

Singleton Church of England Primary School

PE Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



Curriculum Intent

The aim of our curriculum is linked to our vision

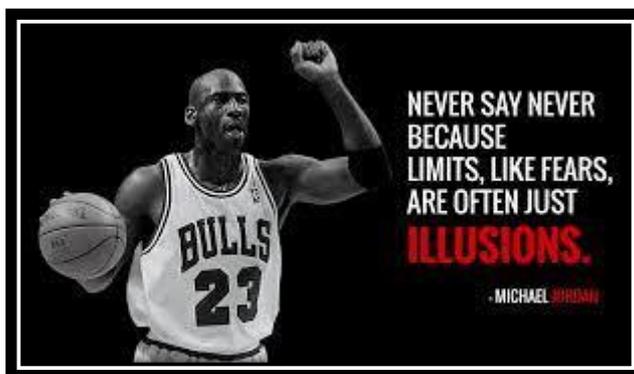
School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

The rationale behind this is...

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits.

As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.



Sport and Exercise – vision and aims

At Singleton School we believe that all young people should have the opportunity to live a healthy and active life. Our overarching aim is to ensure that **all** our children have a positive experience of sport and physical activity from a young age so that they build a lifetime habit of participation. We recognise the enormous benefits that physical activity has for children's physical health and mental wellbeing. Children that participate in sport and exercise demonstrate raised self-esteem, emotional wellbeing, lower levels of anxiety and depression and perhaps most importantly children who are physically active are happier, more resilient and more trusting of their peers. In our school we also recognise that when our children have access to sufficient daily activity the wider benefits include improved behaviour and academic achievement. The PE and sport premium is used in our school to help us achieve our aim, allowing us to provide quality teaching and coaching within PE lessons, provide high quality staff training, facilitate a broad and varied offer of extra-curricular options, purchase high quality resources and equipment and buy in additional staffing hours to execute extra-curricular sport and exercise. (full details of how it is used and the impact outlined below)

Introduction

Singleton C of E Primary School aims to develop 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 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 Singleton 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. 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. We also are passionate about 'Mental Health and Wellbeing' and strongly believe exercise and outdoor learning can have a significant positive impact on our children.

'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

PE Curriculum at Singleton

To support with teacher workload / work life balance we use a scheme of work written by Lancashire County Council to support with the progressions within learning and with the teaching and assessing of PE.

Lancashire Physical Education Scheme of work provides a PE curriculum that is flexible, ambitious and designed for all pupils. It is coherently planned and sequenced towards cumulatively providing the necessary knowledge and skills for the pupils' future to empower them to take their role as informed and active citizens in the 21st century whilst building towards a lifetime habit of participation in sport and exercise. Its emphasis is not just on PE knowledge but also skills and concepts. It sets out the knowledge and skills that pupils will gain at each stage that build up and lead to the National Curriculum End of Key Stage statements. However, there is flexibility for us to adapt and where appropriate devise our own end points based on the needs of our children. It has the same challenging academic ambitions for all pupils.



Curriculum Intent

The intent is the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. Within our school we have used a best endeavours approach to design a curriculum for our mixed age classes in the form of a two year rolling programme using the Lancashire Scheme of work to support with ensuring that new knowledge and skills build upon what has been taught before. Our Long term plans identify the knowledge and skills at every level and provide a supportive systematic approach for the teaching staff.

Our curriculum design is based on cognitive and long-term memory research on how we understand and learn.

Cognitive Domains – Degrees of Understanding

We refer to three degrees of understanding and thinking 'Entering', 'Developing' and 'Secure'.

Entering – Low level cognitive demand. Involves acquisition of fundamental foundations.

Developing – Higher level cognitive demands beyond recall. Requires application involving some degree of decision making in how to apply fundamental foundations.

Secure – Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification for the inventive application of fundamental foundations

The end points that we have identified in our approach lead to the National Curriculum end of Key Stage statements as follows: -

Early years

The intent in the Foundation Stage is to focus on developing gross and fine motor skills. The Lancashire Scheme resource supports Foundation staff in understanding the 5 Key Motor Skills. The scheme has developed a 5 Fundamental Movement Skills resource to support with planning, teaching and learning. These 5 skills along with opportunities to develop a wider range of physical skills will ensure they are ready for KS1 PE. The lesson plans / Key assessment opportunities are available on an IPAD and are fully adaptable to meet the needs of all children.

