

## Physical Education at St. Margaret's

High quality PE and sport enthuse ALL pupils to develop a healthy lifestyle and strong core skills of cognitive and social development for now and their whole lifetime. Wide ranging opportunities in core and more diverse sports lead pupils of all abilities to find a personal love and passion for activity which can shape their future lives.

Everyone is educated and enthused to develop a healthy lifestyle for now and their whole lifetime. The school community develop a positive attitude to sport, based around the Christian values, to help when winning, losing or simply participating. Regular, high-quality PE sessions allow all pupils, irrespective of their level of ability, to develop core skills in a range of physical activities. All pupils develop a love of sport which they enjoy and excel in – this won't always be football, running etc. Gifted and talented pupils are recognised and supported in being challenged to excel. Opportunity is given to access local sports which can provide life-long hobbies and access examples of inspirational sporting performers.

### **Our Curriculum**

Each class will have access to 1 hour of curriculum PE each week in school. Our PE curriculum follows the Durham County format, covering areas of Invasion games, net and wall games, athletics, gymnastics dance and OAA (Outdoor and adventurous activity). Pupils encounter all areas regularly across school, at age specific levels, aimed at developing and consolidating core skills. Swimming is the other core area of the PE curriculum which we address in KS2. PE lessons are delivered by our sports coach (Mr Rose) and supported by our sports apprentices.

### **Additional PE opportunities**

Our aim is to regularly offer pupils an additional hour of PE, above their usual session. Being limited by the hall space available to timetable this weekly, we have made a focus to offer all pupils additional 'lifestyle' sports sessions, in at least 3 additional blocks over the year. In the infant building, these additional blocks will focus on developing basic skills in different environments. Examples of this are multi-skills session, balance bike riding, dance, orienteering etc. In KS2, the focus is to introduce pupils to diverse sports and sports which are readily available in Durham. The hope is that pupils will find a way to be active which they love and want to continue in their personal lives. Potential links with clubs and organisations will be flagged up where possible. Examples of this are golf, fencing, archery, climbing, golf etc.

### **School Sports Partnership**

To enhance sporting opportunities for our pupils and further develop our PE provision, St Margaret's CE Primary School is part of the Durham and Chester-le-Street School Sports Partnership (SSP). Our financial contribution to the partnership enables us to access high-quality advice, specialist coaching, and a wide range of competitions and sporting events.

Working closely with the SSP ensures that our school sport provision reflects the highest standards and aligns with current guidance and best practice. In addition, having a member of our staff serving on the SSP Steering Group means we can help shape the partnership's offer and ensure that the support we receive meets the needs of our school and others within the partnership.

Alongside this, the partnership provides numerous opportunities for our pupils and staff, including:

- A wide programme of festivals and competitive events
- Three SSP coordinator meetings each year
- Gifted and Talented sports programmes for selected Year 5 and 6 pupils
- An annual intra-school sports day
- Access to a range of local clubs and specialist coaches

These opportunities enrich our curriculum and help us deliver a vibrant, engaging, and inclusive sports experience for all pupils.

## Retrieval

In PE lessons, retrieval is used to strengthen the children's memory of key knowledge and skills so they can recall and apply them in practical contexts. This could be done as a knowledge quiz, brain dump, image analysis or verbal questioning.

## **Sequencing: Our journey through PE**

### **Gymnastics**

In Gymnastics, the children in EYFS begin by learning how to move around the hall and to manage their space safely. They use different gymnastic shapes and perform rolls, jumps and travelling safely.

In Year 1, the children continue to develop a range of different gymnastic shapes, improving their control and accuracy. They explore different ways to take weight on their hands and they combine gymnastic phrases to incorporate apparatus. Year 1 children are also encouraged to watch and describe a partner's sequence and talk about why they think gymnastic actions are performed well.

In Year 2, children develop the skills to create a sequence with a clear beginning, middle and end. They repeat a sequence accurately and learn to adapt it to include apparatus. Year 2 learn how to show basic control and coordination when balancing, rolling, jumping and staying still, on the floor and on the mat. They learn how to show body tension and

relaxation, stretch and curl and they are encouraged to describe what they and others do in their movement phrase, as well as saying why they think gymnastic actions are performed well.

In Year 3, children show a variety of balances on small body parts and they learn to devise a sequence with a beginning, middle and an end, including different levels, directions and speeds. They are taught how to perform with control and accuracy and they vary the use of apparatus (along, over, onto, off). Year 3 children create longer more complicated sequences on the floor and apparatus, choosing different actions like jumping, turning, balancing, rolling and taking weight on their hands. They learn to recognise the parts of the body that need to warm up.

In Year 4, the children begin to understand how to carry out an appropriate warm up safely. They devise a sequence on a clear theme, using mirroring and matching and changing level and direction. They start to show fluency and clarity in their movements. They explore and refine twisting shapes using varying body parts and they explore different ways of travelling incorporating a turn in an imaginative way.

