

PE curriculum intent statement

Learning in Physical Education is underpinned by our School's Vision and Values and by the National Curriculum and Early Years Foundation Stage guidance.

Children at Stockbridge will experience a variety of physical opportunities both within PE lessons, at break time and lunchtime, and through competitive opportunities in and outside of school allowing them to be active.

From our curriculum, pupils will become physically educated through experiencing a range of activity areas that:

Encourages and requires the need to work **collaboratively** with others

Develop competence in a range of physical skills, concentrating on fundamental movement skills in Key Stage One, and to be **proud** of their achievements, always aiming to better their best

Help them to be open-minded and show **respect** to the various talents of each and every one of us and celebrate individual achievement

Promote creativity and **resourcefulness** across a variety of activities

Instil a **resilience** both in sport and life to help them as they leave us into secondary school and then to the wider world

Build their leadership skills by taking on the **responsibility** to lead others

Allow children to gain enjoyment from being active and encourage children to live healthy lives both physically and mentally

Implementation

At Stockbridge, PE is an integral part of our curriculum, it is inclusive, and engages all pupils. Children participate in high-quality PE lessons twice a week, covering at least two different sports, activities and games per term. Children develop the knowledge, skills and competence to excel in a broad range of physical activities and age appropriate sports. This allows them to access an exciting variety of opportunities that they may not encounter in their day to day lives. We aim to deliver high-quality teaching and learning opportunities, which enables all children to achieve their personal best. Class teachers with expertise in a range of activities lead PE lessons. The PE lead regularly monitors and supports teachers, HLTAs and LSAs to ensure up to date knowledge and skills. Teachers use, and adapt, bespoke whole school PE planning and resources to ensure lessons across years show progression in line with the PE progression of skills document. Classes follow the PE long term planning to ensure pupils participate in a variety of sports and activities.

Outside of formal PE lessons, children participate in both recreational play and competitive sport at Stockbridge. We teach our children to transfer the Stockbridge Vision and Values into all activities, ensuring they do their best and are display good sportsmanship. These competitions and both inter and intra school, are linked to the other Test Valley school. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. All classes participate in a variety of activities to help students meet the 30 minutes of daily physical activity at school, for example, Cosmic Yoga, GoNoodle and a variety of other activities.

Lunchtime supervisors support the Bronze Ambassadors with organising physical activities and small games for children to interact with at lunchtime. Swimming is an important life skill; we aspire for all children to leave primary school being able to swim at least 25 metres, lessons are for all children from years 4 and 5 in the summer term. This is essential in order for them to fully be able to access the activities offered through our residential programme where children from years 4, 5 and 6 are given opportunities to try different and adventurous sports. Children in Year 5 participate in Bike Ability sessions led by PBED.

We provide children with opportunities to participate in extra-curricular activities after school that are inclusive, enjoyable and increase children's physical activity. We track children who attend these sessions and identify target children who may benefit from these and aim to provide a wider variety of sports.

Annually, the school celebrates Sports Day to educate and promote a healthy lifestyle and physical activity. In this day the children engage in a wide range of inclusive, competitive activities and sports.

Stockbridge Primary School Physical Education Curriculum Planning

January 1, 2021

Areas of Learning and Assessment

Curriculum Elements	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
	<p>Pupils will develop the confidence and independence to move in a range of ways so they are successful to take part in physical tasks and activities. They will know how to work safely alone and with others and develop an understanding of the importance of PE in an active and healthy lifestyle.</p>	<p>Pupils will develop personal skills to give them the courage to extend and expand their personal goals. They will always strive to do their best and be open to new experiences and challenges.</p>	<p>Through reflections and discussions, pupils will use a range of resources to explore different possibilities for success. They will use a growth-mindset and curiosity to develop different outcomes.</p>	<p>By working together children will be open to learn new ways of working, respecting the different contributions that everyone has and taking on roles and responsibilities in varying activity contexts.</p>	<p>Pupils will challenge themselves to beat personal targets. Showing courage and resilience to perform in a range of contexts, aspiring to achieve goals. They will show respect towards their own body and those of others, celebrating all achievements in a safe, inclusive environment. In all aspects of PE and in all PE lessons they will strive to always do their best with a strong focus on knowing what it is like to be a dancer/gymnast/part of a team etc</p>

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Curriculum content and progression

Year group	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
Year 4	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● apply a range of fundamental movement skills with consistent control and accuracy across activity areas ● demonstrate specialised skills across travel, balance and object control ● run, jump and throw in isolation and with power and speed for distance and accuracy ● confidently apply skills in combination(eg run, jump, stop) ● know and describe what an effective warm up and cool down is, and how to do this safely. ● recognise what activities help to build speed, strength, stamina and why they are important ● recognise how specific activities can affect the body and discuss how they 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● show determination and commitment to challenging tasks ● be confident to participate in a range of team situations ● Follow maps in a demanding familiar context 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● use subject and age specific vocabulary related to the activity ● make connections in their physical learning to wider curriculum areas (literacy, science, maths, history, art, music etc.) ● suggest a variety of ways in which they and others can improve their work ● create and perform original sequences of movement that connect to a theme, story, topic or concept 	<p>Pupils will:</p> <ul style="list-style-type: none"> ● consolidate skills in communication and collaboration in a positive manner and know the benefits/differences of each. ● work together in small group situations to plan, perform and evaluate their learning ● confidently take on different roles in activities including performance, officiating and organisation 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● play a range of modified, made up and structured games that have specific rules and strategies ● apply basic principles of attacking and defending across different games contexts ● outwit an opponent in 1:1 situations ● track an opponent to close down space ● attempt to score points for their team ● show sportsmanship, fairness and respect ● Perform fundamental movement skills with consistent control and accuracy

