

Primary Specification

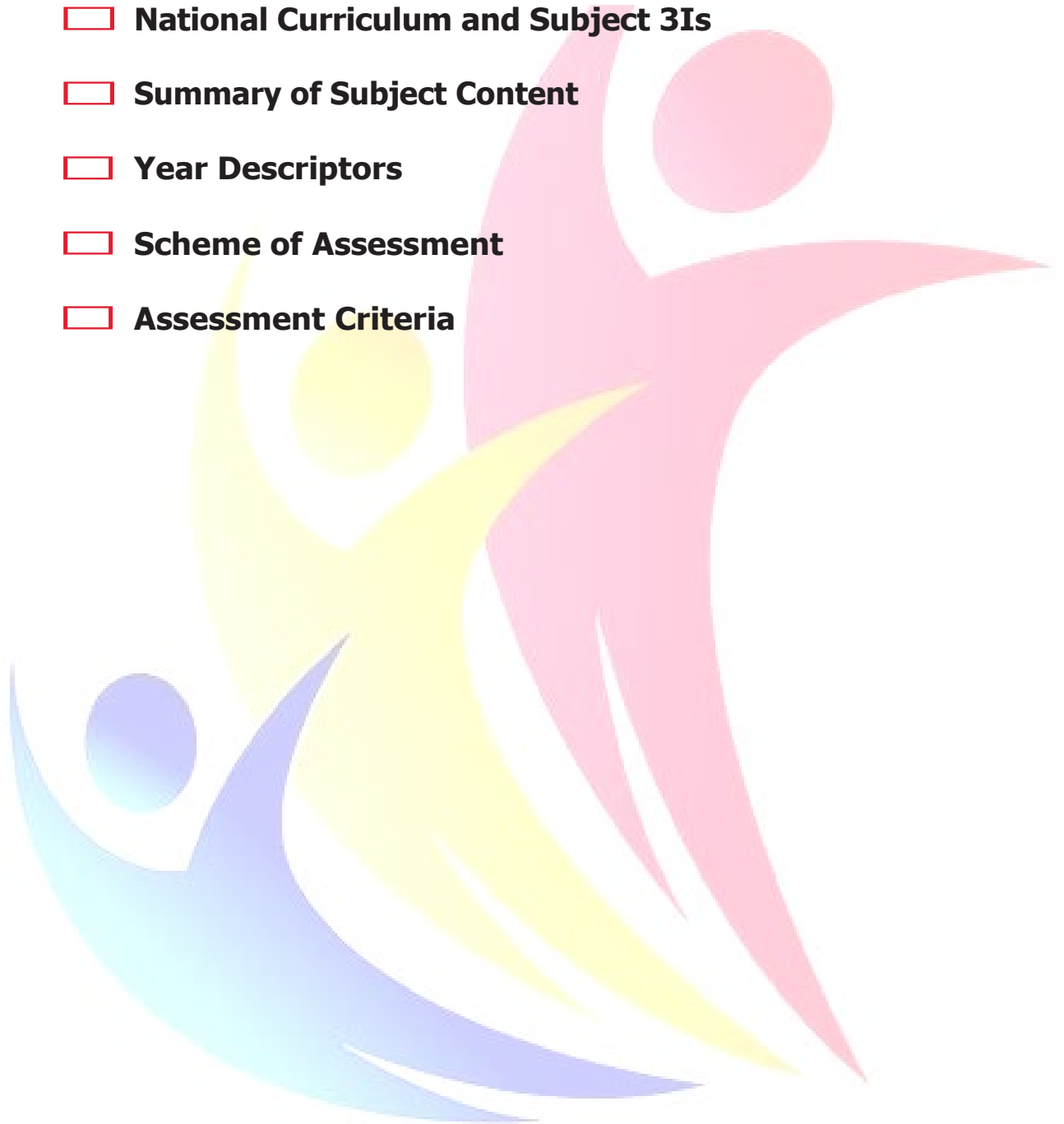


Physical Education



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School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

The national curriculum for P.E aims to ensure that all pupils:

OBJECTIVES	
KS1	<p>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 and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
KS2	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>Swimming and water safety: All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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

INTENT

- Every pupil has the knowledge and skills that they need to live a healthy lifestyle.
- Pupils partake in outdoor activities that build character and that help embed values such as fairness and respect.
- Pupils are inspired to take part in competitive and non-competitive sports utilising their skills to reach a goal.
- Pupils are resilient and work collaboratively to achieve a shared goal.

IMPLEMENTATION

- Farington use external activity centres that allows pupils to experience a range of exciting outdoor activities and embed values and a range of skills.
- Pupils participate in weekly, high-quality PE and sporting activities. Our PE curriculum incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.
- We provide opportunities for all pupils to engage in extra-curricular activities during and after school, in addition to sporting events.
- We have an inclusive approach, which aims to encourage not only physical development but also well-being.