Key Stage 1

When children enter Year 1 we carry out a base line assessment of 10 Fundamental Movement Skills (FMS). From this baseline the teacher then adapts the Lancashire Scheme of work to ensure that the Key Fundamental Movement Skills identified as needing additional focus are prioritised within the learning opportunities. This analysis enables us to provide more bespoke/ meaningful teaching and learning opportunities. *Where possible / appropriate these skills are also threaded into adult lead break time exercise and sport opportunities for additional practice.*



KS1 FMS baseline
assessment sheet.pc



KS1 FMS
booklet.pdf

The information is also shared with the **SENCO** and **Family Learning Mentor** and where appropriate Occupational Therapy type provision such as the Happy Room Programme will be implemented as a WAVE 2 approach

During Key stage 1 the children continue to develop the FMS but also begin to apply these skills within a context. The children also begin to develop their knowledge and understanding of simple tactics in game type activities and creating sequences of movement in gymnastics and dance type activities. This is delivered through 'Core Tasks' which are identified on the planning.

End of Key Stage 1 – at the end of Key stage 1 we test the children on the 10 FMS again. This indicates to us the impact on the children's performance of the curriculum. It identifies which skills have been mastered and the progress made by the individual children over time. The information is then shared with the Year 3 teacher

**“RUN WHEN YOU CAN, WALK IF YOU HAVE TO,
CRAWL IF YOU MUST; JUST NEVER GIVE UP.”**

Dean Karnazes



Key Stage 2

Lower Key Stage 2 – The ‘Intent’ at year 3 and 4 in games is to develop children’s attacking skills through a range of different sporting activities. However, this will be delivered through uneven sides at this stage for example 3 V1, 4 V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games. For example Target, net and wall, invasion and striking and fielding games. *Where possible / appropriate these skills are also threaded into adult lead break time exercise and sport opportunities for additional practice /consolidation.*

Within gymnastics and dance the ‘Intent’ is to develop children’s performance and sequencing skill. All skills are applied through the relevant Core Tasks which are linked to age related expectations

Upper key Stage 2 –The ‘Intent’ at year 5 and 6 in games is to continue to develop children’s attacking skills when they are working as a team to develop their knowledge and defending strategies. These will be delivered through modified mini versions from uneven sides to even sides e.g. 5 V3. 5V4 to 5V5. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. *Where possible / appropriate these skills are also threaded into adult lead break time exercise and sport opportunities for additional practice /consolidation.*

The INTENT at year 5 and 6 in dance and gymnastics is to develop children’s performance and composing longer sequences of movements with a partner and group. All the skills are applied through the relevant Core Tasks identified on the plan and linked to age related expectations.

Curriculum planning and design

The design of our curriculum for PE is based upon;-

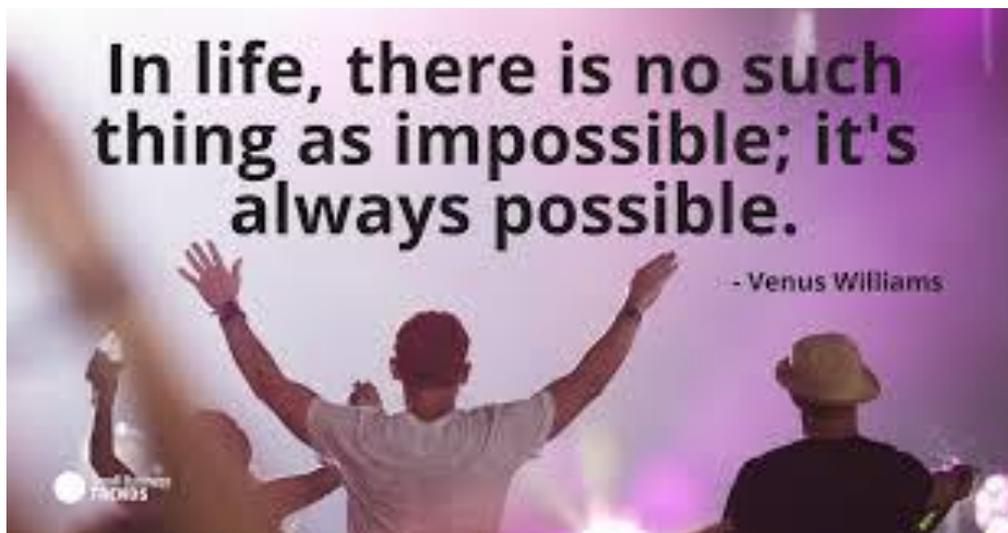
- Intent for the curriculum in physical Education
- Implementation
- Impact

We have designed a long term planning document that considers progression in skills and knowledge. Due to the fact that we have missed age classes we have developed a 2 year cycle for PE that considers content choice and curriculum sequencing. The long term planner is designed to enable pupils to build upon their knowledge and skills towards an agreed end point. The curriculum is organised in a way to ensure that content is taught in a logical progression that allows pupils to systematically and explicitly acquire the intended knowledge and skills.

