

Aims, Curriculum and Progression

We teach activities that match the objectives listed in the National Curriculum's Statutory Requirements for PE. As a school we use the Get Set 4 PE scheme which was designed by teachers who are experts in their field and passionate about their subject.

At St Mary's we **aim** to ensure that all pupils:

- *develop competence to excel in a broad range of physical activities
- *are physically active for sustained periods of time
- *engage in competitive sports and activities
- *lead healthy, active lives.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning

Our P.E. **curriculum** comprises of 6 key areas:

- Swimming** and water safety
- Fundamental movement skills (FMS)** through fundamentals, fitness and athletics.
- Games** through ball skills, sending and receiving, invasion games, net and wall, striking and fielding games
- Body Management** through yoga and gymnastics
- Dance**
- Outdoor Adventurous Activities (OAA)** through team building and forest school.

Our P.E. curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. See full progression overviews for more detail.

Our detailed progression overviews include:

- Whole school progression journey
- Vocabulary progression
- Skills and Knowledge progression

PE Lessons

The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Lessons always start with a warm up followed by an introduction which explains the skills focus for that lesson. There is often a video clip demonstration of a skill to assist with the introduction.

We teach PE twice a week as a discrete lesson. Forest School sessions cover Outdoor and Adventurous Activities (OAA) part of the National Curriculum. Links are made to other subjects where appropriate.

Lessons plans are used from Get Set 4 PE and they are adapted to suit the needs of each cohort.

Lesson Plans

<div style="background-color: #f1f3f4; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> YEAR 6 FOOTBALL Lesson 1 VIEW </div>	<div style="background-color: #f1f3f4; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> YEAR 6 FOOTBALL Lesson 2 VIEW </div>
<div style="background-color: #f1f3f4; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> YEAR 6 FOOTBALL Lesson 3 VIEW </div>	<div style="background-color: #f1f3f4; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> YEAR 6 FOOTBALL Lesson 4 VIEW </div>
<div style="background-color: #f1f3f4; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> YEAR 6 FOOTBALL Lesson 5 VIEW </div>	<div style="background-color: #f1f3f4; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> YEAR 6 FOOTBALL Lesson 6 VIEW </div>

Adaptations

Lessons are adapted to meet the needs of all learners. The STEP principle is used to adapt lessons

Space:

changing distance, height, size, location

- Using safe zones or safe playing areas.
- Using targets that are closer.
- Using smaller areas or playing over shorter distances.
- Using flat areas such as playgrounds or halls.
- Using bigger spaces to allow for more reaction time.

Task:

changing rules, roles, progressions, conditions, complexity

- Adding conditions to games e.g. everyone must touch the ball.
- Changing the speed of the activity e.g. everyone must walk.
- Simplifying an activity e.g. less passes to score or gesture in dance using only arms.
- Creating smaller/bigger targets to make the task easier or harder.
- Pupils taking on different roles e.g. coach, official.
- Using bigger spaces to allow for more reaction time.

STEP

principle to adapting your PE

Equipment:

changing what is being used

- Using larger balls which are easier to see and catch.
- Using coloured balls that are easier to see.
- Using balls that make noise.
- Using tennis rackets instead of rounders or cricket bats.
- Using lighter equipment which moves more slowly e.g. scarves, beanbags.

People:

changing groupings or how the children play together

- Working in mixed ability groups.
- Working in similar ability groups.
- Playing uneven sided games e.g. 5v2.
- Using buddy systems.
- Focus on and praise how the children interact with each other as opposed to score or outcome.

PE Planning

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE units covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. This is also known as the **curriculum overview**.

	TERM 1	TERM 2	TERM 3
Nursery	Introduction to PE - Unit 1 Fundamentals - Unit 1	Gymnastics - Unit 1 Dance - Unit 1	Games - Unit 1 Ball Skills - Unit 1
Reception	Introduction to PE - Unit 2 Fundamentals - Unit 2	Gymnastics - Unit 2 Dance - Unit 2	Games - Unit 2 Ball Skills - Unit 2
Year 1	Team Building Fundamentals	Team Building Ball Skills	Gymnastics Target Games
Year 2	Team Building Fundamentals	Team Building Ball Skills	Gymnastics Target Games
Year 3/4	Swimming Basketball	Swimming Gymnastics	Swimming Dance
Year 5	Tennis Dance	Hockey Basketball	OAA Tag Rugby
Year 6	Tennis Dance	Netball Handball	OAA Gymnastics

St.Mary's 2024-2025 PE overview

Our medium-term plans give details of each unit of work for each term. These **schemes of work** provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.

Our schemes of work are produced as child-friendly **knowledge organisers**. These contain the lesson overviews for a unit, as well as key skills, knowledge and vocabulary.

Knowledge Organiser: Athletics Y3

Links to the PE National Curriculum

- 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.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Official Athletic Events

<p>Running</p> <ul style="list-style-type: none"> Sprinting 100m, 200m, 400m Relay Middle distance 800m, 1000m Long distance 1.500m, 3000m Steeplechase 	<p>Jumping</p> <ul style="list-style-type: none"> Long jump Triple Jump High Jump Pole vault Jump for height 	<p>Throwing</p> <ul style="list-style-type: none"> Discus Shot Hammer Javelin Pull throw
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Key Vocabulary:

speed • accurately • power • personal best

determination • further • faster

control • strength • pace

Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance

Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback

Teacher Glossary

- Push throw:** when the performer pushes the item through the air
- Pull throw:** when the performer pulls the item through the air
- Jump:** take off and land on two feet
- Hop:** take off on one foot and land on the same foot
- Leap:** take off on one foot and land on the other
- Changeover:** where a baton is passed from one person to another

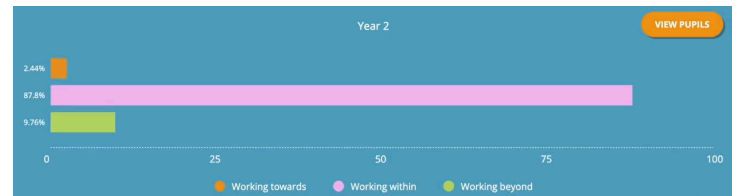
Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

Individual pupil assessments using Get Set 4 PE:

	FITNESS ¹ BULK UPDATE	DANCE ¹ BULK UPDATE	ATHLETICS ¹ BULK UPDATE	YOGA ¹ BULK UPDATE
Andrews Aaron	< = >	< = >	< = >	< = >
Arch Helen	< = >	< = >	< = >	< = >
Brooks Maddie	< = >	< = >	< = >	< = >
Brown Melina	< = >	< = >	< = >	< = >
Clarke Dean	< = >	< = >	< = >	< = >

Year group summative overview from Get Set 4 PE:



Assessment



- Progress and understanding is monitored throughout
- Use of self and peer assessment
- Questioning is used to check understanding and consolidate learning
- Pupils use key vocabulary to answer questions and feedback
- Pupils know what they need to do to improve