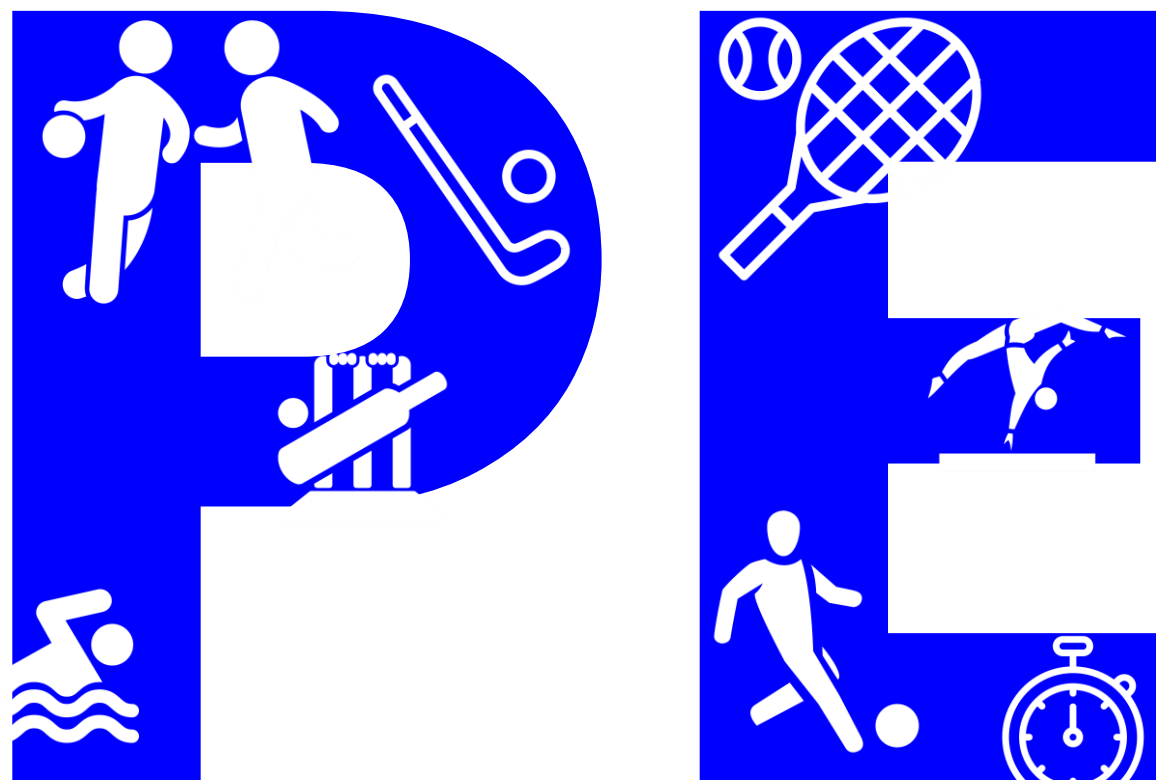


ST MARY'S, WELHAM GREEN



“Inspiring all children to develop a love of physical activity and sport.”



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At St Mary’s, we provide an opportunity for all children from Reception to Year 6 to be exposed to physical activity and sport that will help them develop their health, fitness and wellbeing. Through our Physical Education curriculum, we aim to nurture confident, resilient children who will strive for their personal best. We aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to flourish in their sporting challenges and active lifestyles at secondary school and beyond.

Pupils are further supported in lessons and during play and lunchtimes by our year 6 play leaders, who provide opportunities for children to work collaboratively. This further supports children to take the initiative, lead, organise, officiate and instil good sporting attitudes in themselves and others.

Through our school links with a local SGO and secondary school we plan opportunities for pupils to compete in sport and other activities to build character and help to embed values such as fairness, sportsmanship and respect.

We educate our children to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being.

We are building links with local clubs and partnerships within our community to ensure that the ethos we are promoting within the school can continue outside.

Implementation



Children are taught regularly by teaching staff and may also have sports delivered by coaches as part of their enrichment activities or our ongoing investment in developing teacher confidence in curriculum delivery.

The National Curriculum for PE aims 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 at St Mary's provides children with the opportunity to enjoy a range of sport disciplines including invasion games, net & wall games, striking and fielding, fitness, gymnastics, dance, outdoor and adventure and swimming. These sports are set out and planned for using Get Set 4 PE, which ensures we meet the National Curriculum requirements. The plan states that PE should be taught twice a week through challenging and high-quality lessons. Within KS1 and KS2 each class will be taught two different disciplines each half term.

As part of our application for the School Games Award we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments throughout each day whereby the children can be active for example using the outdoors as a learning environment or the Daily Mile.

Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills.

We also offer opportunities beyond the curriculum for children to take place in a variety of competitive teams, clubs and tournaments. They include and have included: District Sports Athletics; School Football Teams; Tennis Club; and Netball Club.

Impact



By the end of each key stage pupils are expected to recognise, apply and understand the skills and processes specified in the relevant National Curriculum documents.