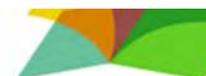
The skills and progression documents that we use in school show the progression of skills and knowledge across a range of different activity areas. We use these documents to help plan the content within the long term planners that will be used to meet the core task for that year group. For example within the Lancashire Scheme that we use to support with the teaching and learning within PE, if we look at the Y3 Invasion Games plans the children will learn the skills and knowledge to play the core task of three touch ball. However as a school we have the freedom and flexibility within the scheme to use

units on handball, netball or rugby as the content to meet the three touch ball core task skills and knowledge

There example curriculum maps below show how the activity progressions have been used to create a curriculum map

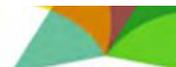


Lancashire Professional Development Service



The progression documents are split into the following:

Aim of "Activity Area"	In the Activity Area there will be a statement such as for Games – "In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition." There will be an aim for each year group or combined year groups within that activity area. This will explain what the children will focus on in terms of skills and understanding leading to the end point.
Performance of skills – Progression	The performance of skills progression will explain at what level the skills performed should be at or the progression of HOW they perform that skill. Eg. In year 3 <i>Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.</i>
Developing Physical Skills	This is where the skills the children will learn in Lancashire PE units of work is found. These are the FMS or sport specific skills the children will learn though a particular sport. This content is up to the school to decide, i.e. which sport to teach through. Eg in year 3 there are 3 units of work for invasion games that schools can choose to teach through, netball, handball and rugby type activities. Alternatively, the school can use a different sport. The progression of HOW they perform these FMS or sport specific skills is above.
Application of skills –	The Application of skills is where the children apply the physical skills in a context. There is a progression of how they apply their skills through the year groups and Key Stages. This will also show the knowledge that children need to apply the skills they will learn in each year group. This will be linked to applying principles in games and sequencing in dance and gymnastics type activities.
Character Education	This section is where you can put in the character values that you want to develop through PE. These can be a range of school/church/PSHE/Olympic/Paralympic values. This is also where you PE can support the Personal Development of young people. Lancashire PE units of work has examples of how some values can be linked and delivered through teaching these explicitly alongside the skills, knowledge and understanding.



Progression of Knowledge and Skills through Games

	Year 1			Year 2		
Aim of Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games. They have an opportunity to play one against one, one against two, and one against three.			Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. They will continue to practice and refine their FMS and techniques, using them to outwit others. They will also develop an early understanding of simple concepts of attack.		
Performance of skills - Progression	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: ▶ Travelling skills. ▶ Sending skills. ▶ Receiving skills. 			<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: ▶ Travelling skills. ▶ Sending skills. ▶ Receiving skills 		
Developing Physical Skills – Lancashire Scheme	<ul style="list-style-type: none"> ▶ Side gallop ▶ Underarm throw ▶ Running 	Rolling a ball Bounce a ball Catch ball Running	Overarm throw Running	<ul style="list-style-type: none"> ▶ Underarm throw ▶ Catching ▶ Running ▶ Dodging 	<ul style="list-style-type: none"> ▶ Throw ▶ Catch ▶ Strike a ball ▶ Side gallop ▶ Running 	<ul style="list-style-type: none"> ▶ Strike a ball off a tee ▶ Strike with a drop feed ▶ Catch ▶ Overarm throw
Application of skills – Lancashire Scheme (Core Task)	The 'Ten point hoops' core task involves children scoring points by throwing beanbags to a choice of two targets. Working in pairs, the children set up an area for their game. The pupils stand on either side of the line, one as an attacker and the other as a defender. Knowledge – To use a simple tactic i.e. Pretend to throw one way then throw the other	The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. Alternatively you can throw a ball over the line for the opposition to catch. The game is played one against one, or two against two. Knowledge – To use a simple tactic i.e. Look one way and roll the ball the other	The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. Knowledge – To use a simple tactic i.e. Throw away from the cones (fielders)	The 'Piggy in the middle' core task involves children trying to score as many points as possible by throwing and catching a ball between players on their team. The pupils work in groups of four, with three attackers and one defender. Knowledge - To use a simple tactic i.e. move into space to receive a ball. To pass a ball to a player in space.	The aim is to score points by throwing or hitting a ball over a line/net so that it bounces twice, with the first bounce in the court area. Play the game two against two – each pair should have one player with a racket and one without. Knowledge – To throw the ball into space away from the opponent	The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base Knowledge – To use a simple tactic i.e. Strike the ball away from cones/fielders
Character Education						

