

P.E



Holywell C of E Primary School

Flowing, Strengthening, Deepening

INTENT

At Holywell, we use our school vision, *Flowing, Strengthening, and Deepening*, to guide our PE intent:

- **Flowing** – Developing a range of fine and gross motor skills as well as promoting active lifestyles and how maintaining this is essential to leading a healthy life.
- **Strengthening** – To build fundamental movements skills into a wide range of sport specific activities whilst continuing to embed healthy lifestyles and sportsmanship qualities.
- **Deepening** – To draw on high quality skills and sportsmanship assets when contributing to inter and intra sporting events, as well as transferring skills into day to day lives as active, fair and resilient citizens.

At Holywell school our key aim is to inspire **EVERY** child to be passionate about Physical Education and Sport. At Holywell we believe that Physical Education and sport is for everyone! PE is the heart of our school and we aim to give them a love for PE, Sport, physical activity and a healthy lifestyle that continues throughout their lives.

IMPLEMENTATION

1. Planning

Our PE lessons at Holywell are devised from the Primary PE Planning online Platform, as approved by AfPE (Association for Physical Education). They allow for a consistent delivery and structure across the school. The planning has been developed so that **progression** is built into the scheme (an exciting learning journey from Early Years through to KS2). This ensures our children are increasingly **challenged, inspired** and **motivated** in **ALL** PE lessons. We believe that mastery is paramount allowing ALL children to feel **confident and motor competent** when learning key skills. The curriculum provides a foundation from Early Years to Key Stage 2 for an ongoing development of Physical Literacy. Our children receive an **inclusive**, broad and balanced programme of PE. The curriculum is mapped to ensure that children participate in a wide range of activities.

Our planning is structured through the **short, medium** and **long** terms:

Short term lesson plans provide children with the opportunity to develop their skills, develop/build on knowledge & understanding while challenging all abilities. We strongly believe motor competence is key. Children are given clear learning goals and expectations. The lessons allow for feedback, self/peer assessment through our progress-ometers. The children are also able to develop cognitive skills such as decision making and analysis of performance. Many lessons also have accompanying videos which model powerful demonstrations and through these the children develop a picture of what success looks like and can focus towards it.

Medium term planning provides an overview of each unit - it incorporates PE assessment criteria, physical, thinking, social and emotional key skills, cross curricular links and aspects of health and safety. With every unit of work, we have the PPP (Primary PE Planning) progression of key skills documents and knowledge organisers. The knowledge organisers provide an overview of prior learning and highlight key terminology, rules and skills. Incorporated within each unit is the second key concept: *Rules strategies and tactics* that can be through competition, personal bests and teamwork.

Long term planning is created through a curriculum map, this is devised through collaboration with colleagues and children. We also link with topic areas, creating cross curricular links where possible.

Long Term Curriculum Map

	Leading	Autumn	Spring	Summer			
EYFS	Teacher	Forest school <i>Negotiate space</i>		Forest School <i>Demonstrate strength and balance</i>	Forest School <i>Demonstrate coordination</i>		
	Coach	Multi-Skills	Dance	Gymnastics	Enjoyaball	Athletics	Tennis
Year 1	Teacher	Forest School	Forest School	Yoga	Forest School	Kwik Cricket	Forest School
	Coach	Multi-skills	Dance (Winter Dance)	Gymnastics	Ball Skills (Lesson 1 -6)	Athletics	Ball Games
Year 2	Teacher	Forest School	Forest school	Mini Muay Thai	Forest School	Football FUNDamentals	Forest School
	Coach	Multi-skills	Dance (Great Fire of London)	Gymnastics	Kwik Cricket	Athletics	Tennis
Year 3	Teacher	Orienteering	Dance (Egyptian)	Gymnastics	Yoga Facts	Kwik Cricket	Swimming
	Coach	Football	Netball	Badminton	Dodgeball	Athletics	Handball
Year 4	Teacher	Fitness	Dance (Romans)	Gymnastics	Self Defence	OAA Residential Rounders	Panathlon
	Coach	Tag Rugby	Basketball	Quicksticks	Flag Football	Athletics	Tennis (@club)
Year 5	Teacher	Fitness	Dance (Eco Warrior)	Gymnastics	Yoga Time	Kwik Cricket	Bowls
	Coach	Football	Netball	Badminton	Dodgeball	Athletics	Sports Leaders Handball
Year 6	Teacher	Fitness	Dance (Stomp)	Gymnastics	Boccia	OAA Residential Tennis (@club)	Rounders
	Coach	Tag Rugby	Basketball	Quicksticks	Flag Football	Kwik Cricket	Athletics
Festivals and Competitions		Y2 Multi-Skills Y1 Kwik Cricket Y5/6 Girls Football	Y4/5/6 Rugby SEND Panathlon SEND Bowling	Y5/6 Basketball SEND Panathlon Y2 Multi-Skills Y3/4 Football Festival Y4 Gymnastics	Y6 Hockey Y3/4 Girls Football Y5/6 Netball KS2 Dance Comp Y6 Flag Football Practise	Y1/2 Football Y3/4 Orienteering Y3/4 Tri-Golf Y4 Tennis	Y5 Athletics Y6 Cricket SEND Swimming Y5/6 Girls Cricket Y3/4 Cricket Y1/2 Mini-Olympics Y5 Flag Football Y5/6 Girls Football
Invasion Games		Creative Arts					
Striking and Fielding		OAA (Outdoor Adventure Activities)					
Net and Wall Games		Athletics					

2. The Three Pillars of Progression

Motor Competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific

Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities

Healthy participation – knowledge of safe and effective participation

3. Teaching and Learning - *Curriculum Implementation*

Early years Provision:

The planning provided for Reception is tailored towards the National Curriculum Early years and foundation stage EYFS set standards. Our planning is focused on the development stage for 4-5 year olds.

