

Physical Education Curriculum Journey

Friskney All Saints CofE Primary School
(2022/23)

Physical Education Curriculum Journey

Intent Statement

At Friskney Primary School we recognise the positive role that Physical Education has to play in promoting a long-term, healthy lifestyle which is both enjoyable and fulfilling.

We believe that a high-quality PE Curriculum Journey plays a unique and essential role in helping all children to develop **their motor skills, ability to apply rules, strategies and tactics to a broad range of physical sports and develop the understanding of healthy participation in and out of school.** to knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

At Friskney Primary School we will provide a high-quality PE Curriculum Journey which aims to ensure that our 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
- ✓ develop leadership and team-building skills
- ✓ develop personal and social skills

Our PE Curriculum Journey supports and develops our Whole-School, 'Friskney Five' Values of Love; Hope; Trust; Kindness; and Respect

Our PE Curriculum Journey supporting and developing Whole-School Values

‘Friskney Five’: Love Hope Trust Kindness Respect

Our PE Curriculum Journey ensures that our children experience, understand and develop our Whole-School Values.

- Our PE Curriculum Journey has been developed to ensure our children understand the importance of, and develop, respect for themselves, others and their environment and community.
- Our children will also develop personal and social skills including understanding the importance of, and displaying, kindness, trust and compassion when working with others, with a partner or in a team, helping those who might be struggling in an activity or empathising with an opponent they have just beaten in a competitive situation.
- Through an exciting, progressive and inclusive PE Curriculum Journey we aim for each of our children to develop a healthy, life-long love of physical activity, developing their love of movement and sport well beyond their time with us and learning about the benefits of regular physical exercise and the importance of looking after their own health and well-being.
- Through a wide range of physical activity experiences and opportunities our children learn about the importance of having a positive approach to achieving their best in for example, competitive situations, or performing a leadership role or being part of a team, about being optimistic, hopeful and resilient, and challenging themselves to be the best they can be.

Our PE Curriculum Journey supporting Whole-School Curriculum Intent, Vision and Aims

In line with our Whole-School Curriculum Intentions, we will deliver a PE Curriculum Journey that ensures:

- Children enjoy learning and are excited and inspired to learn new fundamental movement skills, which they can then apply across a broad range of ways, demonstrating excellent attitudes to learning.
- Children can confidently recall key knowledge and apply rules, strategies and tactics from current and previous areas of learning.
- Knowledge is retained in children's long-term memories
- Children can confidently apply knowledge to their learning, using and applying high-level vocabulary.
- Children are independent learners who are physically active for sustained periods of time and are articulate and are confident to talk about a wide range of topics.
- Children demonstrate many high-level skills, such as analysis, reflection and empathy
- That all members of the school community contribute towards a culture of health, well-being and fitness beyond PE lessons.

Intent: Our PE Curriculum Map

Year Group	Concepts / NC Aims	PE Pillars of Progression (Ofsted, 2022)	Autumn		Spring		Summer		National Age-Related Expectations EYF5 ELGs / NC Attainment Targets	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Class 1 Pre-school and Reception	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	<div>↑ Motor Competence (Fundamental Movement Skills)</div> <div>↑ Simple Tactics</div> <div>↑ Healthy Participation</div> <div>↓ Including Context-Specific</div> <div>↓ Rules, Strategies and Tactics</div>	Physical Devel. Co-ordinating Movement	Physical Devel. Using Equipment	Physical Devel. Awareness of Space	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills	<p>PSED ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PD ELG: Manage their own basic hygiene and personal needs, including dressing.</p> <p>PD ELG: Work and play cooperatively and take turns with others.</p> <p>PD ELG: Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>PD ELG: Demonstrate strength, balance and coordination when playing.</p> <p>PD ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>EAD ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
			Physical Devel. Co-ordinating Movement	Physical Devel. Using Equipment	Physical Devel. Awareness of Space	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills		
Class 2 Year 1 and 2	Develop competence to excel in a broad range of physical activities.		Ball skills- throwing and catching	Team Games (Invasion)- Goal ball	Dance	Non-traditional-parachute games	Net / Wall Games – tennis skills	Striking / Fielding Games – Cricket	<p>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.</p>	
			OAA	Gymnastics	Multi-Skills	Dance	Athletics skills	Non-traditional – tri golf		
Class 3 Year 3 and 4	Are physically active for sustained periods of time.		Net / Wall Games- Tennis	Swimming	Dance	Team Games (Invasion) Netball	Striking / Fielding Games- Cricket	Team Games (Invasion) Tag Rugby	<p>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.</p>	
			OAA	Non-traditional-goal ball	Gymnastics	Non-traditional- Pop lacrosse	Athletics	Non-Traditional- Archery		
Class 4 Year 5 and 6	Engage in competitive sports and activities.		Team Games (Invasion) Tag Rugby	Athletics	Dance	Striking / Fielding Games- Cricket	Swimming	Net / Wall Games- tennis	<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p> <p>Swimming and water safety</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively (for example front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations.</p>	
			OAA	Team Games (Invasion) Netball	Gymnastics	Non-traditional-goal ball	Non- traditional- Pop Lacrosse	Non-traditional- Archery		
KS3 AIMS	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.									