Progression of Knowledge and Skills through Invasion Games



	Year 3	Year 4	Year 5	Year 6
Aim of Invasion Games In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.	This unit lays the foundations for future invasion games. Children will learn to apply their understanding and skills from Key Stage 1. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport specific techniques.	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. They playing small, uneven-sided games and think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn how to work well as a team when attacking, and explore a range of ways to defend. The play uneven-sided games leading to 5V4 or 4V3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.	Children will improve their defending and attacking play. They start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.
Performance of skills - Progression	▶ Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	▶ Master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.	▶ Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	▶ Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
Developing Physical Skills – Lancashire Scheme	Invasion Games skills through: ▶ Three touch ball (netball) – running, dodging, Chest pass, Bounce pass, Catching a ball ▶ Three touch ball (rugby) – running, dodging, swing pass, Catching a ball ▶ Three touch ball (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball	Invasion Games skills through: ▶ On the Attack (basketball) – running, chest pass, bounce pass, dribbling a ball. ▶ On the attack (rugby) – running, dodging, swing pass, Catching a ball ▶ On the attack (handball) – running, dodging, one-handed pass, One handed Bounce pass, Catching a ball, shooting a ball.	Invasion Games skills through ▶ Year 5 core task (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. ▶ Year 5 core task (rugby): - -- running, dodging, swing pass, Catching a ball, kicking a ball ▶ Year 5 core task (hockey): - running, push pass, dribbling, receiving a pass, shooting.	Invasion Games skills through: ▶ Calling the shots' (netball): - running, dodging, chest pass, bounce pass, catching, shoulder pass, shooting. ▶ Calling the shots' (rugby): - -- running, dodging, swing pass, Catching a ball, kicking a ball ▶ Calling the shots' (hockey): - running, push pass, dribbling, receiving a pass, shooting.
Application of skills – Lancashire Scheme (Core Task)	Develop simple attacking skills in a 3V1 invasion game. • The 'Three touch ball' core task involves children trying to score as many goals as possible by passing a ball (netball, handball, rugby ball) at least three times before throwing it into a hoop Knowledge - To know to move into space to receive a ball. To pass a ball to a player in space when playing an invasion games.	Develop attacking skills in a 4V2 invasion game. • The 'On the attack' core task involves children Working in groups of six, the children create a playing area with two goals at one end and three at the other and play 4V2. Knowledge - To know to move into space to receive a ball. To feint or disguise a pass a ball to outwit a defender.	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. • The year 5 core task games aim is to beat the opposition by scoring more goals. Play the game initially 5V3 and then 5V4. Knowledge – Attacking tactics – to use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. Defending Tactic – to close down space	Apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. • The 'Calling the shots' core task involves children setting up a 4 v 4 invasion game based on mini-versions of invasion games. Knowledge - Attacking tactics – to use a range of passes. To get away from a defender to receive a pass. To send the ball wide and/or deep to supporting players Defending Tactic – to close down space. To intercepting a pass.
Character Education				

This example shows where the PE subject leader has taken the core task from Y4 above and chosen to deliver it through Rugby in Autumn 1 and Handball in Autumn 2. You can also see the other activity areas content taken from each activity progression document.



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims of Unit	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4V2 invasion game. "On the attack"	Children continue to learn simple attacking tactics using a range of equipment and sport specific skills. Develop attacking skills in a 4V2 invasion game. "On the attack"	Children will take part in a range of problem solving skills. The tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.	Children will continue to learn simple attacking tactics through playing a target game – Boccia.	Children will continue to learn simple attacking tactics through playing a target game – Dodgeball	Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down.
Lesson 1	Invasion Games skills through: On the Attack core task (rugby)	Invasion Games Skills through on the attack core task (handball)	OAA activities through: a series of Problem solving challenges	Games – Target game – Boccia Core task	Games – Target game – Dodgeball Core task	Striking and Fielding through a Cricket type game. The 'Run the loop' core task.
Character Values	Determination Evaluation	Determination Evaluation	Resilience Problem-solving	Reflection Evaluation	Self-discipline Respect	Communication Evaluation
Aims of the Unit	Children gain inspiration from English and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control	Children gain inspiration from science and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control	Children will learn develop their skills with control and precision and combine them to create a sequence. They will extend their range of actions, working on more difficult combinations.	Children will learn develop their skills with control and precision and combine them to create a sequence. They will extend their range of actions, working on more difficult combinations.	Children will learn to develop the skills they need for net/wall games and on how to use these skills to make the game difficult for their opponent.	Children should concentrate on developing good basic running, jumping and throwing techniques. Children will develop their technical understanding across all areas of athletics.
Lesson 2	Dance Activities through the Great Plague	Dance activities through Sparks Might Fly.	Gymnastic Activities through the 'Partner work' core task	Gymnastic Activities through creating a sequence for a L1 competition.	Net/Wall through Core Task 1	Athletic Activities through Take Aim Furthest Five and 'Pass the baton' core tasks.
Character Values	Encouragement Responsibility	Encouragement Responsibility	Trust Self-motivation	Trust Self-motivation	Communication Evaluation	Resilience Evaluation

Lancashire Physical Education Scheme of Work is designed to be delivered by non-specialists, with core skills and knowledge identified and explained throughout. This we believe supports teachers with their subject knowledge and understanding. A breadth of teaching approaches appropriate to the content and desired learning outcomes are used to engage all pupils and enable them to not just acquire knowledge but to apply it in meaningful contexts. Appropriate discussion is recommended as a means of checking pupils' learning systematically, identifying misconceptions and providing immediate feedback.

