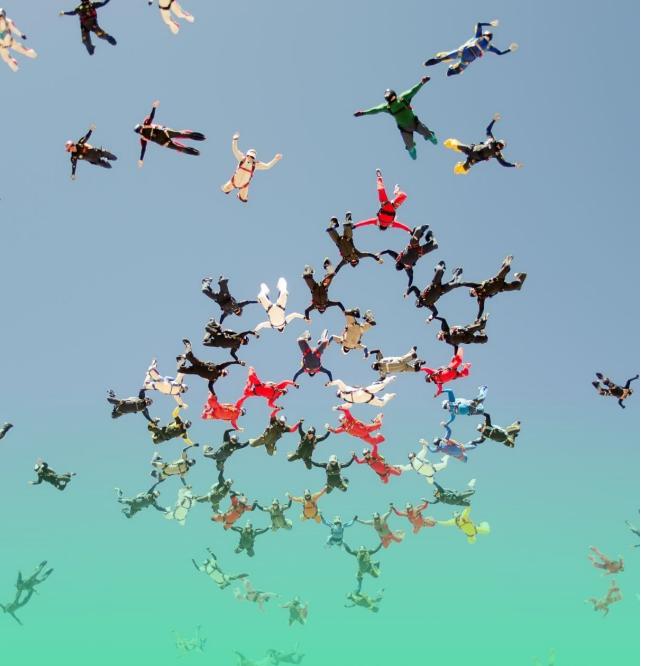




# OUR VISION AND VALUES

As members of the Strathmore family, our Children will grow intellectually and emotionally in a supportive and stimulating environment. We foster a lifelong love of learning that is attentive to our students' needs and interests. Our well-rounded curriculum promotes Critical thinking, perseverance, and health and wellbeing. They learn to Value themselves, others and the world we live in. Children are at the heart of our Vision. Nurturing Brilliant, Resilient Minds Be kind Besaje Be respectful



## WHAT THE NATIONAL CURRICULUM SAYS:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education 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.

### OUR CURRICULUM INTENT

PE is a vital part of school life and ultimately children's future well-being and physical literacy. At Strathmore we intend to provide an inclusive, broad and balanced PE curriculum that ensures all children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

We aim to deliver high quality, purposeful teaching and learning that engages and inspires all children to participate and enjoy physical activity. Through our progressive curriculum, we strive to teach children to cooperate and collaborate with others as part of a team. We value an inclusive approach to PE, which endeavours to encourage not only physical development but also the mental health and wellbeing of all children.

Our PE curriculum intent is based around our Strathmore Curriculum, although we currently use Get Set 4 PE as a scheme, everything we do in school is linked to the following principles:

Role of the educators:
Unconditional positive regard for all
Be genuine
Be accepting
Be empathetic
Our school values:
Be kind
Be safe
Be respectful
Our curriculum drivers:
Be curious
Be healthy
Be empathetic
Be independent
Be courageous
Be resilient

## CURRICULUM IMPLEMENTATION

The Get Set 4 PE curriculum provides well structured, progressive lesson plans. In line with the national curriculum for physical education we aim to ensure that all pupils:

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

At Strathmore classes In Key Stage 1 are timetabled to have two Physical Education sessions per week, EYFS children have one timetabled session. These sessions take place in either the hall, school playground or on the field. In the term that the children have Forest School, the weekly session counts as a PE session.

Children are encouraged to be active throughout the day, not only during PE lessons, but through active learning such as Forest School sessions, OPAL playtimes and active movement breaks which are used at key transition points throughout the day.

We place a high priority on encouraging children to adopt healthy lifestyles. Children are encouraged to participate in a range of clubs, themed weeks such as Feeling Good Week and sports events throughout the year.

PE lessons, visitors, and other events encourage children to become aware of how they can keep healthy both at school and at home.

With our dedicated staff and commitment to supporting CPD, all children will receive high quality PE lessons which are mapped out in broad and balanced blocks using Get Set 4 PE. Our sports premium funding is closely linked to offering additional clubs and sporting opportunities.

## CURRICULUM IMPLEMENTATION

In the Foundation Stage, physical exercise forms a key part of the children's daily learning to develop their gross and fine motor skills and the development of self-care skills. Opportunities to be physically active are provided both inside the classroom and in the outdoor area and are facilitated during both adult led and child initiated activities. A range of outdoor equipment in the form of the climbing equipment, loose parts and small PE equipment encourage the children to 'take risks' and challenge themselves. Children move confidently in a range of ways, negotiating space and show good control in large and small movements. Specific programs are used regularly to develop fine motor skills through music and movement.

