for parents.

Teachers also assess children's achievements in lessons based on 6 key values. These values of honesty, respect, determination, passion, self-belief and teamwork are discussed and good practice is highlighted when evident in sessions. Children are encouraged to self and peer assess in order to recognise when these values are being demonstrated and that sport is not all competition based but the way in which children apply themselves is a key aspect.

Subject leader role

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programmes of study.

Monitoring and Review

- Class teachers are responsible for the day to day planning, organisation and delivery of the curriculum subject.
- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated Governor is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.
- Impact reports are written annually to review the impact of planned actions against children's learning.

Date: 11.02.22

Review date: Autumn 2023

Appendix- N.C link

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study>

Development Matters

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Appendix 1 - PE Planning Overview with Suggested Activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Extra information.
R	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals	
Activity	Movement 1: Moving to music (SoW)	Movement 2: At the park (SoW)	Sense of space (SoW)	Using Equipment (SoW)	Story games	Team games (learning to participate, to lose, how to help others)	<i>Class R to work on a yearly cycle as children will always move year group</i>
Year 1/2	Fundamentals	Fundamentals/ Flexibility, strength, control & balance	Attacking & Defending	Throwing & Catching skills	Running & Jumping skills	Net & Wall games	Extra information.
Cycle A	Movement, strength and balance	Gymnastics	Football	Basketball	Athletics - sprinting or middle distance Hurdles Under and over races	Tennis	
Cycle B	Fundamentals	Fundamentals/ Flexibility, strength, control & balance	Attacking & Defending	Throwing & Catching skills	Running & Jumping skills	Striking and fielding	Extra information.
	Movement, strength and balance	Dance	Netball	Target based games - New age kurling - Boccia - Javalin	Long jump Triple jump Speed bounce	Mini-cricket	

Year 3/4	Throwing & Catching skills Swimming	Flexibility, strength, control & balance Swimming	Fitness Swimming	Attacking & Defending principles (Invasion)	Team games: Striking & Fielding	Athletics	Extra information
Cycle A	*Personal and team challenges *Netball	*Gymnastics *Indoor athletics	*Circuits *Fitness testing	*Hockey *Football	*Cricket *Rounders *Trigolf	*Relay (using a baton) *Sprinting *Long distance *Long jump *Javelin *Shot put	
Cycle B	Throwing & Catching skills Swimming	Flexibility, strength, control & balance Swimming	Fitness Swimming	Attacking & Defending principles (Invasion)	Net and Wall games	Athletics	Extra information
	*Personal and team challenges *Basketball	*Dance *Circuits	*Aerobics *Zumba	*Tag rugby *Handball	*Tennis *Table Tennis *Badminton	*Relay (using a baton) *Sprinting *Long distance *Long jump *Javelin *Shot put	

Year 5/6	Fitness	Flexibility, strength, control & balance	Attacking & Defending principles	Striking & Fielding Year 5-Swimming	Net & Wall games Year 5-Swimming	Competitive games prep Year 5-Swimming	Extra information
Cycle A	Fitness testing Zumba	Gymnastics Yoga	Basketball Football	Cricket	Tennis	Capture the flag	
Cycle B	Fitness	Flexibility, strength, control & balance	Attacking & Defending principles -Invasion	Team games: Striking & Fielding Year 5-Swimming	Net & Wall games Year 5-Swimming	Competitive games prep Year 5-Swimming	Extra information
	Team building Circuits	Dance	Hockey Handball	Rounders	Volleyball	Dodgeball	

Appendix 2 - PE Vocabulary Progression

	Fundamentals				Flexibility, strength, control & balance	Attacking & Defending	Running & Jumping
EYFS	Space, look, stretch, partner, pair, group, run, walk, balance, throw, follow, roll, carry, change shape, lead, copy, Game, sport, direction, forwards, backwards, in front, behind, above, below, bounce, hop, push, pull, hold, swing, catch, reach, grab, hop, climb, travelling, skip, moving.				Balance, Still, Control, Hold.	Finding space, not bumping.	Run, jog, space, direction, jump.
	Fundamentals	Throwing & Catching	Net & Wall	Striking & Fielding	Flexibility, strength, control & balance	Attacking & Defending	Running & Jumping
KS1	Muscles, stretch, control, routine, order, perform.	Throwing, catching Aim, harder, softer	Accuracy, accurate, target, throw, follow, opponent, hit, racket, handle, side to side, forwards, backwards, court.	Batter, bowler, opponent.	Forwards, backward, sideways, roll, slow, quick, shape, jump, travel, stretch, wide, narrow, stillness, direction, speed, levels, timing, positive, better, like.	Considered movement, speed, direction, sprinting, finding space, keep the ball, dribble, pass, receive, aim, target, shoot, team, teamwork, talk.	Speed, quicker, fast, standing.
LKS2		Underarm, overarm, More/less power, accuracy, control, push, throw, pull	Face (of the racket), forehand, backhand, agility, back pedal, serve, volley, return, rally	Fielders, striking, tracking, bowling, under arm, over arm, field positioning, power	Push, pull, Step, spring, crawl, still, tall, long, high, low, copy, land, repetition, pattern, action, reaction, balance, pointed, beat, control, improve, perform	Agility, determination, interception, protective, possession, opponent, defend, attack, travel, track, tackle, communicate.	Relay, hand off, transition, sprint, technique, personal best, improve, Control, coordination, multi-component, triple jump.
UKS2		Distance, strength, stretch, precision.	Lateral movement, technique, chip lob, drop shot slice, positioning.	Spin, pace, drive, defensive, placement, strategies, shot selection, barrier (long/short), coordination.	Flight, style, Technique, rhythm, variation, unison, transition, evaluate, Performance.	Strategy, tactics, press, hold, retreat, switch, maintain, positioning, control, advice, coaching.	Pace, control, stamina, endurance, evaluate.