



A GUIDE TO PHYSICAL EDUCATION AT LONGMOOR

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Longmoor
Community Primary School

Vision

At Longmoor Community Primary School, we strive to ensure that all pupils have access to a broad, balanced, supportive, sequenced, and ambitious curriculum that provides them with the knowledge, skills, and experiences they need to succeed in life.

Through our PE curriculum, we aim to inspire a lifelong love of physical activity, fostering a culture where children enjoy being active, support one another, and embrace healthy competition. We provide a safe, inclusive, and supportive environment where every child can flourish in a range of physical activities, promoting not just physical development but also emotional, social, and moral well-being.

We encourage all children to develop their understanding of movement, coordination, and safe use of equipment, while also nurturing creativity and independence in physical activity. Our dynamic and engaging programme ensures that all children make progress, experience a variety of sports, and develop the confidence to lead a healthy, active lifestyle. Through sport, we promote self-esteem, resilience, and a positive mindset, instilling the belief that with determination and courage, anything is possible.

A key aim of our PE curriculum is to develop teamwork, leadership, and responsibility. We provide opportunities for children to take on leadership roles, such as leading warm-ups, supporting younger pupils, and organizing activities, helping them build confidence and essential life skills. We also teach the values of fair play, respect, collaboration, and perseverance, ensuring that our children develop a strong sense of sportsmanship both as individuals and team players.

We recognise the importance of water safety and provide structured swimming lessons in Year 3 and Year 4, with additional catch-up sessions in Year 5. This ensures that all children have the opportunity to meet the National Curriculum requirement of swimming 25 metres by the end of Year 6.

At Longmoor, we are committed to equipping children with the knowledge, skills, and motivation to lead healthy, active lives now and in the future. We offer a diverse range of internal and external sporting events, alongside extracurricular activities, to ensure that every child can find a sport or physical activity they enjoy. Through PE, we empower our pupils to become physically active citizens, ready to embrace opportunities and challenges with confidence and enthusiasm.

Curriculum Design

At Longmoor Community Primary School, we use the Get Set 4 PE scheme to deliver a comprehensive, progressive, and inclusive physical education (PE) programme. This structured framework ensures that children develop physical skills, knowledge, fitness, teamwork, and social-emotional learning, all of which contribute to their overall well-being.

Our curriculum is carefully designed to ensure that children regularly revisit and build upon key skills and concepts throughout their time at Longmoor. By following our long-term plan, we embed a spiral approach to learning, reinforcing key skills to enable children to know more and remember more. For example, 'Ball Skills' is introduced in EYFS and develops progressively through the school. By Upper Key Stage 2, these fundamental skills are applied within Invasion Games and Target Games, allowing children to refine their techniques, deepen their understanding, and apply their learning in a range of competitive and tactical situations.

The curriculum ensures a clear and structured progression from mastering basic motor skills in Key Stage 1 to developing more advanced tactical and fitness-based competencies in Key Stage 2. Each year builds upon the previous, ensuring a seamless transition and continuous development of knowledge, confidence, and competence in PE.

To support all learners, Get Set 4 PE provides a range of adaptations and differentiated activities, ensuring that every child can access the learning, be appropriately challenged, and achieve success within lessons. This approach supports our commitment to inclusivity, high expectations, and personal growth in PE.

Our Curriculum Focus Areas:

- Skill Development – Mastering fundamental movement skills, including running, jumping, throwing, catching, and balancing.
- Fitness and Health – Developing an understanding of the importance of regular physical activity and maintaining a healthy lifestyle.
- Teamwork and Cooperation – Building communication, collaboration, and leadership skills through team-based activities and competitive sports.
- Inclusivity and Challenge – Providing accessible activities for all children while ensuring appropriate levels of challenge and extension.
- Creativity and Enjoyment – Encouraging engagement through diverse activities, including dance, gymnastics, and outdoor adventurous challenges.

By offering a high-quality, well-structured PE curriculum, we empower our children to develop a lifelong appreciation for physical activity, equipping them with the knowledge, skills, and confidence to lead active and healthy lives.

Teaching Pedagogy

At Longmoor, PE is delivered through the Get Set 4 PE scheme, ensuring a structured, progressive, and engaging approach to physical education. Each lesson follows a consistent format, allowing children to develop confidence, competence, and a deeper understanding of physical activity.