In KS1, pupils take part in two sessions of physical activity each week. These provide challenge and enjoyable learning by using a range of sporting activities such as games, net and wall games, strike and field games, gymnastics and dance. Children develop fundamental movement skills, become increasingly competent, confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Across the school, the children are taught about how to handle equipment and move safely within gymnastics and games. Within lessons, there is an emphasis on pupils being able to achieve their personal best and building resilience. Children are taught how to play fairly, creating a sense of teamwork, friendship and respect.

We provide children with opportunities to participate in extracurricular activities both during and after school. These include tennis, badminton and football. Visits from sporting champions for example Sean Rose are arranged to inspire, educate and empower the children to be more active and to adopt a healthy lifestyle.

All children will be assessed against the Key Performance Indicators for PE and will be monitored through the assessment tool on Get Set 4 PE. This will be used to inform planning, next steps and identify barriers to learning.

Children work individually, in pairs, groups and teams to meet lesson objectives in carefully sequenced lessons. Some changes we make for pupils with SEND are:

### OPAL

 We are working with OPAL https://outdoorplayandlearning.org.uk/ to make playtimes more fulfilling and rewarding. The children now have a wider range of equipment to use in specific zones of our wonderful grounds. The resources and zones available mean that children are more able to take calculated risks and access a wide variety of activities. Activities will be seasonal in some cases e.g. bikes on hard standing over the winter, den building in Forest School during the Spring and Autumn. We will have yearround access to digging areas and monkey bars to promote shoulder stability and core strength. We are just at the beginning of our exciting OPAL journey, and we will continue to add to and refine activities as we go. Physical activities and focused play have increased and behaviour at playtimes is very positive.

#### **INCLUSION**

lessons incorporate a range of teaching lessons incorporate a range of teaching strategies from independent tasks, paired and group work, as well as practical and formal lessons that allow the children to focus on evaluating their work. this variety means that lessons are engaging and appeal to all learning styles. teachers are able to adapt and differentiate each lesson based on the needs and requirements of their class, enabling all children to access the objective for the lesson as well as stretch the children's learning where appropriate. some key changes we may make for children with send are:

Adjustments in place	Hearing impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
	<ul> <li>Hearing or visually impaired children near the teacher.</li> <li>Assistance with balance and holding equipment for children with gross motor or balance challenges.</li> <li>Frequent reminders of prior learning, instructions and rules. Frequent flooding of praise for taking turns and sharing.</li> <li>Very clear boundaries for behaviour and safety.</li> </ul>	•Difficulty in seeing target •Difficulty in seeing object (ball, shuttlecock etc) •Difficulty navigating space	•Throwing and catching •Holding bat, racquet, stick •Foot control •Balance •Spatial awareness	•Recall of instructions •Memorising routines •Use of specific language •Delay between instruction and task results in forgetting	•Noise and movement – overstimulating •Sharing space and equipment with others •Too many rules/ •instructions •Interpreting as unfair	•Time to calm down if the activity is very noisy or over stimulating. •Waiting + frustration •Fairness	Recall of prior learning Recall of instructions Understanding rules	•Difficulty in taking turns and sharing •Difficulty with not winning/ Succeeding •Difficulty with boundaries

## PROGRESSION OF TOPICS

The key topics are repeated each year in order to allow children to build upon their skills and knowledge. Below is an example of the gymnastics element of the curriculum.

Skills		Knowledge
Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	Year 2	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.
Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.	Year 1	Shapes: understand that I can improve my shapes by extending parts of my body.  Balances: know that balances should be held for 5 seconds.  Rolls: know that I can use different shapes to roll.  Jumps: know that landing on the balls of my feet helps me to land with control.  Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.
Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	EYFS	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.



#### **CORE CONCEPTS**



Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.



They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.



Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending



Pupils should be taught to: perform dances using simple movement patterns.

# PROGRESSION OF SKILLS

Skills build year on year in line with developmental expectations





## Knowledge Organiser: Gymnastics: Unit 1 EYFS Topic: Animals and their habitats

#### Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rocking
- Rolling



#### Key Skills: S.E.T

- · Social: Taking turns
- · Social: Co-operation
- Social: Communication
- Emotional: Confidence
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating sequences

#### **Teacher Glossary**

Safe space: Space away from other people and objects.

Travelling action: Slide, hop, jump, side step, skip, gallop etc.

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump,

shape, balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

### Key Vocabulary:

over backwards sideways forwards

## Where this unit sits Assessment Criteria

#### Nursery

- · I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- . I am confident to try new challenges.







