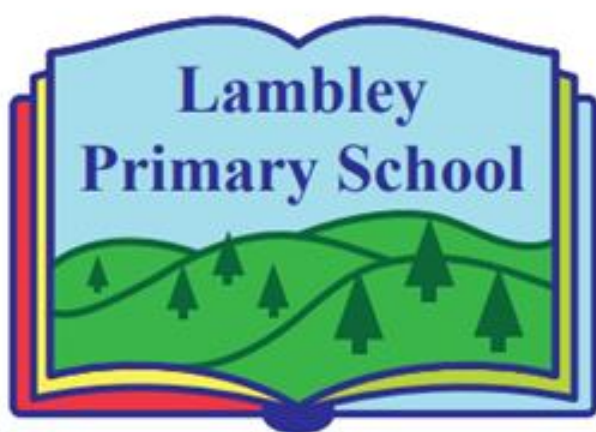


What makes me athletic?



Be ready, respectful and resilient

Lambley Primary School: PE subject audit

| Date | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1 :immediate action needed– add to action plan, 2: underdeveloped, 3: planned and beginning to be embedded (time is needed to fully embed), 4: fully embedded in my subject | | | | |
| Quality of Education | | | | |
| Intent | | | | |
| Does your subject reflect a coherent rationale for the school's broad and balanced curriculum? | | | | x |
| Is there a carefully sequenced progression of PE knowledge/concepts/skills to end of KS1/2 | | | | x |
| Does your unique PE curriculum meet your pupils' needs & meet N.C standards? | | | | X |
| Curriculum coverage allows all pupils to access content & make progress | | | X | |
| Clear identified targets are shown through the Curriculum Development plan | | | X | |
| Implementation | | | | |
| Teachers can explain what children learn/why it's important in your subject's curriculum | | | X | |
| Subject leader's review / quality assure LTP and Unit Plans and check via lesson visits to ensure implantation of intent | | | X | |
| Teachers understand what the depth of knowledge expected is at the end of every unit / year through knowledge organisers | | | X | |
| Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the development and support given to teachers | | | X | |
| Lesson visits, pupil voice, after-school clubs and school competitions, show that your subjects' curriculum is implemented fully | | | X | |
| Teachers organise and sequence learning appropriately – shown in unit plans and LTPs | | | | X |
| There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject | | | X | |
| Subject leaders, teachers and pupils are clear on how units are assessed and how progress is shown | | | X | |
| Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum | | | X | |
| Use of the locality are maximized to provide first-hand experience within your subject. | | | X | |
| Pupils use appropriate resources for your subject to build knowledge and skills | | | X | |
| Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit | | | X | |
| Opportunities for all staff to moderate/ share / feedback on work | | X | | |
| Impact | | | | |
| Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years) | | | X | |
| Children have progressed in different strands of your subject and this is clear from lesson visits and pupil voice | | | X | |

Why is PE important at our school?

(Vision Statement)

Intent:

Our vision as a school is to provide our pupils with the very best education in all aspects of learning and to encourage them to make the most of every opportunity to be the best that they can be. We encourage pupils to 'Reach for the Stars' and are committed to helping them to thrive socially, emotionally and physically in addition to achieving well.

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.

This development of PE at Lambley Primary School has been significantly enhanced by the introduction of the Governments PE funding in 2013. This money has been a key element in providing the pupils at Lambley Primary School with the very best education.

Through the teaching of Physical Education we aim to:

- Provide ALL children with wonderful opportunities to engage in a variety of physical activities.
- Help pupils develop competence to excel in a broad range of physical activities
- Ensure pupils are physically active for sustained periods of time
- Provide opportunities for pupils to engage in competitive sports and activities
- Ensure our children look forward to their PE lessons each week and enjoy developing themselves physically and socially.
- Ensure pupils understand and value the importance of physical activity as part of a healthy lifestyle that they go on to lead healthy, active lives.

Lambley Primary follows the National Curriculum and a long term plan. We ensure that skills and Knowledge are progressive and built upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through school.

Long term plans map out the curriculum content. Medium term plans identify learning the key skills and knowledge learning objectives and outcomes for each unit for each year group. Short term plans are prepared by individual teachers supported by our schools PE Specialist. They highlight the specific skills and learning objectives for that lesson, apparatus and any planned differentiation.

