



**PE at  
St Andrew's**

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## **Timetable**

PE is taught twice a week, apart from in Year 4 where they have one PE lesson and one swimming lesson a week.

## **Content of ICT lessons**

At St Andrew's, we combine the six cogs of Real PE with the National Curriculum to provide children with efficient, well-balanced lessons.

**Control and movement** – Children develop the ability create different shapes and stretches using their body. Children work on being able to do these slowly and holding these positions.

**Sequence and repetition** – Children will learn to perform longer sequences and respond differently to different tasks and different music. They will be able to adapt their skills and apply them to different activities.

**Social skills** – Children will build their teamwork, sportsmanship and ability to give and receive feedback in a supportive manner.

**Evaluating and improving** – Children will be able to assess where they are with their learning and know how to improve themselves.

**Health and fitness** – Children will know how exercise effects the body and will understand the importance of warm up, cool downs and improving their fitness.

**Knowledge Organiser** - Each year group will have a knowledge organiser in the front of their big book. Children can refer to this find out what they will be learning and the important ('sticky') vocabulary they will learn through the year.



## **Planning**

**Real PE** - At St Andrew's, we use the Real PE system alongside the National Curriculum to assist in achieving all the objectives. Teachers refer to the online system, Jasmine, to find lesson plans and resources to help teach the lessons. Each half term consists of one unit, or cog, and these can be completed in any order. They utilise all of the National Curriculum objectives.

Teachers can fit in other lessons outside of Real PE if they think that it coincides with what they are learning at the time. They can apply skills from other sports or CPD they have received.

## **Marking:**

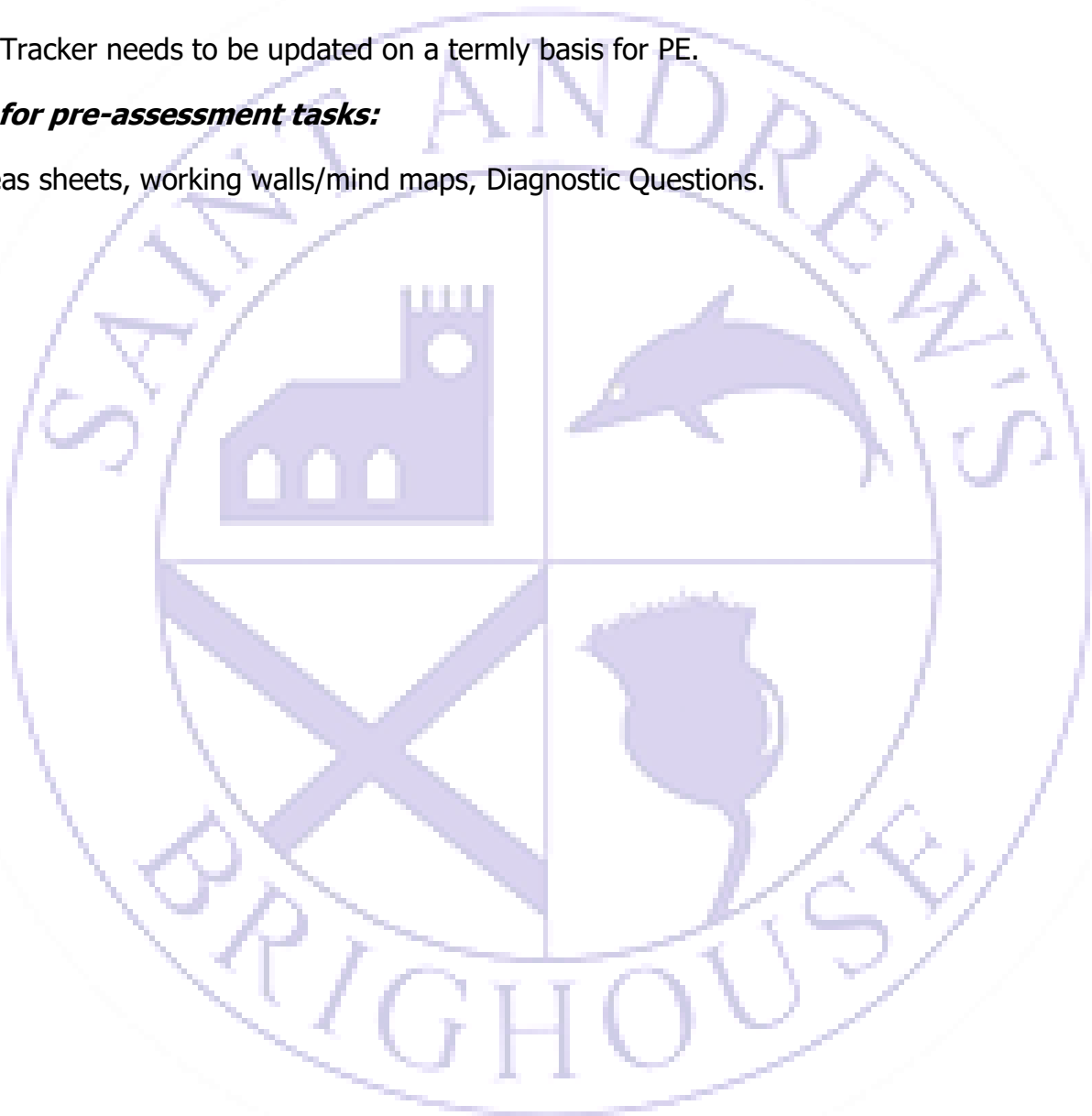
PE lessons will be evidence in Big Books. These will display the learning objective and the cog that the children will be developing in that lesson. The book will also allow teachers to give feedback to individuals who have impressed or improved the most in that lesson, explaining why. Children will also be encouraged to give feedback in the book. This may be to assess how they think they have performed in the lesson or mention if they are closer to achieving a certain target.