## Knowledge Organiser: Gymnastics: Unit 2 EYFS Topic: Traditional tales

#### Key Skills: Physical

- Shapes
- Balances
- Jumps
- Rock and roll
- Barrel roll
- Straight roll
- Progressions of a forward roll
- Travelling

#### Key Skills: S.E.T

Social: Leadership

- Social: Taking turns
- Social: Helping others
- Emotional: Determination
- Thinking: Selecting and applying skills
- Thinking: Creating
   sequences

Where this unit sits

Assessment Criteria

#### Teacher Glossary

Safe space: Space away from other people and objects.

Travelling action: Slide, hop, jump, side step, skip, gallop etc.

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, rall.

Level: High, medium and low.

Sequence: A number of actions linked together,

#### Key Vocabulary:

ocopy travel space shape rock
over around through roll

#### Nursery

- I am beginning to negotiate space safely.
- I can use a range of large and small apparatus with an awareness of safety.
- I can match skills to tasks and apparatus.
- . I can explore movement skills.
- I follow instructions with support.
- I am beginning to take turns.
- I am building my confidence to try new challenges.

#### Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- . I am confident to try new challenges.

Activities that this unit progresses into:

**Gymnastics** 







## Knowledge Organiser: Gymnastics Y1



#### Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

#### Key Skills: Physical

- Travelling actions
- Shapes
- Balances
- Jumps
- Barrel roll
- Straight roll
- Forward roll progressions

## Key Skills: S.E.T

- · Social: Sharing
- · Social: Working safely
- · Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions

#### Ways to improve a sequence

Starting and finishing position: Include a starting and finishing position.

Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?

Action: Include a variety of actions such as a jump, balance, travel, shape.

Balance: Hold your balances with good extension and clear shapes for 3 - 5 seconds.

Body tension: Squeeze your muscles to create and hold strong clear shapes.

Direction: Vary the direction used within a sequence e.g. forwards, backwards, sideways.

Speed: Vary the speed used within a sequence e.g. fast and slow.

#### Key Vocabulary:

balance iump direction point shape slow level speed

#### Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape,

balance, roll.

Level: High, medium and low.

Sequence: A number of actions linked together.

Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.







## Knowledge Organiser: Gymnastics Y2

#### Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical Key Skills: S.E.T

- Shapes
- Balances
- Shape jumps
- Travelling movements
- Barrel roll
- Straight roll
- Forwards roll

- · Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Emotional: Independence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



#### Ways to improve a sequence

- Starting and finishing position: Include a starting and finishing position.
- Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- Action: Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.

Speed: Vary the speed used within a sequence e.g. fast and slow.

#### Key Vocabulary:

action	tr	avel	balanc	e	jump
direction		roll	olink		sequence
straddle		pike	• tuck		starlevel

#### Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

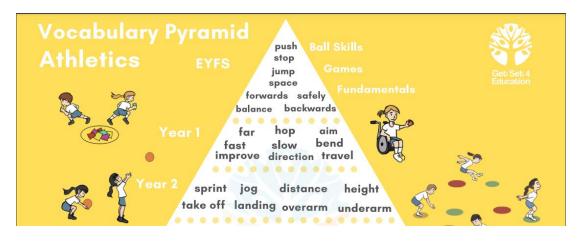
Level: High, medium and low.

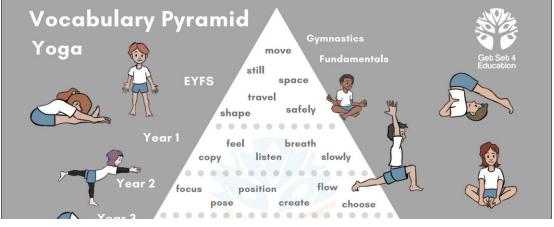
Sequence: A number of actions linked together.

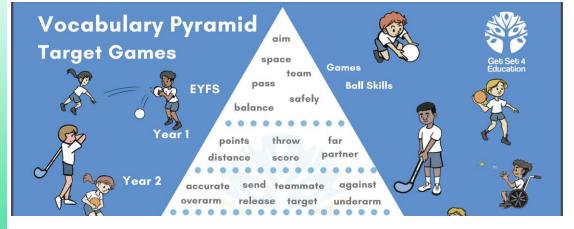
**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

# KEY VOCABULARY SHOWING PROGRESSION

# ACTIVITY SPECIFIC VOCABULARY BUILDS EVERY YEAR







#### DIVERSITY AND INCLUSION WITH THE PE CURRICULUM

**EMPOWERS GIRLS** DISABILITIES AN INCLUSIVE **INCREASES** 

> CHALLENGE STIGMA

QUALITY PHYSICAL EDUCATION DRIVES INCLUSION

At Strathmore we are committed to making PE as accessible as possible for all learners. We want all of our pupils to have the belief that they are capable of using their bodies to learn new skills and safeguard their own well being.