Intent: Our PE Curriculum Map

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			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Class 1 pre-school and reception	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	<div>↑</div> <div>↑</div> <div>↑</div> <div>↑</div>	Physical Devel. Co-ordinating Movement	Physical Devel. Using Equipment	Physical Devel. Awareness of Space	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills	<p>PSED ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. Work and play cooperatively and take turns with others. PD ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. EAD ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	
			Physical Devel. Co-ordinating Movement	Physical Devel. Using Equipment	Physical Devel. Awareness of Space	Movement to Music	Fundamental Movement Skills	Fundamental Movement Skills		
Class 2 Year 1 and 2	Develop competence to excel in a broad range of physical activities.		Ball skills- throwing, catching and dribbling	Non-traditional – balanceability	Swimming	Swimming	Team Games (invasion)- hockey	Striking and fielding Games – Rounders	<p>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.</p> <p>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.</p>	
			OAA	Gymnastics	Multi-Skills	Dance	Athletics	Net/wall- games Tennis skills		
Class 3 Year 3 and 4	Are physically active for sustained periods of time.		Team Games (invasion)- Hockey	Swimming	Dance	Team Games (invasion) - Football	Team Games (invasion)- Basketball	Striking and fielding Games- Rounders	<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	
			OAA	Net/wall games Table tennis skills	Gymnastics	Non-traditional- Tri Golf	Non-Traditional- Boxcercise?	Athletics		
Class 4 Year 5 and 6	Engage in competitive sports and activities. Lead healthy, active lives.		Team Games (invasion)- Football	Team Games (invasion)- hockey	Dance	Team Games (invasion)- basketball	Swimming	Striking and fielding Games- Rounders	<p>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.</p> <p>Swimming and water safety 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.</p>	
			OAA	Gymnastics	Net/wall games Table tennis skills	Non-traditional-Tri Golf	Non-traditional- Boxcercise?	Athletics		
KS3 AIMS	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.									

Intent: Our PE Curriculum Journey

Progression across the National Curriculum PE Areas of Experience & Development and intended Impact in relation to the national End of Year Age Related Expectations