Foundation Stage- We teach physical education in foundation stage by linking skills and activities to the objectives set out in the Early Learning Goals. PE themes also link to curriculum topics to reinforce and embed learning opportunities. PE focuses on developing enjoyment, fun but also fundamental movement skills of Agility, Balance, Coordination and speed.

Implementation: How is our curriculum taught and assessed in order to support pupils to build their knowledge and apply it?

During their time at Lambley Primary School, children will take part in a wide range of sporting activities, building on skills from previous years. We benefit from having a PE Specialist Teacher who delivers PE lessons and provides CPD and support to all teachers to allow pupils to experience two hours of PE each week.

We recognise that all classes have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by;

- Targeting gifted and talented to achieve at a higher standard through support and challenge provided by our Sports Apprentice
- Setting tasks of increasing difficulty, evidenced in planning through differentiation and expected outcomes
- Providing apparatus which are suitable for the ability of the child, taking into account their individual needs
- Providing appropriate adult support to scaffold learning and to aid the work of the individual or group

We want pupils to value individual progress and promote the ethos that "It's not about being better than someone else; it's about being better than you were the day before".

Teachers assess children against clear learning objectives and success criteria and children are encouraged to self and peer assess. We use an assessment document to record pupil achievement, help inform teaching and identify pupils who need additional support.

The subject leader is responsible for monitoring attainment and progress of pupils and the quality of the teaching in physical education. The outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time. The PE leader is also responsible for supporting colleagues in the teaching and learning of physical education and helping to ensure they make the most of the CPD opportunities available to them.

In addition to providing strategic direction for PE in school, the subject leader is also responsible for monitoring the impact of School Sports Funding. To find out about how the PE and Sport Funding, given to all primary schools by the government, has been used to improve the provision in our school, please refer to our PE & School Sports Funding Report (available on the school website).

Extra- Curricular Activities

We have a wide range of extra-curricular sports activities on offer throughout the school year and consult with parents and carer to ensure that we are effectively targeting all groups of pupils. We also have a number of successful competitive sports teams and have developed a culture and love of sport in our school community.

Reading across the curriculum

Alongside our PE curriculum, extra-curricular activities and guest speakers, we encourage sporting commitment and interest through books. Life stories of key sporting stars, sports based novels and relevant non-fiction give the children another avenue into the world of sport.

Impact: As a result of our curriculum, what have our pupils achieved?

We are proud at Lambley to confidently say that through our PE curriculum our children experience a broad variety of activities, develop skills and knowledge, engage in competitive sports and enjoy being physically active during PE lessons and beyond.

Through assessment of each topic, pupils will be identified as:

- making less than expected progress
- reaching age-related expectation
- exceeding expected progress:

These assessments allow teaching staff to support each pupil to achieve their potential.

Through our PE curriculum, we have been able to develop pupil's confidence, skills and knowledge. Our pupils enjoy sport and exercise and look forward to our PE lessons. Our pupils demonstrate this by taking part in numerous sports outside of school hours and enjoy sharing these experiences with us.

Pupils also experience achievement via our competitive sports including Girls/Boys football teams and intra/inter sports competitions link to the areas SGOs (School Games Organisers). Pupils experience achievement on a weekly basis through teacher/peer feedback, positive reinforcement and have opportunities to perform with an audience in our dance topics and during sports days to name but a few.

Overall, our PE curriculum ensures that our children leave Lambley Primary school with the skills and knowledge to take forwards, a broad experience of sports and activities to find a specific sport for life and the confidence to achieve further in their sporting journey beyond Lambley.

PE: Unit by Unit

At Lambley Primary School, we have our own bespoke, unique curriculum that prioritises progression, 'sticky' knowledge, links to prior learning and enjoyment.

Methodology: During PE lesson at Lambley, pupils learning experience is layered to allow learning to take place. Topics are linked together to allow reflection on previous learning experiences.

Invasion Games

Invasion games are games in which the aim is to invade an opponent's territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Classic invasion sports include basketball, football, hockey and rugby.

Athletics

Athletics is a collection of sports that include competitions like running, throwing, jumping, and walking. We will focus on track and field events such as Sprinting, Stamina runs, Javelin, Shot Putt, Long jump and High jump.

