

Statement of Intent

"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong." John F. Kennedy

PE is a vital part of school life and ultimately children's future well-being. Therefore, our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit (whether through enhancing existing skills) **learning** new skills or being **inspired** try new sports, clubs, teams and organisations.

It is our focus to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon developing and **enjoying** additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the Wantage area and our feeder schools. We believe this links directly with our school's values and is another way in which we can positively engage with our local community and be active citizens within it.

Implementation

Planning and Lessons

Each child receives two hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities. These sessions are either delivered by the class teachers or specialist coaches during PE lessons.

Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics. In KS2, pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. There are many opportunities across the year for children to take part in inter and intra school competitions, as well as festivals, where children's successes in sports are celebrated.

Our pedagogical approach to all teaching and learning is based on Rosenshine's principles (see Teaching and Learning Policy) and these are incorporated in PE sessions to ensure children's skills and knowledge are built upon prior learning. Planning involves teachers creating engaging lessons, using precise questioning, modelling and guided practise to test current knowledge and skills. Furthermore, teachers assess children regularly using both weekly and monthly reviews, to identify those children with gaps in their learning. Additional modelling, adaptation and practise can then be used to support pupil progress. We make new content manageable with pupils by breaking down broader objectives into small steps teaching units. This enables all pupils to achieve crucial steps in their learning of new skills.

Children in Years 2-6 attend swimming lessons, where they are taught to swim competently, confidently and proficiently over a distance of 25m using a range of strokes. In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs such as: cycling, multi sports, running, dance and football.

Enhancements

To supplement the PE and outdoor learning curriculum, the children take part two residential trips, where they have the opportunity to experience a range of outdoor pursuits. Including: rock climbing, canoeing, surfing and orienteering.

Assessment: FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations)

Impact

All children at Wantage CE receive a broad and balanced PE curriculum regardless of year group or ability. Every child accesses all of the key areas of the subject on offer at our school. Teachers plan PE with clear progression of skills and knowledge that we have devised as part of our curriculum offer to ensure that all children access it at an age appropriate level. Festivals and competitions ensure all of our children have the opportunity to take part in a range of sports both in and outside of school whether that be at a competitive or non-competitive level. In 2019-20 Wantage achieved the School Games Platinum Award. In addition to this, the school has had significant success at a county level competition, namely in cross country and athletics as well as at a regional level in indoor football.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<ul style="list-style-type: none"> ➤ Speed, power and endurance are developed using FUN games ➤ Introduction to the simple rules and ethics of sports ➤ ABCs (Agility, Balance, Coordination and Speed) ➤ RJT (Running, Jumping, Throwing) ➤ CKs (Catching, Kicking, Striking with an implement) ➤ Be active and interactive ➤ Develop coordination through control and movement - children show good control and co-ordination in large and small movements ➤ Develop teamwork ➤ Importance of physical activity – health ➤ They move confidently in a range of ways, safely negotiating space. ➤ Also include basic work on Athletics (working towards sports day), games with simple rules and ball skills (catching and target throwing) <p>Teach each in 2 week blocks returning to key points each week</p>					
Year 1	<p>ABC's work continuing from foundation looking at and assessing their agility, balance and coordination – lots of games and activities to test and improve these aspects. (move and stop safely)</p> <p>Gym - Make my body curled, tense, stretched and relaxed. Roll, curl, travel and balance in different ways.</p>	<p>Gym – Copy sequences and repeat them. Control my body when travelling and balancing. Use equipment safely.</p> <p>Basic ball skills – throwing, catching, rolling and techniques for this.</p>	<p>Dance - move to music. Copy dance moves. Perform my own dance moves.</p> <p>Boccia skills - throw underarm, throw and kick in different ways, use equipment safely.</p>	<p>Dance - make up a short dance. Move safely in a space.</p> <p>Basic ball skills – I can throw underarm. Throw and catch with both hands.</p>	<p>Ball skills (Feet) - throw and kick in different ways.</p> <p>Athletics - move with control and care. Use equipment safely.</p>	<p>Athletics - move with control and care. Use equipment safely.</p> <p>Striking - hit a ball with a bat, throw underarm.</p>
Year 2	<p>Gym - plan and perform a sequence of movements, improve my sequence based on feedback. Copy and remember actions.</p> <p>Ball skills (feet) - use hitting, kicking and/or rolling in a game.</p>	<p>Dance - change rhythm, speed, level and direction in my dance. Dance with control and coordination. Copy and remember actions.</p> <p>Bench ball - decide the best space to be in during a game. Use on tactic in a game. follow rules</p>	<p>Gym - think of more than one way to create a sequence which follows some 'rules'. Work on my own and with a partner.</p> <p>Ball skills – follow rules</p>	<p>Dance - I can make a sequence by linking sections together, I can use dance to show a mood or feeling.</p> <p>Multiskills – fundamental movement through friction/push and pull, agility, balance and coordination</p>	<p>OAA – Teamwork games and simple 'searching activities' - follow rules.</p> <p>Striking – use hitting, kicking and/or rolling in a game. Decide the best space to be in during a game. Use on tactic in a game. follow rules</p>	<p>Athletics - I can follow rules. Talk about what is different from what I did and what someone else did.</p> <p>Net and Wall - use hitting, kicking and/or rolling in a game.</p>