National Curriculum Physical Education Areas of Experience & Development	Our PE Curriculum Journey - Key Stages 1 and 2 <i>(Intent and Impact) (PE MAPs®)</i>					
	Overview of the End of Year Age Related Expectations for National Curriculum PE					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PHYSICAL	Children develop simple fundamental movement skills (FMS), which they copy, repeat and explore with basic control.	Children become increasingly competent and confident in their simple FMS. They access a broad range of opportunities to extend their agility, balance and coordination individually and with others .	Children copy, repeat, remember and explore their simple FMS with increased control.	Children develop a broader range of skills and begin to select and apply them more appropriately, with control and coordination.	Children select and apply their skills for use in different ways and in different contexts with good control and coordination.	Children link their skills to make actions and sequences of movement. They apply and perform them accurately with precision, control and physical fluency.
PERSONAL	Children begin to become aware of their own and others' feelings when working together. They can follow basic instructions and generally do their best in any physical tasks on their own.	Children are able to engage in simple, competitive activities against themselves and co-operative physical activities with others. They generally try their hardest to do well.	Children engage and collaborate in partner work and small group activity and start to display some simple, effective communication and co-operation skills. They follow and understand simple rules for competitive physical activities against others. They are keen to do well.	Children display more developed communication and collaboration skills in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to cope with winning and losing. They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in challenging themselves to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They consistently work well in team challenges displaying good communication skills. They engage fully in individual and team competitive physical activities. They always respect rules and display a good sense of fair play. They display resilience and challenge themselves consistently to improve their own performance.
COGNITIVE	Children describe and comment on their own and others' actions.	Children talk generally about the differences between their own and others' simple actions and suggest some improvements. They begin to show a basic understanding of simple tactics for attacking and defending.	Children describe in more detail how their work is different from others' work, and start to use this understanding to improve their own performance. They begin to show an increasing understanding of simple tactics and some basic compositional ideas.	Children see and describe in some detail how their work is similar to and different from others' work, and use this understanding to improve their own and others' performance. Tactical and compositional understanding is improving.	Children observe others and compare and comment on aspects including the skills, techniques, tactics, ideas and composition used. They are now starting to use their findings on a consistent basis to refine their own performance in some physical activities and sports.	Children evaluate and recognise correctly, and with consistency, their own and others' success. They regularly compare and provide feedback on the skills, techniques, tactics, ideas and composition used in their own and others' work, and use this understanding consistently to make improvements across a range of physical activities and sports.
HEALTH	Children talk about how to exercise safely, and describe how their bodies feel when they are moving and when they are at rest.	Children give a simple explanation of how to exercise safely. They describe how their bodies feel during different activities and have a simple awareness that exercise is good for them.	Children can describe how their bodies feel if they are physically active for sustained periods of time, and are aware that their health will benefit. They can give reasons why it is important to warm up before physical activity.	Children know what different intensities of physical activity feel like. They can give some reasons why their health will benefit if they are physically active for sustained periods of time. They show that they can warm-up safely.	Children display a good understanding of the health benefits of engaging regularly in vigorous physical activity for sustained periods of time in and out of school. They plan and demonstrate that they can take their own warm-up and cool-down safely.	Children explain in detail how physical activity and sport contributes to a healthy lifestyle. They engage in a range of physical activities and sports and can describe some of the different health benefits of each. They consistently warm up and cool down safely in ways that suit the activity.

Intent: The Development of Physical Skills

An example of how we are Sequencing Learning and Progression

'What does progression in PE look like at our academy?'
'What does it mean 'to get better at PE?'

Motor Competence

(Knowledge and Competency – 'Know More and Show More')

Across EYFS and Key Stage 1 our pupils start to develop:

- fundamental movement skills
 - physical literacy and fluency
 - balance, agility and co-ordination skills, and begin to apply these in a range of activities on their own and with others
- they also:**
- become increasingly competent and confident, mastering basic movements including running, jumping, throwing and catching

As they then move on through their curriculum Journey

Across Key Stage 2 our pupils 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 in different contexts, sports and activities.

Intent: The Development of Physical Skills

An example of how we are Sequencing Learning and Progression

'What does progression in PE look like at our academy?'
'What does it mean 'to get better at PE?'

Rules, Strategies & Tactics

(Knowledge and Competency – 'Know More and Show More')

As our pupils progress from EYFS to the end of Key Stage 1 they:

- participate in team games, developing and showing a basic understanding of simple tactics for attacking and defending
- start to develop a basic understanding of how, when and where to move to gain an advantage when attacking and defending
- start to develop a simple understanding of the importance of following basic rules

As they then move on through their curriculum Journey

As our pupils progress across Key Stage 2 they:

- play competitive games and are able to apply basic principles suitable for attacking and defending
- make increasingly intelligent tactical decisions about how, when and where to move in competitive situations
- increase their understanding of the importance of rules and display a good sense of fair play

'What does progression in PE look like at our academy?'
'What does it mean 'to get better at PE?'

Healthy Participation

(Knowledge and Competency – 'Know More and Show More')

As our pupils progress from EYFS to the end of Key Stage 1 they:

- can describe how their bodies feel when moving and at rest
- can perform simple fundamental movement skills and give a simple explanation of how to exercise safely
- develop a simple awareness that exercise is good for them
- become increasingly able to safely participate in, and describe how their bodies feel when performing different physical activities

As they then move on through their curriculum Journey

As our pupils progress across Key Stage 2 they:

- are able to plan and demonstrate that they can safely take their own warm-up and cool-down in ways that suit the activity
- participate in physical activity and sport in and out of school and can explain in detail how this contributes to a healthy lifestyle and

Implementation: Pedagogy

Ensuring staff delivering our planned PE Curriculum are supported to provide high quality teaching and learning in this subject area

Evidence: Identifying Staff Needs (Staff 'CPD' Voice)



Primary PE: Staff Questionnaire (CPD Needs)

Name:

Class:

Date:

Please read and tick below which category of support you require for each area and add any additional comments that will help us to meet your needs. Thank you.