Lancashire Physical Education Scheme of Work is a complete curriculum programme for primary PE which provides units of work to ensure pupils gain a coherent skills, knowledge and understanding of PE and exercise. . It offers complete coverage of the National Curriculum Programme of Study for PE (2014) and supports meeting the criteria of the new Ofsted Education Inspection Framework (2019).

From starting points suitable for all, the units/ lessons develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. Skills, knowledge and understanding based on the expectations outlined in the PE National Curriculum, progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. The EYES intent focuses on 5 Fundamental Movement Skills thus ensuring children are ready to progress into KS1, whilst also provide a secure baseline for future development. Within Key Stage 1 the 10 FMS provide a baseline / bench mark for the teacher whilst further supporting with the assessment process.



How the scheme is organised

Structure of the Units

Each year group includes the following:

Six units, each written to be taught within a half term.

Lancashire Physical Education Scheme of Work offers What is included in each year?

- Unit overview: at-a-glance overview of all the key information for the unit
- Session plans: editable session plans that include learning objectives, key questions, success criteria, key vocabulary and activities
- Pupil resources: handouts and worksheets to enhance learning
- Interactive quizzes: self-marking multiple-choice questions that test pupils' knowledge and understanding of the key concepts in the unit
- Key assessment opportunity: a guide to address how best to assess pupils within each unit
- Progression Documents
 - **Activity Area guidance** – focusing on a statement for the area of PE being covered- for example games and specific skills and tactics leading to an end point.
 - **Performance of skills progression** – explains level of performance and how skills should be performed
 - **Developing Physical Skills** – this where the skills the children will learn in the Lancashire PE units are found
 - **Application of skills** – application of skills in a physical context – focusing on a progression of how they apply the skills and also these will show the knowledge that the children need to apply the skills in each year group.
 - **Character Education** – This is where as a school we add any additional character values that we want to develop through PE there are examples in the scheme.

Curriculum Coverage, assessment and progression grids

In purchasing the scheme, the first thing we did was check the curriculum coverage against the National Curriculum for each unit of work. The scheme has produced curriculum coverage, assessment and progression grids for Key stage 1 and Key Stage 2. These show for each unit the Key programmes of study from the National Curriculum that are covered they also give the staff a progression statement – so indicate for staff what expected looks like for their mixed age class, they identify a key assessment opportunity

e.g.

Curriculum Progression of skills and knowledge grids

Alongside the Curriculum Coverage, assessment and progression grids we also produced for the staff **Curriculum Progression of skills and knowledge grids**. These support the staff with planning for a mixed class. They give clarity as to the expectation at each stage, they identify the specifics from the National Curriculum that are addressed by the skills and knowledge and they give expectations for working towards, meeting expectations and exceeding. These in turn support with planning differentiated tasks and also with assessment for learning as they give the specific guidance to the staff upon which judgements can be made.

Progression Framework: Breaks down the **Lancashire PE Scheme's Curriculum** into individual statements with 'what to look for' guidance for working towards, meeting, and exceeding expectations to help teachers identify gaps in pupils' knowledge and understanding.

Teaching

Units: - Each unit employs the same structure and includes: Unit Overview: An at-glance overview of what will happen in the half termly unit. It offers practical advice regarding the resourcing and teaching the unit of work.

Visits – Cultural Capital Opportunities

In order to develop a broad, rich and deep understanding of physical education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Sporting themes – the Olympic Games, the World Cup... etc.

There are a range of opportunities for enrichment experiences including after school sporting clubs. Links with Carr Hill Secondary School, who host and organise events, allow inter school competition opportunities within key stage 2.

The PE subject lead supports staff with the development of Cultural Capital opportunities across the PE curriculum. These include: -

- The PE curriculum – coaches / experts support the games element
- Healthy eating through food technology, the school canteen and catering providers
- Health Education through the personal development curriculum – The Health for Life Bus is an annual feature of our curriculum
- Extra-curricular activities including sport, field trips., Outdoor and adventurous residential trips and other provision after school
- Sports Day and the celebration of sporting achievements through school colours, the school social media
- Member of the 'small schools' competitive league
- The Bike-ability Scheme
- Forest Schools
- Access to additional equipment – such as the outdoor gym
- Celebrate / incorporate key sporting events within the curriculum – Olympics/ World Cup etc

Rationale for Sequencing and Selection of Units

The PE curriculum at Singleton School is designed (using a best endeavours approach within a two year rolling programme) to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning.

NEED TO PUT IN HOW IT IS ORGANISED.

Progression

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example assessing and monitoring their own and other pupils/groups work. They will be guided to look at concepts in greater depth, for example they will begin to look at how they have progressed and how future development can be set and achieved. Those that are not sufficiently confident may be targeted for extra support.