Year 5 children take more responsibility for warming up. They perform a range of acrobatic balances and they show good body tension and extension. They comment on performances and suggest improvements. In Year 5, the children create and perform longer gymnastic sequences with more difficult actions with fluence, accuracy and consistency, demonstrating good tension and extension. They vary levels, directions and pathways in their sequences and they comment on the composition and techniques used. They also learn how to adapt their sequence to incorporate changes to group size or apparatus.

In Year 6, children take the lead in warming up safely and effectively. They perform a wide range of actions and pair balances, performing fluently and with control and clarity. They also make judgements and comments on the quality of gymnastic performances, composition and techniques.

## **Games**

In EYFS, the children move into different positions before throwing and they learn to throw with a suitable underarm technique. They learn to move to be able to send and receive equipment and they also demonstrate a variety of simple football skills. In Year 1, the children learn to make simple decisions about when and where to run and they learn how to make it difficult for their opponents.

Year 1 children also learn how to bounce a ball with different hand combinations and they attempt to hit the ball over a net and towards targets. They learn how to consistently strike a ball after bouncing it to themselves and they are taught how to only swing a racquet when in space.

In Year 2, the children learn to identify what they and others have done well and they work with others to make progress towards their goals. Year 2 children also learn how to change

their approach in response to opponents actions and they are taught how to score and follow the rules of the game.

In Year 3, the children develop the skill of sending the ball with a suitable/correct technique and they learn how to move in order to intercept the ball. They also learn how to travel whilst bouncing the ball.

In Year 4, the children learn how to select a ball that they can send, receive and travel with, showing consistency and speed. They adapt and make up rules suitable for the equipment and they learn how to explain the tactics they used.

Year 5 children learn how to select appropriate equipment for the task and different positions in the team. They also learn how to outwit their opponents by using agreed tactics. In Year 5 they learn how to apply principles of team play to keep possession and they start to learn how to change rules and tactics as necessary.

In Year 6, the children learn how to pass and shoot with control, fluency and accuracy in a variety of sports. They demonstrate a range of attacking and defending skills and they learn how to use width of a pitch effectively. Year 6 children talk about how they could improve the performances.

### **Striking and Fielding**

In EYFS, the children are taught to throw with suitable technique. They learn how to grip a bat correctly, they strike a ball off a tee consistently and they only swing the bat when in space.

In Year 1, the children learn to aim to hit the ball into space and strike the ball with suitable technique. They also attempt to catch using suitable technique. Year 1 children will also make simple decisions about where to throw and know how to score and follow the rules of the game.

Year 2 children kick with a suitable technique and they learn how to move to try to intercept the ball. They grip the bat correctly, strike the ball with suitable technique and aim to hit the ball with power into space.

In Year 3, the children hit the ball hard and hit into space. They are taught to run fluently between bases and they develop the skills to decide on the best position for fielders.

Year 4 children learn to use different throwing and retrieving techniques and they discuss how to improve their performance. They also learn how to follow the rules fairly.

In Year 5, the children select appropriate equipment for the task and select different positions in the team. They adapt and make rules to suit the equipment and they also explain tactics they used.

In Year 6, the children select different positions in the team and appropriate equipment for the task. They learn how to move into position to retrieve the ball and they have simple

plans that they know they can make work. Year 6 children will explain the tactics they used, bowl using correct technique, select appropriate shots for the ball they have received and they also will attempt to outwit their opponents by using agreed tactics.

## **Athletics**

In EYFS, the children are expected to demonstrate good running technique and to run at different speeds. They are taught to move around cones quickly. They are taught to follow rules and keep score accurately. They also throw different objects in a variety of ways.

In Year 1, the children will change direction while running at speed and they will observe and analyse others' performance. Year 1 children will also choose an appropriate throwing action for the equipment and for the distance.

Year 2 children are taught to jump with control, coordination and balance and to bend their knees when jumping. They use their arms to propel themselves forward and use a suitable run up. They need to show consistency in their jumping and warm up appropriately.

Year 3 children demonstrate basic jumps showing control at take-off and landing, they are able to run continuously for about one minute when required and show the difference between running at speed and jogging. They should be able to demonstrate a range of throwing actions showing accuracy and coordination. Year 3 children should be able to explain what is successful and what they need to do to perform better.

In Year 4, children run smoothly at different speeds, they demonstrate combinations of jumps showing control, coordination and consistency and they throw a range of objects, in a variety of ways, at a target area with consistency and accuracy.

Year 5 children perform a range of jumps showing power, control and consistency at both take-off and landing. They are expected to organize themselves in small groups and take on different roles, as well as explaining how warming up can affect their performance. Year 5 children should be able to describe why some athletics activities can improve strength, power or stamina. They should also be able to watch a partner's athletic performance and identify the main strengths and areas needed for improvement.

In Year 6 children should use sound technique for running, jumping and throwing events. They are expected to perform with control, accuracy and power. They should follow the rules of different events, adapt their skills to meet demands of different events and take on coaching and officiating roles.

## **Dance**

In EYFS, children are taught to change the speed and style of their dance moves. They should begin to confidently join a wide range of different movements. Children in EYFS should also be able to share their ideas about a dance performance.