### **Assessment**

Target Tracker needs to be updated on a termly basis for PE.

#### ***Ideas for pre-assessment tasks:***

Key ideas sheets, working walls/mind maps, Diagnostic Questions.



### **Intent, Implementation and Impact**

## **Intent**

At St. Andrew's the children enjoy a broad and balanced PE curriculum. The curriculum we use provides pupils with a variety of skills, including social, personal and physical skills, which enable them to move forward through their next steps in education and in life.

Children will learn through playing games and learning new skills with a variety of equipment across a range of accessible sporting activities. Accessibility is very important to us as we envision an inclusive curriculum that helps to build confidence in all children. We care greatly about our children's health and fitness and consider this a priority when planning any PE activity.

The Real PE system and the National curriculum is used to set out objectives for each year group. These are split into half termly topics that are taught twice a week. These skills are also combined with other sports through the half term, such as cricket, tennis or hockey. We build on these sports to help encourage children to try new sports and inspire them to take on these activities outside of school. The objectives are progressive and children are able to refer to previous learning from Key Stage 1 on dance, movement, co-ordination and co-operation. This helps build on their understanding, creates links and challenges them to become greater PE learners.

## **Implementation**

The PE lead checks long term plans to ensure coverage of objectives according to the National Curriculum and skills coverage adapted from the Rainbow Continuum. PE is taught twice a week by either the class teacher, HLTA or swimming instructor. Each half term builds upon a particular skill (E.g. health and fitness, cognitive, creative etc.). These skills are revisited each year and are built upon to show progress.

In lessons, we use a variety of resources and equipment to maintain engagement and develop confidence. Throughout the year, we have memorable experiences such as inter- and intra-school competitions or in-school visitors to create excitement, inspire children and make them aware of the multitude of sport in their community. We strongly believe in inclusivity for all abilities which is why we also teach sports specifically for those with physical difficulties, including Boccia and Panathlon. We strongly encourage children to participate in sporting activities outside of school and also have after school clubs that children can take part in. Disadvantaged children are offered free places at some clubs and after school clubs also have priority places for these children.

We are members of Jasmine, a website from which we take our Real PE resources. We have also received CPD in gymnastics and cricket recently and intend to implement these skills into our PE lessons. The use of a great variety of resources from different experts ensures that our lessons demonstrate high-quality planning and teaching of the subject.

Lessons are planned to allow all children to access the PE curriculum. The document 'What Greater Depth Looks Like in PE at St Andrew's' allows teachers to plan lessons that will challenge the most able. Real PE promotes the teaching of more accessible games that help support SEND pupils. Activities are also differentiated so that children can learn and develop their skills at their own pace, challenging themselves if they wish to. Although exercise and fitness is key, we also provide time for children to reflect upon what they have learnt and evaluate their strengths and weaknesses.