At St Mary's we use ongoing formative assessment to assess skills, to determine children's understanding and to inform teachers' planning. At the end of each half term teachers collate summative assessment through our Get Set 4 PE scheme.

Each part of the PE curriculum is reviewed on a termly basis by the subject leader. Pupils across the school share their experiences and views through Pupil Voice discussions. Pupil attainment in each area of the curriculum is shared with parents through a yearly academic report.

Our school's vision, "Flourish for the Future" promotes personal development; striving for excellence in all we do, and links to the Church of England's vision of enjoying "life in all its fullness" and we believe that our PE curriculum links well with these aspirations.

The Non-Negotiables



We teach two weekly timetabled PE lessons.

Before the lesson -

- On PE days, children come to school in PE kit. If they are not wearing kit their parents/guardians are rang first thing. If a child still does not have kit for a lesson, the teacher will give the children an opportunity to take on different roles such as a coach or umpire.
- Teaching staff should be appropriately dressed to teach PE.
- Staff should check equipment is safe for children to use before the lesson starts.

During the lesson -

- Children should be briefed on the activities before going out, to aid hearing of instructions, if there are video examples and to increase the amount of active time.
- Where possible activities should be set up before or during the warmup.
- Staff use short term plans set out by Get Set 4 PE to ensure that knowledge and skills are being shared in a progressive way.
- Staff use the subject specific vocabulary and praise to help children improve.

After the lesson -

- All equipment should be returned at the end of the lesson to the PE Shed (unless its being handed over to the next class).

At the end of the unit -

- At the end of each unit, teachers must input assessment data into Get Set 4 PE. These follow the criteria on the short/medium term plans.

Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Introduction to PE	Dance	Gymnastics	Ball Skills	Athletics	Games
	Bikes and Scooters					
1	Fundamentals	Invasion	Gymnastics	Fitness	Athletics	Striking / Fielding
	Ball Skills	Dance	Sending and Receiving	Team Building	Net / Wall	Target Games
2	Fundamentals	Invasion	Gymnastics	Fitness	Athletics	Striking / Fielding
	Ball Skills	Dance	Sending and Receiving	Team Building	Net / Wall	Target Games
3	Fundamentals	Football	Gymnastics	Dance	Athletics	Cricket
	Netball	Tag Rugby	Dodgeball	OAA	Swimming	Swimming
4	Fitness	Hockey	Gymnastics	Dance	Athletics	Cricket
	Netball	Tag Rugby	Swimming	Swimming	Tennis	OAA
5	Fitness	Tag Rugby*	Indoor Athletics	Dance	Athletics	Rounders
	Basketball*	Gymnastics	Football	OAA	Tennis	Cricket
6	Fitness	Tag Rugby	Gymnastics	Badminton	Athletics	Cricket
	Basketball	Hockey	Indoor Athletics	Dance	Tennis	Rounders

*Swimming Boosters for Yr 5 in Autumn

Supporting the EYFS Statutory Framework



Through Get Set 4 PE our EYFS curriculum allows for children to experience movement, interaction and engagement through structured play. We aim for the units to bridge the gap between play and the KS1 National Curriculum.

Introduction to PE

This will give the children opportunities to learn how to safely use a new space, adhere to set rules and move around others, with and without equipment.

Fundamentals

Fundamental movements skills underpin all activities throughout our EYFS PE curriculum. The curriculum will allow the children to develop these skills in isolation and combination.

Balls Skills

Children will practise skills independently and with a partner and work towards mastering basic movements including throwing and catching'.

Gymnastics

We aim to develop strength, balance and coordination (ELG) whilst preparing for body management activities taught in KS1.

Games

Fundamental movements skills underpin all activities throughout our EYFS PE curriculum. The curriculum will allow the children to develop these skills in isolation and combination.

Dance

Children move energetically and in time to music (ELGs). At KS1, dance is the only compulsory activity on the NC so teaching dance at EYFS gives children a good grounding.

EYFS Overview



Physical Development									
	Subject	Year one progression link	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	ELG
Gross Motor Skills	PE	<p>Autumn term: Fundamentals and dance</p> <p>They will develop the fundamental movement skills that are the building blocks of all the fun things your body can do: running, balancing, jumping, hopping and skipping. For dance the children will develop balancing skills and moving different body parts at the same time. We will focus on linked actions, dynamics, using space, relationships with our dance partner and performance.</p> <p>Spring term: Gymnastics and sending and receiving</p> <p>They will develop different ways to balance, making shapes with our bodies, using different rolls and jumps. They will also develop their flexibility and strength for gymnastics. For</p>	<p>Introduction to PE</p> <p>This unit develops agility, balance, co-ordination, speed and stamina. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using equipment and working individually with a partner and group.</p>	<p>Dance</p> <p>This unit develops balance, co-ordination, flexibility and stamina. They will explore travelling movements, shapes and balances. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music.</p>	<p>Gymnastics</p> <p>This unit develops balance, co-ordination, flexibility and strength. They will develop basic gymnastic skills through the topic of animals and their habitats. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.</p>	<p>Ball skills</p> <p>This unit develops agility, balance, co-ordination, speed and stamina. They will develop their ball skills through the topic of minibeasts. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.</p>	<p>Games</p> <p>This unit develops agility, balance, co-ordination, speed and stamina. They will develop their understanding of playing games through the topic of transport. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is.</p>	<p>Games</p> <p>This unit develops agility, balance, co-ordination, speed and stamina. They will practise and further develop their fundamental movement skills through the topic of around the world. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

