



Leonard Stanley C of E Primary School



PE Rationale

Intent: *Why do we teach this? Why do we teach it in the way we do?*

PE developments at Leonard Stanley Primary School are achieved through a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Our PE curriculum promotes our EARLY and DEEP curriculum. We want pupils to have high quality reading opportunities, engage in active and experiential learning and take pride in their outcomes. It is ambitious and empowers our children to become independent and resilient. We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this promotes a love of PE that reaches far beyond the classroom.

Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE at Leonard Stanley is an imperative element of the curriculum, which develops a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. There is a strong inclusive feel about our approach, where activities and opportunities help promote PE and Sport for all, hopefully changing the attitude of the less engaged to be more active at our school and beyond. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

'Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it' **Michael Jordan**

Implementation: *What do we teach? What does this look like?*

Our ambitious PE curriculum is based on an enhanced model of the Early Years Framework and the National Curriculum. In our school we have a curriculum that enables children to develop knowledge, skills and high quality vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness and respect. Pupils at Leonard Stanley participate in weekly, high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

Children are taught regularly by both teaching staff and an Atlas sports coach from Reception to Year 6. The curriculum is further enhanced by participation in numerous

sporting tournaments with other schools in the area and after school clubs, through the Schools Games offer. We also take 2 or 3 teams wherever possible, to allow more children the chance to compete and enjoy the experience of competition. Every year each child should have attended 2 such events. A play bag is also available at break/ lunch times to encourage meaningful physical activity, with some structured activities lead by the Young Sports Leaders in Y5 and 6.

As an Active School, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active – this could be through the Daily Mile, Joe Wicks sessions, Go Noodle resources, etc.

We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils. We constantly strive to offer new and different clubs wherever possible, to develop hidden interests and talents that may spark enjoyment to join clubs out of school. We also have targeted clubs for those children less engaged with PE and Sport, in order to develop their understanding of its health benefits and to develop a positive, fun attitude to it.

Children are given plenty of opportunities to build upon prior knowledge, allowing children to know more, and remember more. Children are given chances to take part in competitive sports throughout the year. Provision is enhanced through the use of the Sports Premium Funding and are covered by the 5 key performance indicators.

Assessments are based on teacher assessments and are recorded on our INSIGHT tracker. Children, who are identified as Gifted and Talented, are also focussed to Clubs and Teams outside of school, and given contacts of necessary people.

Early Years: Preschool and The Reception Year

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
EAD	Respond to what they have heard, expressing their thoughts and feelings.	- Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.	Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
PD	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Key stage 1

Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils 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. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example: 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 and evaluate their performances with previous ones and demonstrate improvement to achieve their personal best.

In KS2 we run our Games session across all 4 year groups, with children more mixed, across ages, in ability groups, to help develop skills at an appropriate level. This gives us the opportunity to support those less active/ confident through a smaller group and differentiated/ appropriate activities; whilst also giving the opportunity to stretch and challenge the more able in a more competitive environment. This helps develop children who are identified as Gifted and Talented.

We run 5 groups each week, with the 4 Teachers and 1 TA running a different activity/ sport with one group for a 3 week period. Each group then rotated around the 5 sports over the term/ terms.

Swimming at Leonard Stanley:

Each year group in Key Stage 2 will attend swimming lessons for one term, in Years 3 and 4; for two terms in Y5 and 6, at Stratford Park Leisure Centre.

All the children swim regularly in Summer 2 in our School pool.

Assessment

- We assess predominantly using ongoing formative assessments in class, with teachers giving immediate oral feedback to address any issues or difficulties that arise. Teachers reflect upon the learning using 'feedback/ assessment sheets', which identify teaching points for the next lesson for the class as a whole, or to identify individuals or groups who require further support.
- Assessment information is gathered through observations and discussions with children, using games or activities during lessons and at the end of each unit with performances or competitive games
- Using the feedback/ assessment sheets, the key learning points are assessed and judgements are made as to whether children have achieved the expected standard. This data is collated and interpreted using 'Insight'. Actions are identified for individuals and key groups in order to raise attainment where appropriate.

Monitoring & Training

- The PE subject leader attends regular meetings and training provided by Atlas, which share up-to-date information and good practice. Information is fed back to school staff and actions carried out as a result of the training.

- Regular lesson visits, pupil conferences, staff conferences and book audits are carried out, led by the PE subject leader, and actions identified to ensure that standards remain consistently high.
- Staff CPD opportunities are provided when needed. For example, Atlas can deliver bespoke CPD for staff from a feedback given to them by schools.
- A subject action plan is used to identify how to improve the subject, using the recommended template from the DfE. This is reviewed on a termly basis, and shows how the Sports Premium money is allocated. This is discussed at a Governors meeting, and is available on the school's website.

Extra-Curricular Opportunities in PE

Children love physical education at Leonard Stanley Primary School, so it is important for us to provide extra learning opportunities for our children outside of the PE lesson. We offer:

- Daily Mile and physical activities to support well-being and as "brain breaks"
- A varied extra-curricular club programme throughout the year
- PE bags and equipment to enrich activity levels at break and lunch times; with support from Y5 and 6 Young Sports Leaders
- A wide range of Competitive sporting opportunities across the year.
- Links with local sports clubs, to encourage activity levels beyond school.

Impact: *What will this look like? What will children be able to do before they leave our school?*

By the time children leave Leonard Stanley Primary School will:

- Have a secure understanding of the benefits of leading healthy lifestyles.
- Know more and remember more about the importance of healthy lifestyles.
- Progress well throughout each year group and meet the NC objectives.
- Be eager to attend after school clubs (in and out of school) and competitive sports events.
- Have had the opportunity to attend a sports competition or festival each year.
- Achieve age-related expectations in science at the end of each academic year.
- Be ready for their next phase of education in science learning at secondary school.