Typical PE Lesson Structure (Approx. 60 Minutes):

- Warm-Up (10 minutes) – Dynamic stretches, movement-based games, or light activity to prepare the body and mind for physical activity.

- Recap and Discussion (5 minutes) – Revisiting prior learning from previous lessons or year groups, reinforcing key vocabulary and concepts.
- Main Activity (30–40 minutes) – Focused skill development or game-based learning, incorporating individual, paired, and team activities.
- Cool-Down (5–10 minutes) – Gentle stretching, breathing exercises, and relaxation techniques to support recovery and well-being.
- Reflection and Plenary (5 minutes) – Discussion of key learning points, self-assessment, and an opportunity to set personal or group targets.

Beyond the lesson structure, we strictly follow the scheme's sequence of learning, ensuring that all lessons are carefully designed to build knowledge and skills progressively. This approach guarantees that children develop strong foundations in movement, coordination, and game-based strategies while embedding long-term learning and fostering a love for physical activity.

Pedagogical Approach to PE at Longmoor

At Longmoor, we believe in an active and student-centred approach to teaching PE. Our lessons are designed to engage every child in hands-on learning, where active participation is key. We use a variety of strategies to keep students engaged and challenged throughout the lesson:

- Differentiation is central to our approach. Teachers adapt tasks and activities to ensure that all children, regardless of ability, are challenged appropriately while also providing scaffolding for those who need additional support.
- Formative assessment is embedded throughout each lesson. Teachers continuously observe, ask questions, and provide feedback to ensure that children are progressing and to inform the next steps in their learning.
- Cooperative learning is encouraged in every lesson, whether through partner work, team-based games, or group discussions. This helps develop not only physical skills but also social-emotional skills such as collaboration, communication, and resilience.
- We believe in positive reinforcement and use praise to motivate and encourage children. Celebrating both small and large successes fosters a growth mindset, encouraging children to push themselves and learn from mistakes.
- Finally, we place a strong emphasis on developing self-reflection skills, allowing children to assess their own progress, set goals, and take ownership of their learning journey.

Subject Specific Adaptations

The Get Set 4 PE scheme offers a wealth of adaptable resources that can support teachers in delivering high-quality physical education for all learners. Adapting lessons to cater to the varying needs, abilities, and learning styles of pupils is essential for ensuring inclusivity, engagement, and progression. Below are some key strategies and practical adaptations that can be applied when using the Get Set 4 PE scheme to ensure all pupils are supported:

Communication Support

To support pupils with communication challenges, the following strategies can be applied:

- **Word Storms and Word Maps:** Teachers can use word storms and word maps to introduce and reinforce key vocabulary. This approach can help children engage with essential terms like "balance," "coordination," and "direction," supporting both verbal and visual learners.
- **PODD (Pragmatic Organisation Dynamic Display):** For children with complex communication needs, symbols from a PODD system can be used to facilitate communication. These symbols can be tailored to specific PE activities, helping children express themselves during lessons.
- **Reduced Language and Processing Time:** For pupils with autism or communication difficulties, instructions can be simplified using minimal language. Additionally, teachers can allow up to 10 seconds for pupils to process information before moving on, ensuring they understand and can respond appropriately.

Sensory Support and Regulation

Sensory needs vary widely across children, and the following adaptations can be made to address these needs:

- **Sensory Circuits:** Sensory circuits can be incorporated into the PE routine, offering pupils opportunities for proprioceptive, tactile, and vestibular input. These circuits help children self-regulate and improve focus during lessons.
- **Sensory Breaks:** Sensory breaks can be integrated into the schedule, with activities such as bear crawls, balance exercises, or stretching to help children reset and engage more fully in PE activities.
- **Finger Gym:** For children who need additional support with fine motor skills, finger gym activities can be included. These tasks, such as squeezing sponge balls or spinning hoops, help strengthen hand muscles and improve coordination, benefiting sensory regulation and engagement.

Emotional and Behavioural Support

Emotional regulation is crucial for pupil success in PE, and the following strategies can be used to help pupils manage their emotions:

- **Zones of Regulation:** The Zones of Regulation framework can be used to help children identify their emotional state and use strategies to regulate themselves. This can help children understand when they are feeling "red" (angry), "yellow" (nervous), or "green" (calm and ready to learn).
- **Reward Charts and Contingency Maps:** Teachers can implement reward charts to reinforce positive behaviour and encourage children to engage with PE activities. Contingency maps can also be used to help children understand the consequences of their actions, providing clear, visual outcomes for both positive and negative behaviours.