Outdoor Adventurous Activities (OAA)

OAA forms part of our whole school outward bounds offer and includes team work skills, map reading, compass points and orientation. Pupils will be set challenges to complete as a team. These skills will then be further enhance during residential in KS2.

Gymnastics

Gymnastics involves the performance of exercises, on or with an apparatus, or a partner, requiring physical strength, flexibility, coordination, power, agility, grace, balance and control.

Striking and Fielding

Striking and Fielding games are those in which one team can score points when a player strikes a ball (or similar object) and runs to designated playing areas while the other team attempts to retrieve the ball and return it to prevent their opponents from scoring. These games can include Cricket and Rounders.

Dance

Dance is masterful movement in a rhythmically coordinated, and expressive way. It is a vital part of a child's movement education. When students apply the aspects of the movement framework to create dance sequences they are learning how to dance. Dance improves the five components of health-related fitness (such as cardiovascular endurance, flexibility and muscular strength), and it also enhances the six components of skill-related fitness (including agility, balance and coordination).

Fitness

Physical fitness involves the performance of the heart and lungs, and the muscles of the body. And, since what we do with our bodies also affects what we can do with our minds, fitness influences to some degree qualities such as mental alertness and emotional stability. At Lambley, we teach our pupils the importance of healthy body and minds. We also teach the correct techniques, fitness components and provide motivation for fitness to become part of our every day lives.

PE Long-Term Plan

| | Willow (F2) | Elm (Y1) | Birch (Y2) | Maple (Y3) | New (Y4) | Beech (Y5) | Oak (Y6) |
|----------|---|--|--|--|--|--|---|
| Autumn 1 | EYFS ABCs topic: Fundamentals IR | Fundamentals IR Basketball | Throwing and catching KS1 IR Fitness - Suggested activities: IR | Throwing and catching KS2 IR Fitness - Suggested activities: IR | Attacking and defending principles IR Fitness - Suggested activities: | Basketball Fitness - Suggested activities: IR | Handball Balls games to demonstrate skills Fitness |
| Autumn 2 | EYFS ABCs topic: Winter (Xmas) IR | Gymnastics (floor) IR Multi skills | Handball Gymnastics IR | Handball Dance – Aladdin | Basketball Football IR | Football IR Dance - Pump it up | Dodgeball Fitness testing |
| Spring 1 | EYFS ABCs topic: Gymnastics IR | Zone ball/bench ball Tag ball/Dodge ball Dance- Lion King (IR) | Dance – James Bond IR Dodgeball | Gymnastics (vaults/develop partner work) IR Rugby or Swimming | Handball Gymnastics (routine creation) IR | Parkour IR Dodgeball | Gymnastics (apparatus) IR OAA Orienteering IR |
| Spring 2 | EYFS ABCs topic: Throwing & catching KS1 or Space IR | Football IR Rugby | Uni-Hock Football | Football IR Netball | Dodgeball Dance – Can't handle me or Swimming | OAA Orienteering IR Rugby | Lacrosse Basketball |
| Summer 1 | People who help us or Growing IR | Sports Day practice Fitness- Suggested activities: IR | Sports Day practice Tennis | Athletics events IR Uni Hock | Athletics events IR Swimming or Lacrose/Netball | Athletics events IR Uni Hock | Athletics events IR Netball |
| Summer 2 | EYFS ABCs topic: Sports day practice Pirates IR | Cricket Tennis IR | Rounder's IR Netball | OAA Orienteering Cricket IR | Rounder's IR Swimming or Cricket | Tennis Cricket IR | Golf Rounder's |

How will we know the children learn well in PE at our school?

| How well do children learn in PE? | Evidence |
|--|--|
| Pupils can use the knowledge and vocabulary they have learnt to verbally articulate their understanding. They show that they can retain facts. | Lesson visits Pupil voice |
| Pupils can use knowledge they've learnt and transfer to a structured performance. Showing they can retain knowledge and skills and show an understanding of their learning. | Lesson visits Pupil voice |
| Pupils show a natural curiosity for the subject | Pupil voice Lesson visits |
| Use of progression documents allows pupils skills to develop through year groups | Work scrutiny Pupil voice Topic Plans Progress Planners |