<p>Year 3</p> <p>Swimming</p> <p>Now done in term 1 as a week long block.</p>	<p>Gym - adapt sequences to suit different types of apparatus and criteria. Compare and contrast gymnastics sequences.</p> <p>Netball - throw and catch with control. Aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.</p>	<p>Dance - improvise freely and translate ideas from a stimulus into movement.</p> <p>Dodgeball/ Bench ball - throw and catch with control. Aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.</p>	<p>Dance - share and create phrases with a partner and small group. repeat, remember and perform phrases</p> <p>Hockey - aware of space and use it to support team-mates and to cause problems for the opposition. Use rules fairly.</p>	<p>Gym - explain how strength and suppleness affect performance. Compare and contrast gymnastics sequences.</p> <p>Tag Rugby - aware of space and use it to support team-mates and to cause problems for the opposition. Throw and catch with control. Use rules fairly.</p>	<p>OAA - follow a map in a familiar context. Use clues to follow a route. Follow a route safely.</p> <p>Tri Golf - use rules fairly. Throw/catch/strike with control.</p>	<p>Athletics - run at fast, medium and slow speeds; changing speed and direction. Take part in a relay, remembering when to run and what to do.</p>
<p>Year 4</p> <p>Swimming</p> <p>Now done in term 1 as a week long block.</p>	<p>Gym- work in a controlled way. Include change of speed and direction. Include a range of shapes.</p> <p>Football – vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball.</p>	<p>Dance - take the lead when working with a partner or group. Use dance to communicate an idea.</p> <p>Tag Rugby –vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball. Throw and catch accurately.</p>	<p>Gym - work with a partner to create, repeat and improve a sequence with at least three phases. Work in a controlled way.</p> <p>Circuits - healthy lifestyle, keeping fit</p>	<p>Dance - take the lead when working with a partner or group. Use dance to communicate an idea.</p> <p>Tennis – ball control, keep possession of the ball. Strike accurately. Work with a partner</p>	<p>Cricket - vary tactics and adapt skills depending on what is happening in a game. Hit a ball accurately with control. Throw and catch accurately. Catch with one hand.</p> <p>Athletics - run over a long distance. Sprint over a short distance. Throw in different ways. Hit a target. Jump in different ways.</p>	<p>OAA - follow a map in a (more demanding) familiar context. I can follow a route within a time limit.</p> <p>Ultimate Frisbee - vary tactics and adapt skills depending on what is happening in a game. Keep possession of the ball. Throw and catch accurately. Catch with one hand.</p>
<p>Year 5</p> <p>Swimming</p> <p>Now done in term 1 as a week long block.</p>	<p>Gym - make complex extended sequences. Perform consistently to different audiences.</p> <p>Tennis - use forehand and backhand with a racket.</p>	<p>Dance - perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.</p> <p>Leadership block – Gain skills to lead games, sports and events in school. Improve skills in speaking, creativity and collaboration.</p>	<p>Gym - Combine action, balance and shape. Perform consistently to different audiences.</p> <p>Football - gain possession by working a team. Pass in different ways. Choose a tactic for defending and attacking. Use a number of techniques to pass, dribble and shoot.</p>	<p>Dance - compose my own dances in a creative way. My dance shows clarity, fluency, accuracy and consistency.</p> <p>Flag Football - gain possession by working a team. I can pass in different ways. I can field. I can choose a tactic for defending and attacking.</p>	<p>Rounder's - gain possession by working a team. I can field.</p> <p>Athletics - controlled when taking off and landing. Throw with accuracy.</p>	<p>OAA - follow a map in an unknown location. Use clues and a compass to navigate a route. Change my route to overcome a problem. Use new information to change my route.</p> <p>Athletics - Combine running and jumping.</p>

PE at Wantage CE Primary

Design Revision October 2022

<p>Year 6</p> <p>Swimming</p> <p>Now done in term 1 as a week long block.</p>	<p>Gym - combine my own work with that of others. Link sequences to specific things.</p> <p>Football - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p>	<p>Dance - develop sequences in a specific style. Choose my own music and style.</p> <p>Flag Football - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p>	<p>Netball - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p> <p>Gym – (focus on flight and vaults) combine my own work with that of others. Link sequences to specific things.</p>	<p>Cricket - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p> <p>Badminton - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p>	<p>Athletics - demonstrate stamina.</p> <p>Tennis - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p>	<p>OAA - plan a route and a series of clues for someone else. Plan with others taking account of safety and danger.</p> <p>Ultimate Frisbee - play to agreed rules. Explain rules. I can umpire. Make a team and communicate plan. Lead others in a game situation.</p>
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Gym	Target
Dance	OAA
Net and Wall	Strike and Field
Invasion	Swimming
Athletics	