As the Curriculum Coverage and Progression Charts show, skills and knowledge are introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through correct modelling, initial involvement, self/peer assessment and practice. The key assessment tasks provided within the units provide criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. These statements support with target setting.

All pupils work on the same core tasks. Those that grasp skill and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, within PE this can take many forms including: -

- Developing high levels of physical fitness.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

Differentiation

The **Lancashire PE Primary PE Passport Scheme** is designed so that all pupils can and should receive their entitlement to physical education within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited physical skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute.

Pupils working above expectations are expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability.

- Teachers, in the course of the normal class activity, usually carry out assessment.
- This is done mainly through observations and sometimes through discussion with children, using the Primary PE Passport software installed on every classroom (Teachers iPad)
- A photographic/video record is used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on skills grids for KS1 and KS2 pupils.
- Physical Education / physical development is included as part of the end of year reports to parents.
- Assessment evidence is gathered and stored within the application under the 'reporting and analysis' section. This section allows a breakdown of achievement within classes, groups or individuals. Assessment objectives, attendance, extra curricula and other events can be recorded and assessed.
- Report templates for pupils are also available within the application's resource bank.
- The children complete each key stage with proficiency in each aspect of PE – evidence for this can be gathered within the time-tabled sessions where objectives are display for the lesson. Photo, videos and comments can be uploaded and an outcome grade of Bronze, Silver, Gold or Star can be selected, assessing individuals or groups. These are shared before/during/after sessions, allowing pupils to set, develop and achieve personal goals.
- Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle.

Mile Stones

- Milestone 1 – Y1 & Y2
- Milestone 2 – Y3 & Y4
- Milestone 3 – Y5 & Y6
- Each milestone should be seen as containing two phases. In the first phase, pupils should repeat the content a sufficient number of times to secure fundamental foundations; in the second phase, they should apply the foundations in order to reach the 'expected' standard. If they reach this before the end of the second phase, they should move on to tasks that will secure greater depth. Thus, progress through the cognitive domains take two years.
- It is expected that by the end of Year 1, pupils should be able to complete the BASIC tasks to secure fundamental foundations and by the end of Year 2, the ADVANCING tasks. It is also reasonable that a number of children may move on to the DEEP activities if they secure an early understanding of advancing.
- As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, KIrshner and Rosenshine who argue to direct instruction in the early stage of learning and discovery based appropriate later.

Page 144 of the Primary National Curriculum 2014 states:

'While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progress: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.'

We believe that it is therefore extremely important to secure the fundamental foundations before trying to secure greater depth.

Sport	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
Games	I can throw, roll and catch a ball. I can hit a ball using equipment. I can kick a ball. I can follow rules for a game. I begin to think about tactics for a game. I begin to attack and defend.	I can throw and catch a ball with control and accuracy. I can strike and field a ball with control. I can keep possession of a ball. I can follow rules in a game. I can choose some appropriate tactics. I can attack and defend. I can compete in a game.	I can use a variety of techniques to pass. I can strike a moving ball. I can work as a team to field successfully. I can use forehand and backhand when playing racket games. I can choose the most appropriate tactics in a game. I can attack and defend successfully. I can compete in a game.
Dance	I can link movements. I can remember a sequence of at least three dance movements. I can repeat shapes and simple movements. I can follow a simple rhythm. I can move my body to convey a simple emotion e.g. happy/sad/excited. I can perform my dance actions with control and coordination.	I can refine my movements into sequences. I can demonstrate clear and fluent movements. I can experiment with new ideas and adapt my movements. I can dance to a variety of rhythms. I can dance in role with emotion. I can perform a sequence.	I can compose my own dance using sequences, expression and a variety of rhythms. I can move with controlled and refined movements. I can create a role and perform it consistently to an audience.
Gymnastics	I can balance on different parts of my body. I can show contrasts such as small/tall, straight/curvy. I can jump and land safely. I can begin to safely use equipment. I can plan sequences of movements. I can move with control	I can hold a balance for at least three seconds. I can make shapes that are controlled. I can improve my strength and flexibility by practising stretches and shapes. I can safely use equipment to aid balances and shapes. I can plan and repeat sequences. I can perform sequences that include changes in speed and level.	I can use equipment to develop a sequence. I can compare my performances with previous ones and show improvement. I can make complex sequences that include changes in direction, level and speed. I can combine actions, shapes and balances. I can demonstrate movements that are clear, accurate and consistent.
Athletics (Multi-skills for KS1)	I can balance an object whilst moving. I can skip with and without a rope. I can run to a target. I can begin to run over longer	I can accurately balance an object whilst moving. I can skip with a rope. I can sprint over a short distance. I can run over a longer distance, conserving energy. I can	I can select the best pace for running. I can accurately throw to distance. I can combine running with jumping or throwing