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	<p>feel before, during and after activity</p> <ul style="list-style-type: none"> • know how health and fitness can affect performance • show awareness and respect of others and the environment they are working in • work independently and safely in a range of activity contexts • explore the outdoors through Forest School sessions 				
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Year group	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
Year 5	<p>pupils will be able to:</p> <ul style="list-style-type: none"> • execute movement skills with precision and accuracy • create more complex patterns to include twists, lifts, turns and rotations with control and confidence • continue to develop a range of specialised skills in striking, rotating, shooting, 	<p>pupils will be able to:</p> <ul style="list-style-type: none"> • Not be afraid to persevere with tasks that they may find trickier and encourage others to do the same • apply skills in challenging concepts of space, relationships, with different equipment and effort (forces) 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe, analyse, interpret and evaluate others work showing an understanding of the techniques and skills being used. • suggest parts of a game play that need improving and begin to suggest practices in which to do this 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • work with others and communicate their ideas and feelings positively with growing confidence • identify their individual and collective strengths and weaknesses as part of a team • confidently discuss and share group ideas 	<p>pupils will:</p> <ul style="list-style-type: none"> • have knowledge of a variety of competitive games: their structure, rules and roles within them • apply basic principles of attacking and defending confidently. • set personal bests and targets that change across activity context

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	<p>running, throwing dribbling and bowling etc</p> <ul style="list-style-type: none"> •organise warm up and cool down activities to suit the demands of the activity • link science learning to the importance of the warm up and cool down and how to do this safely. • identify different aspects of fitness required to take part in physical activity • show flexibility, strength, stamina, technique, control and balance • understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this • sustain participation in physically demanding activity • participate in or organise physical activities run by peer mentors • explore the outdoors through Forest School sessions 	<ul style="list-style-type: none"> • communicate and participate with growing confidence • show determination and commitment to a task/activity • follow maps in an unknown location with confidence 	<ul style="list-style-type: none"> • be able to select movements based on their aesthetic quality and creativity • choose and imaginatively explore different actions in response to a stimulus 		<ul style="list-style-type: none"> • use specific vocabulary to evaluate performance. • Perform expressively, using dynamic qualities and language • adapt performances to suit an audience
Year group	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)

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Year 6	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● perform fundamental movement skills with consistent control, precision and accuracy ● show variation in their movements to adapt to changes in speed, levels, apparatus, people, force and using different parts of the body ● continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. ● Use running, jumping, throwing, catching in isolation and combination. ● Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) <p>Swimming specific Show entry and exit into water Demonstrate a recognisable stroke</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● Have the courage to take on new challenges and encourage others to do so equally. ● Not be afraid to persevere with tasks that they may find trickier, encouraging others to do the same and thinking creatively and critically about the different options. ● Critically evaluate performance of themselves and others and how to improve in different physical activities and sports. ● Learn how to evaluate and recognise their own success. ● Play competitive games and consider and apply principles suitable for attacking and defending. ● Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● link their movement learning to the wider curriculum and explain how concepts and ideas connect through mood, gesture and expression ● refine their own work and others using criteria ● experience and distinguish different styles and genre of movement (e.g. in dance) 	<p>Pupils in year 6 should show an enjoyment in communicating, collaborating and competing with each other.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● lead on tasks and activities ● be an effective team player, listening to others and contributing to the planning and evaluation of group tasks ● communicate ideas, within all tasks and express feelings in a constructive and positive way. ● compose and perform dances with a partner, in trios and in groups ● ensure everyone is included in activity ● lead others in a route, taking their safety and others into account 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ● apply principles of attacking and defending in competitive contexts ● understand the rules of activities and suggest their own rules to make tasks harder or easier ● understand what makes a performance effective ● show appreciation and feedback of others' work ● use the STEP model to self differentiate and challenge their work independently ● perform specialist movement patterns with control and coordination in specific activity contexts
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	<p>Be able to keep float in water (treading water)</p> <ul style="list-style-type: none">● understand why exercise is good for fitness, health and wellbeing and make informed decisions that supports their daily and long term health● know that there are different ways to be physically active<ul style="list-style-type: none">• regularly take part in activities they enjoy and/or want to improve in• plan, implement and lead activity, warmups and cool downs and know that these vary from one activity to another• consider safe practice and the welfare of others in all activity contexts• can organise equipment and space safely and independently● participate in or organise physical activities run by peer mentors<ul style="list-style-type: none">• explore the outdoors through Forest School sessions				
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