



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - P.E

Subject Leader(s): Helen Almond

INTENTION - Subject Overview:

Our P.E curriculum's primary aim is to give the children in our school the tools and knowledge that they need to lead healthy, active lifestyles. The vision in our school is to promote a love of physical activity through a well-planned P.E curriculum which is inclusive, supports the progression of skills and is underpinned by core values. We use the Lancashire Scheme of Work as a core planning tool. The intended outcomes for each key stage are as follows:

Early Years Foundation Stage -

To focus on the development of fine and gross motor skills. In Reception, P.E lessons will develop 5 Fundamental Movement skills which will feed into KS1 learning. The children in the EYFS will also develop these skills through continuous provision.

Key Stage 1 -

In Year 1 the children complete a Baseline assessment. Their curriculum is then planned to meet the children's needs. The intent in KS1 is to develop 10 Fundamental movement skills (FMS) and to teach the children how to use these skills in different contexts. Children will learn to use simple tactics in games, and to create and perform sequences in gymnastics and dance. The intent is for children to master the 10 FMS by the end of KS1.

Key Stage 2 -

The intent in Year 3 & 4 is to develop children's attacking skills through a range of sports and activities. They will learn tactics and specific skills that are transferable across similar sports (target, invasion, striking and fielding). In gymnastics and dance the children will develop their performances and sequences whilst learning to critique one another.

Years 5 & 6 will build upon their learning from Lower KS2 by continuing to improve their attacking skills in games and by learning defence strategies. The children will learn tactics for team games and to lead and officiate sporting activities. We aim to give all children in KS2 the opportunity to take part in competitive sports through inter and intra competitions. In gymnastics and dance the children will continue to develop their performance and sequencing skills, by extending the length and the complexity of skills.

IMPLEMENTATION - Planning:

PE is planned using the Lancashire scheme of work which covers the objectives for PE set out in the National Curriculum. We use an app called 'PE Passport' to adapt these plans throughout the year depending upon pupil need. Our EYFS planning is done through the teaching of fundamental skills, which then means pupils have all the right building blocks in place ready to move up throughout the school and continue to grow in sport. In the EYFS the teacher plans opportunities for children to practise their fine and gross motor skills through continuous provision. They are also given access to space outside where they can practise the 5 Fundamental movement skills. Pupils have a voice using our Sport's Leaders, which gives teachers an insight into what children enjoy about PE and sporting activities in school. Each year, as a school we plan to enter

competitions and festivals that give as many children as possible the opportunity to participate in competitive and non-competitive situations which encourages teamwork.

IMPLEMENTATION AND IMPACT – Assessment, Monitoring and Evidence:

Teachers are responsible for the assessment of their own class using the PE Passport app. We assess the children's competence in key skills in each unit, this then correlates to graphs which the PE lead monitors. At the end of each unit the children will take part in a core task, class competition or group game from which evidence is collected. Teachers use videos and photographs as evidence to support their judgements. The PE leader uses the assessments gathered on the app to adjust the curriculum map.

IMPLEMENTATION AND IMPACT – Enrichment Opportunities:

Enrichment	Further Information
Sports Day	Takes place annually. An opportunity for Key stages to come together to compete in a variety of athletic based activities.
Competition Calendar	Each half term we take part in at least 1 cluster competition directed at varied year groups. This gives the children the opportunity to compete in sport against children that are not their peers.
Termly Festivals	School Games organisers visit school to run themed workshops for each year group (1-6). The children are able to try out a new sport.
Dance from the heart	Our school sport's leader work as a team to teach the school a themed dance. All of the children then dance for members of the school community and school games organisers. This year they also enjoyed a visit from the Street Monkeys as part of this enrichment.
Active Clubs	Active Clubs run throughout the year for the children. Each year group is given the opportunity to take part in a club throughout the year.
Wellbeing Wednesday	Each year group is invited to participate in Wellbeing Wednesdays at lunch times. This is a 5-6-week course which centres around wellness, yoga and mindfulness.
Young Leaders Training	Ten children in Y5 are given the opportunity to take part in young leaders training. This teaches them how to introduce younger children to sport in meaningful activities at lunchtime.
Swimming	Year 4 attend swimming lessons at our local leisure centre every Tuesday. The aim is for them to all learn to swim 25m and learn basic water safety. In Summer Term Y3 start their swimming lessons.
Top-up swimming	Children in Year 4, 5 & Year 6 who have not yet reached 25m or have not yet received their water safety training, attend extra swimming sessions in small groups.
Forest School	Children from Year 1 - Year 6 take part in Forest school each year. They attend for 10 weeks in the same group with the same leader. They are introduced to Outdoor Adventurous Activities including tree climbing, tent building, fire lighting, making spears, camouflaging.
Year 6 residential	Each year children in Year 6 visit Robin Wood in the Autumn Term. They take part in outdoor adventurous activities such as tree climbing, the giant swing, the piranha pool, raft building, archery.

Fencing	This year a local coach was invited into school to run a course of fencing skills for children in KS2. We had a maximum capacity attendance for a 5-week course.
Cycling proficiency	Each year children in Reception are taught to ride balance bikes and are introduced to bikes with pedals in a level 1 & 2 balance bike course. The children in Year 3 then go on to learn scooting proficiency and safety in a day long workshop. Finally our Year 6 children take part in a cycling proficiency course which includes teaching them how to ride, how to fix basic punctures and check their bikes are safe to ride, then finally they take part in road cycling sessions.

IMPACT - Targets:

Target	Evaluation
To complete a stock-take to evaluate current resource needs in school	Stock take completed and a large amount of resources acquired including - basketball nets, netball nets, balls, skipping ropes, various sport specific equipment. Resources are not stored in the most sustainable way, we need to review our storage to support the longevity of our resources.
Continue to develop active minutes throughout school (emphasis on KS2) by introducing use of active track at break and lunch times.	Active track has been used in the drier months well by KS2 children. However, the flooding issues affected the usage in the wetter months. More ideas need to be circulated for KS2 active breaks.
Develop time that children are given to practice skills as a team prior to competition.	We have used our links with school games organisers to create after school clubs to develop skills needed prior to competitions. For activities not included in this calendar, subject leader has reorganised the PE planning to ensure that children have skills and understanding prior to competition.
Monitor teaching of PE lessons to ensure that relevant skills are being taught effectively through the scheme. Focus on: Fundamental Movement Skills in KS1, Step teaching of ball skills in KS2 and embedding of tactics in upper KS2.	Ongoing due to absence of subject lead. YR teacher was given CPD to ensure FMS start in the foundation stage and are developed through KS1.

IMPACT - Staff Training:

- PE lead attended the Lancashire conference.
- Staff were given CPD in teaching dance by the SGO.
- PE lead gave CPD and feedback in Autumn about FMS - needs to be more updates for staff this year.

FUTURE INTENTION, IMPLEMENTATION, AND IMPACT - Future Targets:

Target	Evaluation
To provide targeted and sustainable CPD for key members of teaching staff. EYFS PE teaching, PESSPA update for PE lead, Swimming support for Y4.	

To ensure that curriculum PE, enrichment and competition opportunities are inclusive and engaging for children with SEND.	
Monitor and evaluate the impact of new dance and gymnastics units.	
To ensure that core areas of PE are being assessed regularly and with good understanding to support pupil progress. This will give subject lead an accurate overview of strengths and areas for development.	
Continue to raise the profile of PE through active minutes (60 minute daily goal).	