**Rationale:** 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.

Due to COVID lockdown – changes have been made to the curriculum offer for Physical Education at Caythorpe Primary School. We have carefully designed a Recovery PE curriculum which will focus on supporting children who have been impacted on by COVID-19 restrictions. We aim to address learning gaps, inactivity and the adoption of leading healthy and active lifestyles. As part of this reflective process, our PE, school sport and physical activity (PESSPA) action plan includes targets and aims to increase participation and engagement. A key aspect has been the re-introduction of swimming sessions and consideration made to pupils who have missed early swimming sessions when National Lockdown enforced schools to close. Therefore, KS2 have priority currently to ensure they have the best chance possible to be able to swim at least 25m confidently, in a range of swimming stokes by the time they reach the end of Key Stage 2. We wanted to ensure the pupils had the FUNdametals of movement embedded before engaging in small sided games – so these skills are explicitly taught before children are expected to put them into practise. We shall continue to use the School Sports Premium to enable us to use the Carres Outreach Services (CGS) to give opportunities for active breaktime, active ambassadors and intra and inter-school opportunities both competitive and trying new sports/activities.

**Aims and Intent**

We aim **to give children the tools and understanding required to make a positive impact in their own physical health and well-being.** We will provide all children with high quality PE opportunities whilst encouraging the children to achieve their potential as well as developing physically active and healthy habits for life.

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.

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| **Attainment targets**  By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. | |
| **Key stage 1**  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. | **Key stage 2**  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. |
| *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  ♣ participate in team games, developing simple tactics for attacking and defending  ♣ perform dances using simple movement patterns. | *Pupils should be taught to:*  ♣ use running, jumping, throwing and catching in isolation and in combination  ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  ♣ perform dances using a range of movement patterns  ♣ take part in outdoor and adventurous activity challenges both individually and within a team  ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| *Swimming - Swimming will follow the ASA model and is taught by teachers at the pool.*  ♣swim competently, confidently and proficiently over a distance of at least 25 metres  ♣use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].  ♣perform safe self-rescue in different water-based situations | |

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|  | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** |  | Me and Myself | Movement and Development | Throwing and Catching | Ball Skills – sending and receiving | Fun and Games/Athletics | Working with others |
| **KS1** | Cycle A | Running and Jumping  Fundamental Fitness | Throwing and Catching  Fundamental Fitness | Sending and Receiving using the body (rugby) | Sending and receiving using equipment (tennis) | Sending and receiving using equipment  (golf) | Games of up to 5V5 using the skills (Handball) |
| Gymnastics | Dance | Gymnastics | Dance | Athletics | OAA |
| Cycle B | Running and Jumping  Fundamental Fitness | Throwing and Catching  Fundamental Fitness | Sending and Receiving using the body (football) | Sending and Receiving using the body (netball) | Sending and receiving using equipment (hockey) | Cricket |
| Gymnastics | Dance | Gymnastics | Dance | Gymnastics | Dance |
| **LKS2** | Cycle A | Invasion Games - Football | Invasion Games - Rugby | Net/Wall - Tennis | Striking and Fielding - Cricket | Athletics | OAA |
| Gymnastics | Dance | Swimming | Swimming | Gym | Dance |
| Cycle B | Invasion Games - Hockey | Invasion Games - netball | Volley Ball | Striking and Fielding - Rounders | Athletics | Golf – Target games |
| Gymnastics | Dance | Swimming | Swimming | Gym | Dance |
| **UKS2** | Cycle A | Invasion Games - Football | Invasion Games - basketball | Net/Wall - Tennis | Striking and Fielding - Cricket | Athletics | OAA |
| Swimming | Swimming | Gymnastics | Dance | Dodge Ball – Target Games | Handball |
| Cycle B | Invasion Games - Hockey | Invasion Games - netball | Nat/Wall - Badminton | Striking and Fielding - Rounders | Athletics | Volley ball |
| Swimming | Swimming | Gymnastics | Dance | Gym | Dance |

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| PE Coverage - Key Stage 1 | **Autumn Cycle A** | **Spring Cycle A** | **Summer Cycle A** | **Autumn Cycle B** | **Spring Cycle B** | **Summer Cycle B** |
| ♣ 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 | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |
| ♣ participate in team games, developing simple tactics for attacking and defending |  |  | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. |
| ♣ perform dances using simple movement patterns. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  |

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| Key Stage 2 | **Year ¾ Autumn Cycle A** | **Year ¾ Spring Cycle A** | **Year ¾ Summer Cycle A** | **Year ¾ Autumn Cycle B** | **Year ¾ Spring Cycle B** | **Year ¾ Summer Cycle B** | **Year 5/6 Autumn Cycle A** | **Year 5/6 Spring Cycle A** | **Year 5/6 Summer Cycle A** | **Year 5/6 Autumn Cycle B** | **Year 5/6**  **Spring Cycle B** | **Year 5/6 Summer Cycle B** |
| ♣ use running, jumping, throwing and catching in isolation and in combination |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |
| ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |
| ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |
| ♣ perform dances using a range of movement patterns | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |
| ♣ take part in outdoor and adventurous activity challenges both individually and within a team |  |  | Check mark, Wingdings font, character code 252 decimal. |  |  |  |  |  |  |  |  | Check mark, Wingdings font, character code 252 decimal. |
| ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. | Check mark, Wingdings font, character code 252 decimal. |
| ♣swim competently, confidently and proficiently over a distance of at least 25 metres |  | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. |  |  |
| ♣use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. |  | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. |  | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. |  |  |
| ♣perform safe self-rescue in different water-based situations |  |  |  |  |  |  | Check mark, Wingdings font, character code 252 decimal. |  |  | Check mark, Wingdings font, character code 252 decimal. |  |  |

**Implementation**

**Leader’s Logs**

Learning logs are sets of sports leadership skills for each phase (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2). Each class displays the relevant learning log for their year group(s). Children are noted as to when specific qualities of sports leadership have been demonstrated during a lesson. It is the aim that all sports leadership qualities are attained by every child within each phase. When these skills have been reached, children receive their Sports Leadership award.

**Impact- Termly Intra-school competitions**

After each unit of work, each class takes part in a competition based on the aspect of PE covered. Children represent their team as well as considering the key aspects of sport including promoting the values of sport teamwork, respect, determination, honesty, and passion. Teachers report on the results via the “School Sports” display board. We record these assessment opportunities using the Caythorpe Primary School PE assessment proforma for each year group.

Examples

Year 3, invasion games unit:

* End of term 1 – Hockey tournament (resources available from School Games website)
* End of term 2 – Football 5-a-side
* Red team v Blue team in semi-final 1, officiated by Yellow and Greens
* Yellow team V Green team in semi-final 2, officiated by Red and Blues
* Final match – officiated by losing semi-finalists. Winners could appear on school website.

Example roles for volunteers (teams not playing in fixture):

* Referee / Umpire
* Touch judge / Linesperson
* Photographer
* Reporter (written or recorded as a commentator)