



Physical Education: PE

Intent

A love of learning and the success of every child at the heart of all we do
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
<i>'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities' (DCMS Learning through PE & Sport)</i>
<p>The children within our school will have experienced the following by the time they leave Year 6;</p> <ul style="list-style-type: none"> ● Opportunities to learn and develop new physical skills both in specific PE lessons but also in play ● Be able to practise their new skills in a learning environment that facilitates this ● Have the opportunities to take risks safely ● Watch sport being played – either live or videos ● Participate in school sports day ● Experience music and be encouraged to move freely to this ● To participate in a sports specific clubs – either at school or externally ● To share their sporting achievements with their peers ● To be exposed to a range of sports. These sports are referred to (for example Cricket) and specific skills are taught explicitly for these sports (throwing and catching, hitting a target, striking a ball). ● Participated in team and individual activities where they learn about turn taking, sharing, communication and sportsmanship ● Children who excel in sport are given opportunities to challenge themselves, attend additional clubs and are given links to external providers in the wider community ● Children who attend sporting clubs outside of school are provided with the opportunity to lead and share their knowledge and skills to upskill their peers ● Participated in competitions that challenge both their ability but also sportsmanship ● Represent the school in sporting events ● Enjoy a wide range of sports, including yoga ● Experience external providers, teaching sport specific lessons ● Enjoyed a course of swimming sessions where they develop the core strokes ● Experience trips or a residential where they participate in physical activities like den building, climbing, walking, high ropes etc

Implementation

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The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
High Quality Planning
Substantive Knowledge and Experiences in PE

A progression of Skills and Knowledge for PE has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We have chosen to invest in PE Passport as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children; leading to the practising and refining of key skills alongside the development and deepening of key knowledge.

We have chosen to use the spiral scheme Primary PE Passport as this builds skills and knowledge year upon year from Nursery to Year 6 across all sports and other sporting activities. This also provides planning extensions for those children working identified at 'greater depth' in PE. The lessons are well-thought out, resourced including videos for CPD and clearly written so can be accessed by all staff.

Disciplinary knowledge and Critical thinking skills in PE

In PE, to supplement the planning of Primary PE Passport, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.

Through the planning and teaching of PE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their PE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like an athlete'.

Metacognition: Developing and supporting Positive Attitudes to Learning in PE

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every PE lesson and sequence are: Collaboration, Practising, Perseverance. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.

High Quality Teaching and Learning in EVERY subject

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful P.E lesson will have:

- A warm up which engages and prepares children's bodies and minds for the lesson, with some explanation of why we do it
- Fundamental movement skills, cooperative and competitive opportunities (KS1)
- Skills progressions, collaborative/cooperative and competitive opportunities (KS2)
- Reflectiveness through self and peer evaluation of skill or performance, to make improvements and work collaboratively
- Reference to learning powers and school values

Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.						
Shared values focused on high quality outcomes for all of our children.						
T	O	P	S	H	A	M
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated
SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.						
Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school						
High Quality, Enabling Environment						
Discussion in relation to progression of a sequence that supports children understand the learning journey; where they have come from and where they are going		Learning Powers clearly linked to the learning sequence			Children independently access high quality resources that engage and allow interaction	
Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process						

Impact:

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

Monitoring and Supporting High Quality Planning and Timetabling

A long term overview of PE is planned for by the PE coordinator, who scheduled specific sport coverage across the year. Primary PE Passport is then used to inform planning and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.

Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.

Monitoring and supporting High Quality Teaching and Learning

Monitoring will take place through drop ins, evidence trawls (on the app), assessment completion made by the teachers and children, pupil voice and dialogues with teachers. Progress in PE will be seen through a sequence of learning and across the year. Using Primary PE Passport teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the assessment grids to ensure consistent progression.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data

In PE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in PE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

P.E has a great opportunity to support the SIP by focussing on maintaining 'good' levels of P.E delivery, through the use of CPD and monitoring. P.E is also a vehicle for promoting positive attitudes and behaviours to learning. This will be built upon by referring to the learning powers throughout sequences, as well as school values. Clubs will also link to an 'end opportunity', as well as promoting the well-being of all children and providing them all with opportunities to take part.