- **Social Stories:** Social stories can be written to explain specific PE activities or transitions, such as sports days or changes to scheduled events. These stories help children understand what to expect, especially in unfamiliar or challenging situations.

Supporting Independence

To encourage independence and self-regulation in PE, the following strategies can be applied:

- **Task Management Boards:** Tasks can be broken down into manageable steps using task management boards. These boards help children stay on track by providing clear, visual instructions, allowing them to follow tasks at their own pace.
- **Backward Chaining:** When introducing new skills, backward chaining can be used. This approach starts with the final step of a task and gradually adds earlier steps. This allows children to experience success and gradually build their independence.
- **Help Boxes:** Help boxes can be provided to children, offering a visual breakdown of key steps and extension activities. These boxes encourage children to take ownership of their learning and seek guidance independently when needed.

Supporting Transitions

Transitions between activities or environments can be challenging, and the following strategies can be used to ease these transitions:

- **Now and Next Boards:** Teachers can use "Now and Next" boards to give children a clear understanding of what is happening now and what will happen next. This provides structure and reduces uncertainty during transitions between activities.
- **Timers:** Timers can be used to visually indicate how much time remains for transitions or tasks. This helps children manage time effectively and reduces anxiety about what comes next.
- **Transition Booklets:** For children who experience anxiety during transitions, individualised transition booklets can be provided. These booklets offer a visual guide to help children understand what to expect, whether transitioning between indoor and outdoor activities or moving to a different activity.

Adapting for Physical and Sensory Needs

For children with physical disabilities or sensory impairments, the following adaptations can be applied:

- **Mobility Impairments:** Teachers can apply the STEP (Space, Task, Equipment, People) principle to adapt the environment, tasks, and equipment. This might include using more accessible spaces, providing larger or adapted equipment, and offering additional support during tasks to ensure full participation.
- **Hearing and Visual Impairments:** The environment can be adapted by using visual aids, ensuring good lighting, and providing equipment that is easier to see or hear. These

adaptations ensure that children with sensory impairments can fully engage with PE activities.

Assessment

At Longmoor Community Primary School, we assess pupils' progress in Physical Education (PE) to ensure that each child is meeting their individual learning goals and achieving their potential. Our assessment practices are designed to be inclusive and reflective of the varying abilities and needs of our pupils. The Get Set 4 PE scheme offers a comprehensive framework for assessment, which we can apply to track pupil progress in both physical skills and the broader social, emotional, and thinking (SET) outcomes.

Assessment Criteria

Assessment criteria are integrated into each unit of work, and teachers can access these through the 'lesson plan' tab within the Get Set 4 PE scheme. These criteria focus on physical skills as well as the broader social, emotional, and thinking outcomes, providing a holistic view of each pupil's development. This approach allows for a detailed assessment of both the physical and cognitive aspects of PE, ensuring that all areas of a pupil's development are captured.

Assessment Checklists

We use assessment checklists to track pupils' progress throughout the unit. These checklists can be found in the 'Awesome Stuff' tab, under 'Progression Documents.' Each checklist breaks down the assessment statements for each unit, allowing teachers to make notes or tick off progress as pupils develop their skills. These checklists can be taken to lessons, making it easier for teachers to record and monitor progress on the spot.

Attainment Levels

Pupils are assessed on their attainment within the expected standard for each unit. The Get Set 4 PE assessment system uses the following categories to indicate a pupil's progress:

- Working towards the expected standard: This indicates that the pupil is not consistently demonstrating the required criteria for the unit.
- Working within the expected standard: This shows that the pupil meets all of the criteria within the standard for the unit.
- Working beyond the expected standard: This demonstrates that the pupil not only meets all of the required criteria but also exceeds them.

This system helps teachers to quickly and easily assess where each pupil is in their learning journey and tailor support to ensure all pupils progress.

Self-Assessment and Reporting

Pupils can also engage in self-assessment, which helps them reflect on their own learning and set personal goals. The self-assessment sheets are available in the PE Leads area. Additionally, report comments are available to help teachers provide meaningful feedback on each pupil's progress, reinforcing key achievements and areas for further development.



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