EYFS Overview



	<p>sending and receiving, the children will develop their ball skills by learning different ways of sending a ball such as, throwing, kicking, rolling or hitting it to someone else. They will learn ways to receive a ball by tracking it and catching it.</p> <p>Summer term: Net and wall games and target games</p> <p>They will develop how to use a net or a wall to separate players in a game. The children learn to hit the ball over the net or against the wall to make it difficult for a partner to return. Then for target games the children will develop their throwing skills and sending an object towards a target. They will develop their overarm throw and underarm throw.</p>								
Key Vocabulary	Running, jumping, climbing, throwing, catching, skipping, hopping, dancing, moves, direction, strength, balance, space, coordination, obstacles, stretching								

Progression of Skills



A progression of skills document is used from Get Set 4 PE. These give an indication of how each discipline meets the National Curriculum objectives while allowing each year group to see prior knowledge and understanding and their expected next steps. This information is also kept readily available on our Sport display board in the hall.



Barriers To and Solutions for Engagement, Progress and Achievement



	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> Difficulty in hearing instructions from teacher/peers Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear 	<ul style="list-style-type: none"> Difficulty in seeing target Difficulty in seeing object (ball, shuttlecock etc.) Difficulty navigating space 	<ul style="list-style-type: none"> Throwing and catching Holding bat, racquet, stick Foot control Balance Spatial awareness 	<ul style="list-style-type: none"> Recall of instructions Memorising routines Use of specific language Delay between instruction and task results in forgetting 	<ul style="list-style-type: none"> Noise and movement – overstimulating Sharing space and equipment with others Too many rules/instructions Interpreting as unfair 	<ul style="list-style-type: none"> Waiting + frustration Fairness 	<ul style="list-style-type: none"> Recall of prior learning Recall of instructions Understanding rules 	<ul style="list-style-type: none"> Difficulty in taking turns & sharing Difficulty with not winning/succeeding Difficulty with boundaries
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> positioning in learning space use of communication in print/signals visual modelling instruction in classroom before lesson audio equipment 	<ul style="list-style-type: none"> ensure use of contrasting balls/beanbags etc use of tactile, larger balls for throwing catching peer support specialist equipment – sound balls 	<ul style="list-style-type: none"> malleable balls/beanbags make catching easier make sure that there is some easy-grip on bats 	<ul style="list-style-type: none"> use of pictorial representation and reduction in verbal instruction film, photograph of routines to aid recall 	<ul style="list-style-type: none"> clear structure of lesson with minimal periods of inactivity absolute clarity of instruction safe space and safe people identified for learning 	<ul style="list-style-type: none"> Pre-teaching of rules and expectations Careful partnerships 	<ul style="list-style-type: none"> Pre-teaching Pictorial representations 	<ul style="list-style-type: none"> Careful groupings Specific rules Work on resilience

- The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People
- Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations
- Adaptations should never involve pupils “going into deep field”
- Care should always be taken when allowing pupils to “pick sides” this can bring huge risks of exclusion and should therefore be avoided
- Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion
- Don’t forget inhalers
- Ensuring that resources for session are available and ready

STEP principle for adapting our PE



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

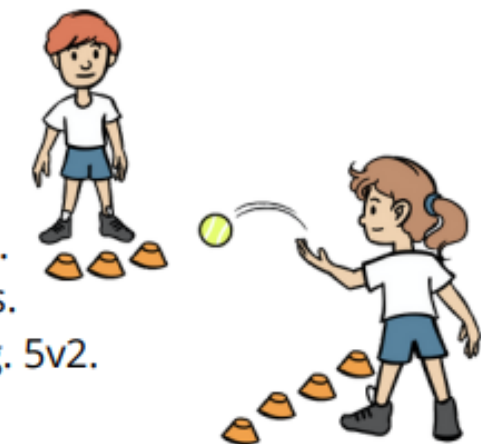
- Using larger balls which are easier to see and catch.
- Using coloured balls that are easier to see.
- Using balls that make noise.
- Using tennis rackets instead of rounders or cricket bats.
- Using lighter equipment which moves more slowly e.g. scarves, beanbags.

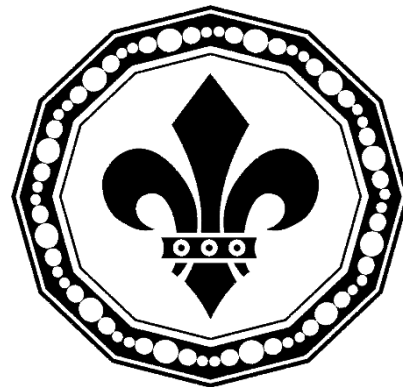


People:

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.





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