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children



Progression of knowledge and skills: Physical Education

By the end of year children will have:				
Early Years	Developed the following skills:		Have gained the following knowledge:	
	Dance	<ul style="list-style-type: none"> I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely. 	Health and Fitness	I can describe how my body feels before, during and after and activity.
	Games	<ul style="list-style-type: none"> I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways. 	Acquiring and developing skills	<ul style="list-style-type: none"> I can copy actions. I can repeat actions and skills.
	Gymnastics	<ul style="list-style-type: none"> I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways. 	Evaluating and improving	<ul style="list-style-type: none"> I can talk about what I have done. I can describe what other people did.
Experienced the following:	<ul style="list-style-type: none"> • Opportunities to learn and develop new physical skills both in specific PE lessons but also in play • Be able to practise their new skills in a learning environment that facilitates this 			

- Have the opportunities to take risks safely
- Watch sport being played – either live or videos
- Participate in school sports day
- Experience music and be encourage to move freely to this
- Play games that allow me to learn how to share, take turns and communicate
- Enjoy tasks that challenge my fine motor development for example, threading beads or making fruit kebabs

Physical Development in the Early Years: Moving and Handling

Age	Typical Behaviour
Birth to 11 months	<ul style="list-style-type: none"> ● Turns head in response to sounds and sights ● Gradually develops ability to hold up own head ● Makes movements with arms and legs which gradually become more controlled ● Rolls over from front to back, from back to front ● When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms ● Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet ● Reaches out for, touches and begins to hold objects ● Explores objects with mouth, often picking up an object and holding it to the mouth
8 to 20 months	<ul style="list-style-type: none"> ● Sits unsupported on the floor ● When sitting, can lean forward to pick up small toys ● Pulls to standing, holding on to furniture or person for support ● Crawls, bottom shuffles or rolls continuously to move around ● Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult ● Takes first few steps independently ● Passes toys from one hand to the other

	<ul style="list-style-type: none"> ● Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together ● Picks up small objects between thumb and fingers ● Enjoys the sensory experience of making marks in damp sand, paste or paint ● Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes
16 to 26 months	<ul style="list-style-type: none"> ● Walks upstairs holding hand of adult ● Comes downstairs backwards on knees (crawling) ● Beginning to balance blocks to build a small tower ● Makes connections between their movement and the marks they made
22 to 36 months	<ul style="list-style-type: none"> ● Runs safely on whole foot ● Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands ● Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment ● Can kick a large ball ● Turns pages in a book, sometimes several at once ● Shows control in holding and using jugs to pour, hammers, books and mark-making tools ● Beginning to use three fingers (tripod grip) to hold writing tools ● Imitates drawing simple shapes such as circles and lines ● Walks upstairs or downstairs holding onto a rail two feet to a step ● May be beginning to show preference for dominant hand
30 to 50 months	<ul style="list-style-type: none"> ● Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping ● Mounts stairs, steps or climbing equipment using alternate feet

	<ul style="list-style-type: none"> ● Walks downstairs, two feet to each step while carrying a small object ● Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles ● Can stand momentarily on one foot when shown ● Can catch a large ball ● Draw lines and circles using gross motor movements ● Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors ● Holds pencil between thumb and two fingers, no longer using whole-handed grasp ● Holds pencil near point between first two fingers and thumb and uses it with good control ● Can copy some letters, e.g. letters from their name
40 to 60+ months	<ul style="list-style-type: none"> ● Experiments with different ways of moving ● Jumps off an object and lands appropriately ● Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles ● Travels with confidence and skill around, under, over and through balancing and climbing equipment ● Shows increasing control over an object in pushing, patting, throwing, catching or kicking it ● Uses simple tools to effect changes to materials ● Handles tools, objects, construction and malleable materials safely and with increasing control ● Shows a preference for a dominant hand ● Begins to use anticlockwise movement and retrace vertical lines ● Begins to form recognisable letters ● Uses a pencil and holds it effectively to form recognisable letter, most of which are correctly formed

Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