We discuss the achievement and the skills of athletes from different communities and cultures and those with disabilities.

The Olympic and Paralympic values of friendship, respect, excellence, equality, determination, inspiration, and courage are important values for everyone, not just at Olympics time.

## PROGRESSION OF SKILLS

In the same way that the PE specific vocabulary builds, the skills introduced in PE lessons provide further challenge and depth of knowledge year on year.

#### **Progression Journey: Dance**

This unit links to the following strand of the NC: KS1: perform dances using simple movement patterns.

KS2: perform dances usir

**EYFS** 

1

2

Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.  Use mirroring and unison when completing actions with a partner.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.

#### Progression Journey: Games through ball skills, sending

These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching.
Participate in team games, developing simple tactics for attacking and defending.

**EYFS** 

situation.

1

2

Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.
Move a ball with feet.	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.

## **Progression Journey: SET**



1 2

SOCIAL

**EMOTIONAL** 

THINKING

Take turns.

Learn to share equipment with others.

Share their ideas with others.

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

Begin to identify

personal success.

Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.

Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. Encourage others to keep trying.

Talk to a partner about their ideas and take turns to listen to each other.

Work with a partner and small group to play games and solve challenges.

Show determination to continue working over a longer period of time.

Determined to complete the challenges and tasks set.

Explore skills independently before asking for help.

Confident to share ideas, contribute to class discussion and perform in front of others.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.

Begin to select and apply skills to use in a variety of differing situations.

E.g. choose to use a balance on their bottom on a wider piece of apparatus.

Provide feedback beginning to use key words from the lesson.

At Strathmore PE is not just about physical skills, we are also passionate about ensuring that children are able to develop their social, emotional and thinking skills as part of PESSPA (Physical Education, school sport and physical activity).

Again, these skill build year by year.

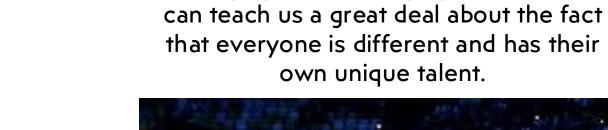
We encourage children to be active in the world around them, investigating their surroundings in nature. We enjoy outdoor activities in our Forest School area and our gardens.

## DIVERSITY WITHIN THE CURRICULUM

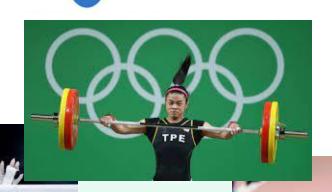
Excellence, friendship and respect



Determination, equality, inspiration and courage







We teach our pupils that hard work is crucial to success and that all humans can improve their wellbeing through sport.

The Olympic and Paralympic movements

## ASSESSMENT

Each topic has progressively challenging assessment criteria and assessment checklists.



## **Assessment Criteria Target games**



#### Year 1

- I can recognise changes in my body when I do exercise.
- I can use an overarm throw aiming towards a target.
- I can roll a ball towards a target.
- I can use an underarm throw aiming towards a target.
- I can work co-operatively with a partner.
- I understand what good technique looks like.

#### Year 2

- I am able to select the appropriate skill for the situation.
- I can throw, roll or strike a ball to a target with some success.
- I can work co-operatively with a partner and a small group.
- I understand the principles of a target game and can use different scoring systems when playing games.
- I understand what good technique looks like and can use key words in the feedback I provide.

### IMPACT

How we feel about PE and PESSPA (Physical Education, school sport and physical activity).

Children in our school enjoy being active. Then engage very well in PE lessons and enjoy physical activity around the school.

"PE makes our brains and bodies strong."

"Exercise is great for our wellbeing."

"PE builds our bones and our muscles."

"Sports day was lots of fun!"

"I love going to Forest School!"

Teachers are confident when using Get Set 4 PE and can see the wellbeing benefits for the children.

Children have more opportunities to be physically active and experience a wide range of new activities, developing skills and acquiring knowledge.

To develop physical stamina, resilience and motivation which will impact on all areas of the curriculum their lives. Children are courageous, resilient and idependent. Above all our children are healthy.



We want all of learners to cultivate a love of physical activity. We want them to have great fun being active. We enrich our pupils' learning with Forest School sessions and after school clubs. Current clubs include tennis, football, gardening and gymnastics.

Forest school sessions happen during the school day for one term per year group.







#### WHAT NEXT?

We want to continue to build the variety of equipment children have to play with at playtimes. We will continue to develop our OPAL zones and resources.

We intend to create further gardening and growing opportunities so that children can see where food comes from while building a balanced diet. We are going to involve parents and the wider community in this through a series of weekend events where parents can come and garden with their children.