This could mean writing down a target and verbally praising a peer for something they have done well.

As with all subjects, there is much information to take in. Throughout lessons, we ask questions that revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 2.

PE 'Sticky Knowledge' – what children need to know by the end of Key Stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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.

At St Andrew's, children receive swimming lessons throughout Year 4. Any children who have not achieved a certain level by the end of Year 4 must also attend in Year 5 until they have passed.

We continue to assess children throughout each topic. We use 'Big Books' to evidence the work we have done in the lesson and also to assess each child. AfL is used regularly in lessons and misconceptions quickly clarified. Children are also able to assess themselves by setting themselves a target and seeing they reach it. They may also do an activity in the first week and repeat this in the last week to see how much they have improved.

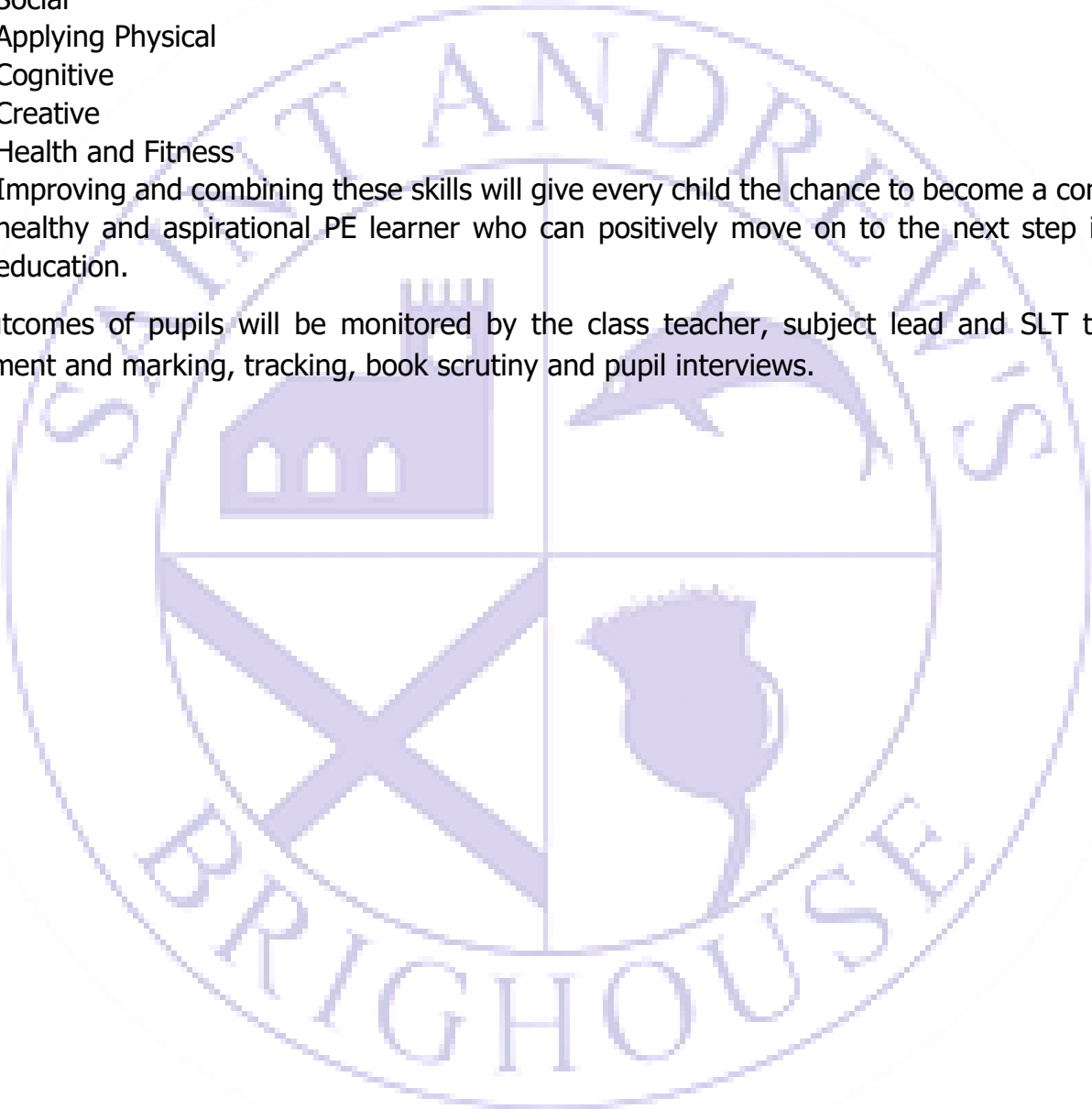
## **Impact**

Every class has a 'Big Book' that provides evidence of learning. Outcomes are monitored to ensure that they reflect a sound understanding of the key identified knowledge. If necessary, teachers revisit areas of learning.