<div>Category</div> <div>Area</div>	(1) <i>I do not feel confident in this area and definitely need support</i>	(2) <i>I feel more confident in this area but would like some support</i>	(3) <i>I feel confident in this area and don't need support</i>	(4) <i>I would be happy to support other staff to develop their skills and knowledge in this area</i>	Additional Comments (e.g. Which Invasion Game do you feel confident in teaching such as Football etc?)
1. COVID19 – Safe Practice in PE					
2. Teaching Dance					
3. Teaching Gymnastics					
4. Teaching Athletics					
5. Teaching Outdoor & Adventurous Activity (OAA)					
6. Teaching Games – Invasion (e.g. Football, Tag Rugby, Basketball, Netball, Uni-Hockey)					
7. Teaching Games – Striking and Fielding					

Implementation: Pedagogy

Ensuring staff delivering our planned PE Curriculum are supported to provide high quality teaching and learning in this subject area

Evidence: Meeting Staff Needs (PE & Sport Premium Plan)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has <u>changed?</u> :
	2. JB's Sports Coaching <ul style="list-style-type: none"> School to ensure that any external staff are fully upto date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA safe-Practice On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) Continue and develop this CPD programme of support Sports coaches provided by JB Sports Working alongside teachers with the children to plan and deliver high quality sessions 2 classes to receive 6 weeks' worth of CPD per term in 	(Included in costs above)	Evidence <ul style="list-style-type: none"> In-school training and remote support days from Allison Consultancy taken place Joint PE Lead sessions taken place Training from JB's Sports <u>Coaching taken</u> place Discussions with staff and children Costed, 2021/22 PE and Sport Premium Plan in place using new national template All DfE / Ofsted On line reporting

Implementation: Pedagogy

Ensuring teaching and learning within the PE Curriculum Journey is consistently of the highest quality across the school

Evidence: Monitoring & Supporting Staff delivering PE (PE Learning Walks)

Physical Education Lesson Planning and Learning Walks: Key Focus Areas

Member of Staff..... Class Date

Key Focus Area	✓ / X / (Comments)
1. Safe Practice / Behaviour and Attitudes	
<i>Key things to look for:</i>	
Footwear	
Clothing	
Hair tied back	
Jewellery & Watches removed / Earrings removed or made safe	
Inhalers / Epipens brought to lesson	
Surface being used is clean, safe, hazard free	
Equipment carried, placed, used safely	
Organisation of the children, equipment and the activity are safe and matched to the capabilities	
Children clearly understand and are following safety rules and regulations	
A calm and orderly environment	
Clear routines and expectations for the behaviour of the children	
2. Sustained, Moderate to Vigorous, Physical Activity (MVPA)	
Are children involved in sustained, moderate to vigorous, physical activity (MVPA) – look at 'teacher talk' versus 'children engaged in physical activity' – <u>look</u> to see if children sit down a lot in the lesson, how long they are inactive, how many times (and for how long) they are engaged in MVPA	

Impact

Outcomes our children are achieving as a result of their PE Curriculum Journey at Friskney Primary School

Evidence: Pupil Voice

Primary PE, School Sport & Physical Activity Pupil Voice Questionnaire



I am in Class

Date

Please circle or tick the smiley face that shows how you feel about each question.

		Always	Most of the time	Sometimes	Never
1	I enjoy PE.				
2	PE lessons are fun and interesting.				
3	I get to try different sports in PE lessons.				
4	I get to learn new skills.				
5	I am encouraged to work in a team.				
6	I am encouraged to work independently.				
7	The PE staff are friendly and helpful.				
8	I have the opportunity to represent the school in sports competitions.				
9	I know about the sports clubs that the school offers.				
10	Sports clubs provide the opportunity to try different sports.				

What do you like most about PE?

PE would be better if...

Impact

Additional Impact on our children as a result of
their PE Curriculum Journey at Friskney Primary School

Evidence: Attendance at Extra-Curricular Clubs

Evidence: Participation in Competitive Opportunities