	distances. I can throw overarm and underarm. I can jump forward from standing.	demonstrate a range of throwing techniques. I can throw with accuracy and with distance to hit a target. I can jump in a number of ways, sometimes using a short run-up.	successfully. I can take off and land a jump with control.
Swimming	Beginners <ul style="list-style-type: none"> • I can lift my feet off the bottom and float. • I can use a float to make through the water. • I can put my face in the water. • I can begin to learn a basic stroke. 	Improvers <ul style="list-style-type: none"> • I can swim a width of the pool without putting my feet down. • I can begin to use a variety of strokes. • I can coordinate the movement of my arms and legs. 	Advanced <ul style="list-style-type: none"> • I can coordinate my breathing with the stroke I am using. • I can use at least 3 different strokes. • I can swim 2 lengths of the pool without stopping. • I can swim under water.

Outdoor and Adventure Activities

- I can use a map and understand diagrams.
- I can work as a team.
- I can follow instructions and clues.
- I can solve a problem.
- I can work and behave safely.

How does this work within the Pupil Passport Application?

Within the Pupil Passport Lancashire Education Scheme's term planning section, each year is broken down into six half terms. Each half term covers a particular sporting activity, which is broken down into weekly lessons. Each lesson aims at achieving a lesson objective(s) including success criteria and specific teaching point e.g. Can you describe your gymnastic sequence?

Inside each lesson plan is an evidence tab that allows teachers to capture, by picture or video, pupils involved in activities that demonstrate whether a pupil is 'developing a skill, applying a skill and a character development section.'

When one of these skills is highlighted the teacher can add a B (Bronze) S (Silver) G (Gold) or Star. These signify whether a pupil is Working towards (B), Achieving expectations (S), Exceeding expectations (G) or Greater (Star). Teacher feedback can also be added to both picture and video evidence.

Assessment can be completed for groups of children, or on an individual basis.

The Pupil Passport collates a full assessment overview for groups/pupils – this can be analysed and broken down as required.

IMPACT

- The impact of Lancashire Physical Education Scheme of Work is evidenced through the pupils' progress against 5 FMS at EYFS, 10 fundamental Skills at the end of KS1 and progress against Age related expectations.

The 'Character Development' section of course outcomes, helps assess pupil progress and notes/dates any further development within desired outcomes such as self/peer evaluation, organisation, empathy, creating a comfortable learning environment and presenting their ideas to others.

The children complete each key stage with a high proficiency in each aspect of PE.

Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle

Subject knowledge for teachers

The Lancashire Physical Education Scheme of Work focuses on the subject as an individual discipline and it sets high expectations for the quality of teaching within the subject. However, the structure and levels of support within the scheme take into account that most primary teachers and many PE subject leads are not subject specialists.

We believe that this vital to support with workload and also quality teaching and learning experiences.

Adapting to schools' individual settings, needs and priorities

We have found the Lancashire Physical Education Scheme of Work to be inherently flexible.

- All resources are editable, so once teachers are confident with the material, they can edit it to suit a cohort, a setting, the school environment, a teacher's specialist knowledge, interests, or topical events, such as the Olympics.

Sports Grant

At Singleton School we believe that all young people should have the opportunity to live a healthy and active life and we want to ensure that our children have a positive experience of sport and physical activity from a young age. We strongly advocate the benefits of exercise on mental health and wellbeing and look for every opportunity to promote a healthy active lifestyle within our school.

Our aim / vision is to provide opportunities for our children that reach far beyond the PE curriculum. We are determined to promote a positive experience of sport and physical activity within our school. Our children from the moment that they start school are provided with opportunities that help them to foster a love of sport and physical activity. We endeavour to set them on a journey where participation in exercise becomes a healthy habit that we hope they will embrace throughout their lives. We use our Sports Premium Grant in a very strategic way to enrich the opportunities that we offer and to ensure that we provide high quality Physical Education teaching and learning opportunities for all our children.

In terms of Physical Education we advocate a holistic approach, whilst we provide a high quality curriculum that meets the National Curriculum requirements and encompasses progressions within skills and knowledge, we also thread sport and physical activity opportunities across all aspects of our 'offer' at Singleton School. Sport and physical activity not only have physical health related benefits but also

mental health benefits and we believe that there is an impact on behaviour and social and emotional development as well.

For example the following six key areas can be addressed through sport and physical activity. We have given examples of how in our school we endeavour through the Sports Premium to address some of these areas.