At St Andrew's, we focus on children developing the six key skills as outlined by Real PE:

- Personal
- Social
- Applying Physical
- Cognitive
- Creative
- Health and Fitness
- Improving and combining these skills will give every child the chance to become a confident, healthy and aspirational PE learner who can positively move on to the next step in their education.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and marking, tracking, book scrutiny and pupil interviews.



### PE Long Term Plan

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Aut 1</b>	Personal skills – Coordination and static balance	Personal – Static balance and coordination	Cognitive skills – Coordination and agility	Social skills – Dynamic and counter balance
<b>Aut 2</b>	Social skills – Dynamic and static balance	Social skills – Dynamic and static balance	Creative Skills – static balance <b>Real Gym(CT)</b>	Personal skills – coordination and agility
<b>Spr 1</b>	Cognitive skills – Dynamic balance and coordination(CT) <b>Real Gym</b>	Cognitive skills – Dynamic balance and coordination <b>Real Gym</b>	Social skills – Dynamic and counter balance  <b>Real Gym(CT)</b>	<b>Real Gym</b>
<b>Spr 2</b>	Creative skills – Counter balance and coordination	Creative skills – Coordination and counter balance	Physical Skills – Dynamic and static balance	Health and fitness – static balance and coordination
<b>Sum 1</b>	Physical skills – Agility and static balance(CT) <b>Real dance</b>	Physical skills – Agility and static balance <b>Real Dance</b>	Health and Fitness-static balance and coordination <b>Real Dance(CT)</b>	Team Games
<b>Sum 2</b>	Health and Fitness – Agility and static balance	Health and Fitness – Agility and static balance	Personal skills – coordination and agility	Team Games



# **Physical Education Policy**

## **1 Aims and objectives**

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

1.2 The aims of PE are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To promote healthy life styles

## **2 Teaching and learning style**

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as sprint races;
- setting tasks of appropriate difficulty,
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### **3 PE curriculum planning**

- 3.1** PE is a foundation subject in the National Curriculum. Our school uses Real PE as the basis for its curriculum planning in PE. We ensure coverage of the National Curriculum requirements. The Real PE Scheme of work covers six multi-abilities: Physical, Social, Personal, Health and Fitness, Cognitive and Creative. The aim is to foster a more holistic approach to PE in developing the whole child.
- 3.2** The curriculum planning in PE consists of an overview of the year's objectives according to REAL PE and plans found on Jasmine which are detailed and focus on developing key skills and applying these into a game. The key skills are repeated and developed in LKS2 and UKS2.
- 3.3** The lessons and skills taught in PE build upon the prior learning of the children. While there are opportunities for children of abilities to develop their skills, knowledge and understanding in each activity area, there is progression built into the planning so that the children are increasingly challenged as they move up through the school.
- 3.4** Teachers also benefit from Continued Professional Development through training within school and attending courses outside of school. The PE coordinator is up to date with new developments and staff share good practice to enhance the learning in PE.

### **4 Contribution of PE to teaching in other curriculum areas**

#### **4.1 Information and communication technology (ICT)**

We use ICT to support PE teaching when appropriate. All Real PE resources can be found on their online platform, Jasmine. This includes objectives, evaluation tools and videos demonstrating skills in action. In dance and gymnastics, children can make video recordings and digital photographs of their performance, and use them to develop their movements and actions. Photographs are also used as an assessment tool.

#### **4.2 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

#### **4.3 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. The Real PE scheme enables them to develop a respect for other children's levels of ability, celebrate in each other's triumphs and encourages them to co-operate across a range of activities and experiences.

## **5 Teaching PE to children with special needs**

- 5.1 We teach PE to all children as part of our broad and balanced curriculum for all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Personal Provision Plans.