Progression is carefully planned and developed from Early Year through to KS2. We aim to develop **fundamental movements skills (FMS)** through **gross** and **fine** motor skills (first Key Concept: Motor Competence). In turn, these develop both confidence and control in activities such as running, jumping dancing, hopping, skipping and climbing. These FMS form the building blocks for more complex movement skills.

The lessons are challenging, engaging, fun, imaginative and well resourced. They also allow the children to transfer their learning skills from their PE lessons back into their classroom/outdoor play environment.

The children in EYFS do weekly Forest School sessions both on the field in our environmental area and in the local village woods. The children have many opportunities to practise all fundamental movement skills – negotiate space, demonstrate strength and balance and demonstrate coordination.

Key Stage 1

Children 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.

Children are taught to:

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

- Perform dances using simple movement patterns.

The children in Year 1 and 2 do Forest School sessions throughout the year both on the field in our forest school area and in the local village woods. The children have many opportunities to develop all fundamental movement skills – negotiate space, demonstrate strength and balance and demonstrate coordination.

Key stage 2

Children 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.

Children are 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.

4. Enrichment and Provision in PE

We also offer and provide the following in order to enrich and enhance the provision of PE at Holywell:

- **Most able / Greater Depth provision:** We use iPads to analyse performance and refine skills, act as mini coaches and role models. Some KS2 children are trained to become young leaders, providing powerful demonstrations to peers within lessons as well as at play times.
- **SEND support:** We use primary planning SEND PE support resources; *SENsory skills*, *PE social stories*, *SEND Task management*, *Sensory circuits groups daily*, *visual timetabling and instructions*. Teachers and support staff are trained to apply the STEPS approach when adapting sessions to maintain accessibility for all.
- **Clubs:** *(Those highlighted are subject to change on a termly basis)*
 - KS2 Netball Club
 - KS2 Football Club
 - KS1 and KS2 Theatre Arts Club
 - Girls Football Clubs

- Morning Running Clubs
 - A and B Football Squads
 - KS1 Multi Skills Club
 - KS2 Hockey Club
 - KS2 Dodgeball Club
 - Morning Movers Dance Club
- We are also partnered with Primary Sports Stars who offer a range of extracurricular clubs. The area changes termly and covers a range of games and sports.
 - **Competitions attended:** We complete in a wide range of the Hunts School Sports Partnership events across the year including competitions and festivals as well as entering 3 of the Hunts District Primary Schools Football Club tournaments. We also host a range on intra and inter school competitions such as our annual sports day, termly key stage events, dance competitions and wider inter events with local schools.
 - **Leadership:** Y6 Play Leaders are provided with training within the summer term of year 5 and have ongoing support from our sports coach to build on active playtimes. We have a P.E reward scheme which ties in with our school values and is celebrated with weekly and termly certificates.
 - **Play Pod:** The children have access to many open ended resources to use during lunchtimes. These provide lots of opportunities to develop teamwork, cooperation, negotiation, creativity, managing risk and resilience. All staff received training to support the children with this wonderful resource.
 - **Brain Breaks:** These were introduced in our classrooms and are used by teachers when children need an active break from learning. *Active learning is being developed in the school.*

5. Assessment and Recording

Our assessment is embedded into every lesson, this is facilitated by our Progress-o-meters. In KS2, pupils can assess their own and others' progress in the lesson. These assessments help the pupils focus on what they can do and how they can improve.

The Progress-o-meters also enable teachers to assess the pupils' progress in each lesson. Pupils can be recorded as the following:

- Working towards
- At expected
- Above expected
- Most able

They also incorporate the National Curriculum attainment targets for each year. In short, the Progress-o-meter creates an individual pupil profile of attainment.

Collation of Data/Progress and Attainment

We monitor progress and attainment through the PPP tracker tool by recording pupil performance for each unit taught. This then summarises each child's progress throughout all the units. The tool also highlights any pupils who are not meeting expected targets and enables teachers to address this through focused support,

intervention, targeting clubs or to further differentiate PE lessons. It also highlights our most able and allows for teachers to ensure our pupils are challenged and extended wherever possible. If appropriate, we will also signpost the child, and their parents, to local sports clubs to further their achievements.

The PE tracker tool ensures we can collate our data for Leadership, clubs and competitions.

Through the PPP PE tracker tool we also assess children's swimming attainment and publish data on the school website at the end of Key Stage 2. We report that our pupils can complete the following:

- 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

6. Cultural Capital in PE

The term capital is synonymous with 'wealth' and at Holywell we view cultural capital as the **wealth** of cultural knowledge and experiences that our children gain and experience during their time here. We can think about cultural capital in terms of the knowledge gained, behaviours learned and skills mastered that enable our children to be successful in later life. The teaching of PE contributes to our children's cultural wealth by giving them the opportunity to learn, play and compete in a wide range of sports and activities. Through our PE point system, we embed sportsmanship by rewarding respect, resilience and communication. Through our links with Hunts School Sports Partnership, we attend a range of festivals and competitions across the county. As a team, we are consistently looking to sign-post and support gifted and talented children within the local clubs and academies.

7. Diversity and Inclusion in PE

At Holywell, we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe that our pupils should have equal access to and participation in all that is offered within Physical Education lessons and beyond. Similarly, we aim to ensure all pupils participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that pupils should have equal access to and participation in a range of physical education activities in order to reach their own potential. Teaching staff plan their lessons and make necessary adaptations and/or differentiation to ensure appropriate challenge and accessibility for all learners. We also use the SEND resources provided by Primary PE planning in order to support our PE provision.

At Holywell we believe that Physical Education and sport is for everyone!