1. Fitness and health related exercise

- a. Fitness circuits
- b. Outdoor gym equipment / Trim trails
- c. Themed days - Olympics day – athletics focus

2. Skills based exercise

- a. Skills based activities
- b. Movement and agility activities
- c. Create movement and patterns

3. Activities that addressed loneliness and social isolation and lack of belonging

- a. Activities that promoted communication and collective performance – outdoor and adventurous
- b. Team building and problem solving – e.g. forest schools week

4. Anxiety, bereavement, trauma

- a. Development of exercise within playtimes
 - i. Active mile
 - ii. Trim Trail
 - iii. Outdoor gym
- b. Yoga/ Dance

5. Inactivity – too much time indoors

- a. Forest schools
- b. Outdoor and adventurous – e.g. scavenger hunts
- c. Athletics - throwing, running and jumping
- d. Personal challenges – e.g. bat and ball – how many keepy uppies can you do

6. Lack of motivation and confidence

- o Personal challenges to achieve their personal best



The Premium is being used to meet the 5 main aims of the funding:

1. The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyle
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

In our school we will endeavour to provide opportunities for an average of at least 60 minutes per day of sport and physical activity. We aim to achieve this through a range of strategies as follows

- PE lessons
- Active playtimes – that encompass sporting activities and exercise and fitness opportunities
- Extra-curricular sporting activities that offer breadth and variety
- Themed sporting days and weeks across the academic year
- Opportunities to participate in competitions

Our planned expenditure aims to enable us to meet the following offer for our children

Aim 1

- Learning Mentor to be employed to develop and encourage active playtimes
 - Linked to supporting with mental health and physical wellbeing
 - Linked to behaviour and social and emotional development.
 - Linked to Growth Mindset
- Sporting and physical activities to be planned at lunch time – encompassing fitness, social interactions and team work, training for competitions, consolidating and practicing Fundamental Movement Skills (KS1/ FS)

Aim 2

- All pupils to access high quality curriculum provision
 - Introduction of the new Lancashire Scheme to support with teaching and learning
 - Effective implementation of new assessment protocols
 - COVID Catch up – additional swimming to be organised for those children that have missed this over the last two academic years

Aim 3

- Staff to have a firm and common understanding of the schools PE curriculum intent and what it means for their practice
 - CPD training for the subject leader and the Curriculum Development lead
 - Generic whole staff training lead by Subject lead on the new scheme and the assessment
 - AFC / Fleetwood Town coaches to support teachers during the games aspect of PE

Aim 4

- Pupils to access additional sports clubs that cater for varying interests and allow for a vast array of opportunities
- Curriculum to facilitate Sport themed special days, inspirational speakers, links with other schools etc.
- Forest Schools experiences to be available to all pupils

Aim 5

- Through SLA with from AFC FYLDE/ Fleetwood Town / Small school cluster of schools children will access a range of competitive sports opportunities.
 - To provide regular training for our football and netball team
 - To provide an extra-curricular opportunities that link to the competitions offered by the small school cluster

Cycle A- PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 /2	KS1 Year 1 - Baseline Unit - Supertato	(Warm up) KS1 Fundamental Movement Skills – Overarm Throw	(Warm up) KS1 - Year 1 - Fundamental Movement Skills Rolling a Ball	Year 2 – Games – Striking and Fielding	KS1 – Year 1 Athletics	<u>Year 1 Assessment</u> Year 1 Fundamental Movement Skills Tri Throlf or Zog
Year 3/4	Year 3 Invasion Games - Netball	Year 3/4 Dance - Superheroes	Year 3 Gymnastics - Activities	Year 3/4 Games - Net and Wall Unit Core Task	Year 3/4 Striking and Fielding - Cricket	Year 3/4 Athletics Activities
Year 5/6	Year 5/6 Invasion games netball	Year 5/6 Dance - Highway Man	Year 5 Gymnastic Activities 1	Year 5/6 Net and Wall Tennis	Year 5/6 Athletics	Year 5/6 OAA

Cycle B- PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 /2	Year 1 Fundamental Movement Skills - Baseline Unit - Lost and Found	(Warm up) Year 1 - Fundamental Movement Skills - Underarm Throw KS1 - Y2 - Dance - Explorers	(Warm up) Year 1 Fundamental Movement Skills - Catching and Bouncing a Ball Year 2 Gymnastics - Activities 1	KS1 - Y2 - Fundamental Movement Skills - Playground Games in the 20 th Century	KS1 - Y2 - Athletics	<u>Year 1 Assessment</u> KS1 Fundamental Skills and Gym - Jack and the Beanstalk OR <u>Year 2 Assessment</u> Year 2 Fundamental Movement Skills end of KS1 Assessment
Year 3/4	Year 4 Invasion Games - Rugby	Year 3/4 Dance - Myths and Legends	Year 4 Gymnastics - Activities 2	Year 3/4 Games - Net and Wall Unit Core Task 2	Year 3/4 Striking and Fielding games - Rounders Year 3/4 OAA Team Work & Problem Solving	Year 3/4 Athletics Year 3/4 OAA Team Work & Problem Solving
Year 5/6	Year 5/6 Invasion Games - Hockey	Year 5/6/ Dance - Heroes and Villains	Year 6 Gymnastics	Year 5/6 Striking and Fielding Games - Rounders	Year 5/6 Athletics	Year 5 Orienteering