## **6 Assessment and recording**

- 6.1 Teachers use assessment tools such as progression of skills and the Real PE objectives to assess children's work in PE by making assessments as they observe them working during lessons. Each half term, the child's progress is monitored on a Progression of Skills Sheet and this influences their overall assessment on Target Tracker. At the end of the year, teachers make a judgement as part of the child's annual report to parents.

## **7 Resources**

- 7.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics, including the use of the running track for our Daily Mile. Year 4 walk to the local swimming pool for swimming lessons in LKS2.
- 7.2 As part of the Real PE scheme, teachers use Jasmine, an online resource system. This provides six lessons per half term based on the six cogs (Physical, Social, Personal, Health and Fitness, Cognitive and Creative). It also provides objectives, differentiated activities, a variety of plenary activities and videos demonstrating skills in action.

## **8 Health and Safety**

- 8.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. Staff are also expected to set a good example by wearing appropriate clothing when teaching PE. For safety reasons, no jewellery is to be worn for any physical activity and long hair must be tied back.

## **9 Monitoring and review**

- 9.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher regular reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has regular management time in order to review evidence of the children's work and

undertake lesson observations of PE teaching across the school, as well as researching and implementing the best way to spend the PE and sport Premium grant.

10 Extra-curricular activities

- 10.1 The school provides a range of physical activities after school. These encourage children to further develop their skills in a range of sporting areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools in different sports.



## Sticky Knowledge - PE - Whole school overview

By the End of ....., you will know:	Y3	Y4	Y5	Y6
Control and Movement	- how to apply a range of skills with good control and consistency.	- how to perform and repeat longer sequences with clear shapes and controlled movement.	- how to respond imaginatively to different situations, adapting and adjusting your skills, movements or tactics so they are different from others.	- how to perform a variety of skills consistently and effectively in challenging or competitive situations.
Sequence and Repetition	- how to respond differently to different tasks or music.			
Playing Games	- simple tactics of attacking and defending.	- how to make up my own rules and versions of activities.	- how to develop methods to outwit opponents  - how to use combinations of skills confidently during games.	- how to effectively disguise what you are about to do next.
Social Skills	- how to show patience and support others.	- how to show and tell others about your ideas.	- how to negotiate and collaborate appropriately.	- how to give and receive sensitive feedback to help improve yourself and others.
Evaluating and Improving	- where you are with your learning and begin to challenge yourself.  - how to recognise similarities and differences in movement and expression.	- how to persevere with a task and improve your performance through regular practice.  - what you are doing well and will have begun to identify areas for improvement.	- how to see all new challenges as opportunities to learn and develop.	- how to review, analyse and evaluate your own and others' strengths and weaknesses.  - how to set appropriate targets to help improve yourself.
Health and Fitness	- how your body feels during and after exercise and why it feels like this.	- how your body feels during and after exercise and why it feels like this.	- how to independently choose and perform appropriate warm up and cool down activities.	- how to plan and follow your own basic fitness programme.

## What Greater Depth looks like in PE at St Andrew's

Characteristics of Greater Depth PE:

- Children who can persevere with a task and improve their performance through regular practice.
- Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.
- Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader.
- Children who take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm.
  - Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises.
- Children who show the ability and confidence performing skills in a competitive format.
- Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Children who are able to work effectively as a team showing great sportsmanship and encouraging of others.
- Children who are able to effectively transfer skills in PE lessons from one sport to another sport.
- Children who are able to review, analyse and evaluate their own and others' strengths and weaknesses.
- Children who set personal challenges and are able to achieve these challenges.

## **Lesson Resources**

Jasmine – Jasmine is Real PE's online system where teachers can access lesson plans, resources, skills cards and videos to assist in teaching lessons.

<https://real.jasmineactive.com/>

Chance to Shine – This website, which has been created by the Yorkshire Cricket Club, contains a series of lesson plans to help developing cricketing skills (striking, fielding, catching). The website also contains lesson plans for Maths and Literacy plans to encourage cross-curricular learning.

<https://www.chancetoshine.org/teaching-resources>

BBC Bitesize – BBC are uploading new videos all the time about sports, dance and health and fitness.

<https://www.bbc.co.uk/bitesize/subjects/zj6pyrd>

Twinkl – Twinkl have unit packs to help teach different PE games and skills cards to teach workout lessons.

<https://www.twinkl.co.uk/>