

# LANGTOFT PRIMARY SCHOOL

# PHYSICAL EDUCATION

## LEGAL FRAMEWORK

The National Curriculum Programmes of Study for Physical Education (2014) form the roots of Langtoft Primary School's PE curriculum. From this national documentation, Langtoft Primary School's PE curriculum has been devised, developed and personalised to our school community, having evolved from our values, vision and mission statement.

Our PE curriculum is underpinned by the national curriculum's 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 INTENT FOR PHYSICAL EDUCATION

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children's wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

We aim for all Langtoft athletes to:

- have positive attitudes towards, and foster an enjoyment of, being physically active;
- make informed, increasingly **independent** choices about the role that physical activity and exercise has in maintaining physical and mental well-being;
- be **resilient**, **ambitious** and have courage to engage in competitive sports;
- have **confidence** to talk about, reflect and adapt tactics, compositions and performances;
- develop **cooperative** teamwork and social skills; developing leadership, communication and problem-solving skills, with **consideration** for others.
- develop sportsmanship: developing the concept of **respect**, fairness and social responsibility.

## Swimming

At Langtoft Primary School, we recognise swimming as a life skill and see it necessary that children learn to swim and are able to perform safe self-rescue at an early age. We provide a term of intensive swimming coaching for Year 5 to build their confidence in the water, to teach them how to pull themselves out of water safely, and to achieve the 25m distance award. We provide a summer refresher course for those children in Year 6, who are yet to gain their 25m award.

## Competitions and Awards

Our PE curriculum, coupled with the children's enthusiasm for sports, has meant we have achieved some great successes!

**Ambition ~ Independence ~ Cooperation ~ Consideration ~ Confidence ~ Resilience ~ Respect**



Having first attained Gold in the School Games Mark in 2019, where we were assessed in the sporting areas of: participation (number of pupils engaging in sports), competition (the number of different sports being played and competitions entered), workforce (number of pupils involved in sports leadership) and clubs (number of clubs held and local links to clubs), and our commitment to School Games Values, we are proud to have maintained this achievement every year since.

### The Skills and Knowledge on which our Physical Education Curriculum is Built

**(ELG: Gross Motor)**

- 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.

**(KS1)**

- 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.
- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

**(KS2)**

- 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.
- Enjoy communicating, collaborating and competing with each other.
- 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:

- 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 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.

### Our PE curriculum map displays the units taught in each year group:

	Introduction to PE : Unit 2	Fundamentals : Unit 2	Gymnastics : Unit 2	Dance : Unit 2	Ball Skills : Unit 2	Games : Unit 2
Reception				Tennis		Golf
Year 1	Fundamentals	Gymnastics	Dance	Net and Wall	Athletics	Target Games
	Ball Skills	Sending and Receiving	Invasion	Yoga	Team Building	Striking and Fielding
Year 2	Net and Wall	Gymnastics	Dance	Fitness	Invasion	Team Building
	Fundamentals	Ball Skills	Sending and Receiving	Target Games	Athletics	Striking and Fielding
Year 3	Ball Skills Y3/4	Golf	Gymnastics	Netball	Tennis	OAA
	Fundamentals Y3/4	Dance	Dodgeball	Tag Rugby	Athletics	Rounders



Year 4	Netball	Golf	Gymnastics	Yoga	Tennis	OAA
	Dance	Hockey	Football	Handball	Cricket	Athletics
Year 5	Swimming	Swimming	Netball	Golf	Rounders	Volleyball Y5/6
	Tennis	Dance	Gymnastics	Dodgeball	Athletics	OAA
Year 6	Football	Dance	Lacrosse	Hockey	Handball	OAA
	Badminton Y5/6	Basketball	Gymnastics	Yoga	Cricket	Athletics

### Examples of Curriculum Intent

- Twice weekly PE sessions taught by class teachers and external PE specialists (golf, tennis).
- Children in Year 5 attend swimming lessons at the local leisure centre for 12 weeks during the autumn term. Those children in Year 6, who are then still unable to swim 25m, attend booster sessions during the summer term.
- On non-PE days, Key Stage 2 children take part in the daily mile. Key Stage 1 have opportunity for this, also.
- Key Stage 1 children have afternoon play.
- A range of sports clubs held before school, during lunch times and after school over the year, e.g.: volleyball, rounders, cricket, dance.
- External providers deliver specialised sports during PE curriculum time.
- Termly intra-school sports competitions
- Inter-school sports competitions: via local cluster leagues and School Games.
- Playground equipment (fixed equipment: climbing wall, trim trail, gym equipment, bars, ball shooter targets and small play equipment: bats, balls, skipping ropes) to encourage active play
- Children in Years 5 and 6 are able to become Playground Leaders to encourage active play for children in Reception and KS1.
- Children in Year 6 are able to become Sports Leaders and House Captains to promote sport within our school
- Children in Years 5 and 6 deliver Change 4 Life sessions, which aim to engage those least active children in Years 3 and 4.
- Promotional sports sessions / days (All Stars cricket, Bourne Rugby Club, On2Court tennis) to encourage children to take part in out-of-school sports clubs in the local area.
- Annual Sports Week (June)
- Annual Sports Day
- Promotion of national and world sports events, e.g.: Olympics, Commonwealth Games, Football World Cup.
- PSHE and science lessons teach the knowledge needed to be able to lead healthy lifestyles

### Daily Implementation of Physical Education

- Physical Education is taught twice weekly within each Key Stage 1 and Key Stage 2 year groups, and follows the Get Set 4 PE scheme.
- EYFS: Physical Education is taught once per week in addition to continuous provision. We encourage children's physical development as an integral part of their work. We encourage them to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.
- Subject specific vocabulary: Identified through learning objectives discussed with the children, oral explanations during demonstration of skills. In upper year groups, vocabulary pyramids shared with the children and referred to throughout the lesson.
- Teachers assess children's performances in PE by making formative and summative assessments during each unit across the school year.
- All pupils are encouraged to evaluate their own performances and to suggest ways to improve their skills.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information using the Get Set 4 PE online assessment tool. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in Physical Education is reported to parents.