In Year 1, children focus on developing basic movement skills, including control, balance, and co-ordination, through activities such as travelling, jumping and turning. Year 1 children are encouraged to explore movement, respond to music, perform simple dance patterns and work with others. Key skills include making and holding shapes, mirroring movements and remembering and linking movement phrases.

In Year 2, children focus on building foundational movement skills, such as making and holding shapes, moving in personal and wider spaces and combining actions to create simple dance phrases. Children learn to respond to a stimulus, use dynamics like speed and level and explore spatial concepts like pathways. Key skills include copying, performing in unison or with a partner and beginning to use basic dance terminology.

Year 3 children respond to stimuli imaginatively with lots of ideas, show good body control and fluency and learn to perform expressively. They should work well with a partner and in small groups. They should also compose dance phrases with understanding and talk about their performances.

Children in Year 4 learn to design and perform their own warm ups. They improvise Indian dance moves and link movements to ensure fluency. Year 4 children also learn to vary the order, timing and speed and direction of movements.

In Year 5, the children respond imaginatively to a range of stimuli related to character and narrative. They copy and explore ideas, linking and remembering movement material. Year 5 children refine, repeat and remember dance phrases and dances and they learn how to describe, interpret and evaluate dance using appropriate language.

Year 6 children explore, improvise and combine their ideas and use compositional ideas to create dances. They perform with accuracy, control and timing and learn to link sections fluently. Year 6 children also use props safely and imaginatively. They learn to portray different emotions and perform sensitively to the accompaniment.

## Curriculum map for PE

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ash	Gym	Gym Assessing Lev 1	Dance Moving Along	Games Rolla Ball	Athletics Honey Pot	Striking and fielding Bean Bag Throw
Elm	Gym	Gym Assessing Lev 1	Dance Moving Along	Games Rolla Ball	Athletics Honey Pot	Striking and fielding Bean Bag Throw
Holly	Games Piggy in the middle	Gym Making Shapes	Dance The Cat Dance	Gym Assessing Lev 1	Athletics Honey Pot	Striking and fielding Bean Bag Throw
Hazel	Gym Making Shapes	Dance The Cat Dance	Gym Assessing Lev 1	Games Piggy in the middle	Athletics Honey Pot	Striking and fielding Bean Bag Throw
Cherry	Games Piggy in the middle	Gym Families of actions	Dance The Cat Dance	Gym Assessing Lev 1/2	Athletics Furthest Five	Striking and fielding Kick Rounders
Chestnut	Gym Families of actions	Dance The Cat Dance	Gym Assessing Lev 1/2	Games Piggy in the middle	Athletics Furthest Five	Striking and fielding Kick Rounders
Willow	Invasion games Skittles	Gym Balancing Act	Dance Round the Clock	Net Games Target Baggers	Athletics Scores	Striking and fielding Run the Loop
Pine	Invasion games Skittles	Gym Balancing Act	Dance Round the Clock	Net Games Target Baggers	Athletics Scores	Striking and fielding Run the Loop
Birch	Invasion games End Zone	Gym Partner Work	Dance Indian Delight	Net Games Mini Tennis 2	Athletics Scores	Striking and fielding Arc Rounders
Maple	Invasion games End Zone	Gym Partner Work	Dance Indian Delight	Net Games Mini Tennis 2	Athletics Scores	Striking and fielding Arc Rounders
Cedar	Invasion games Fives and Threes	Gym Acrobatic Gym	Dance What's so funny?	Net Games What a Racket	Athletics Scores	Striking and fielding Runners
Oak	Invasion games Fives and Threes	Gym Acrobatic Gym	Dance What's so funny?	Net Games What a Racket	Athletics Scores	Striking and fielding Runners
Beech	Invasion games Wide Attack	Gym Group Dynamics	Dance Making the Grade	Net Games Long and thin/short and fat	Athletics Scores	Striking and fielding Pairs Cricket
Sycamore	Invasion games Wide Attack	Gym Group Dynamics	Dance Making the Grade	Net Games Long and thin/short and fat	Athletics Scores	Striking and fielding Pairs Cricket

Red tasks in QCA PACK

Blue tasks in Durham assessment

## Monitoring and Assessment

Monitoring is carried out regularly and can be seen in different forms. We carry out pupil voice at least once a year, which involves actively listening to children's experiences, preferences and feedback in order to shape the curriculum, PE lessons and physical activities that we offer all children. Progress is monitored on a half termly basis and input onto a core task record sheet. This enables us to clearly monitor the children who are achieving the core task objectives. The PE subject lead also carries out informal observations of PE lessons which allows for the analysis and discussion of curriculum impact, children participation and the progress of children in disadvantaged groups.

Assessment is vital to ensure the curriculum continues to be ambitious by checking children's understanding and to facilitate adaptations in teaching to ensure all children make progress. For each unit pupils are assessed against the core task criteria and at the end of the academic year, their achievements are recorded on a spreadsheet in the form of red, amber, green indicators. This enables us to keep track of all children in the school from EYFS to Year 6 and it is also used to inform teachers end of year reports.