IMPACT

- Pupils live healthy lifestyles by choosing to be physically active outside of lesson time.
- Pupils are physically confident to engage in competitive sports and activities.
- Pupils are able to be physically active for sustained periods of time and have developed competence to complete skills appropriate to age-related expectations.
- Pupils recognise their strengths and know how to improve their skills.

[Summary of Subject Content - Physical Education - Using the Lancashire Scheme of Work and Skills Progression Document.](#)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Multi Skills	Team and Ball Games	Gymnastics	Dance	Multi Skills	Games and Athletics
Y1	Baseline Unit	Dance	Dance	Core Task Kicking	Core Task Overarm Throw	Athletics
	Core Task Rolling Equipment	Gymnastics activities Core Task	Gymnastics activities Core Task	Core Task Catching / Bouncing	Core Task Underarm Throw	Athletics
Y2	Core Task Games 'Piggy in the Middle'	Dance	Dance	Games - Net / Wall Core Task	Athletics	Athletics
	Core Task Games 'Piggy in the Middle'	Gymnastics	Gymnastics	Games - Net / Wall Core Task	Striking and Fielding Core Task	Striking and Fielding Core Task
Y3	Invasion Games - Three Touch Ball	OAA	Gymnastics	Net / Wall Games	Athletics	Athletics
	Invasion Games - Three Touch Ball	Dance	Gymnastics	Net / Wall Games	Striking and Fielding	Striking and Fielding
Y4	Invasion Games 'On the attack'	OAA	Gymnastics	Net / Wall Games	Swimming	Swimming
	Invasion Games 'On the attack'	Dance	Gymnastics	Net / Wall Games	Striking and Fielding	Athletics
Y5	Swimming	Swimming	Swimming	Swimming	Striking and Fielding 'Rounders'	Athletics
	Invasion Games 'High fives'	OAA	Gymnastics	Net and Wall Games	Striking and Fielding 'Rounders'	Athletics
Y6	Invasion Games 'Tag Rugby'	OAA	Gymnastics	Net and Wall Games	Athletics	Athletics
	Invasion Games 'Tag Rugby'	Dance	Gymnastics	Net / Wall Games	Striking and Fielding Cricket	Striking and Fielding Cricket

STAGE DESCRIPTORS

EYFS	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> • Revise and refine fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing <p>Personal Development</p> <ul style="list-style-type: none"> • Move confidently in a range of ways, safely negotiating space • Talk about how our body feels during activity
KS1	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> • Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing • Jump in different ways • Explore, copy, and repeat simple skills and actions • Change our body shape in a range of ways • Begin to move confidently with increasing care, control and co-ordination • Copy, repeat and remember simple sequences • Perform dances using simple movement patterns <p>Team Games</p> <ul style="list-style-type: none"> • Follow rules in a small game situation • Demonstrate simple tactics for attacking and defending • Understand some concepts of games e.g. opponent, teammate • Apply fundamental movement skills within a team game <p>Personal Development</p> <ul style="list-style-type: none"> • Work with others • Comment on my own and others' actions • Suggest simple improvements • Understand the importance of being active • Talk about how to exercise safely and how our bodies feel during an activity

<p style="text-align: center;">LKS2</p>	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching skills in isolation and in combination • Demonstrate flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Sequence movements to communicate an idea using expression and conveying emotion <p>Team Games</p> <ul style="list-style-type: none"> • Apply simple tactics across different games to outwit an opponent • Follow a set of rules in a game • Compete in games, demonstrating fundamental movement skills • Understand the importance of fairness, respect, honesty and resilience <p>Personal Development</p> <ul style="list-style-type: none"> • Engage with others, contributing to success • Understand how performances can be improved, through practice and reflection • Refine movement after evaluation from others • Understand the importance of practice • Describe what effects exercise has on our bodies • Understand the importance of warming up and cooling down
<p style="text-align: center;">UKS2</p>	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> • Use with increasing accuracy running, jumping, throwing and catching skills in isolation and in combination • Demonstrate flexibility, strength, technique, control and balance in an increasing range of contexts • Plan, perform and repeat increasingly complex sequences including changes in speed, direction and level • Create complex, extended sequences to communicate an idea using expression and conveying emotion <p>Team Games</p> <ul style="list-style-type: none"> • Combine, vary and choose tactics and adapt skills depending on the situation in a game • Collaborate as a team and communicate a plan • Know and apply the rules of a range of games and sports • Reason why decision and rules are fair or unfair • Compete successfully in games showing fairness, respect, honesty and resilience <p>Personal Development</p> <ul style="list-style-type: none"> • Demonstrate leadership qualities • Support others to improve and refine skills and knowledge • Know and use the relationship between power and stamina • Use a range of criteria to judge my own and others work • Demonstrate a good sporting attitude regardless of the outcome • Compare performances with previous ones • Show desire to improve and increase on past performance • Understand how heart rate and breathing slows after exercise, monitoring my own
	<p>Outdoor and Adventurous Activity</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team <p>Swimming and Water Safety</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 minutes • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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