

The Federation of Skelton Newby Hall and Sharow C of E Primary Schools

Intent, Implementation and Impact Statement for PE

Subject Leader – Lauren Copperthwaite

Intent -

- To instil a positive attitude towards PE and physical activity by providing a fun, high-quality and inclusive PE curriculum that inspires and enables all pupils to participate in lessons, competitive sports and other physically-demanding activities.
- To promote healthy lifestyles, including diet, nutrition, hydration and sleep.
- For pupils to appreciate the benefits of a healthy and physically-active lifestyle.
- For pupils to develop competence in a broad range of physical skills and activities.
- To encourage learners to reflect on and improve their skills.
- To provide children with opportunities to learn transferable skills such as cooperation and collaboration, understanding fairness and equality of play good sportsmanship.
- To develop resilient learners who enjoy being challenged, taking managed risks and finding ways to complete tasks they once found too difficult, using a growth mind-set approach.

Key Stage 1

Knowledge	Skills
<p>KS1 Curriculum:</p> <ul style="list-style-type: none">• Understand the difference between sprinting and jogging• Participate in team games, developing simple tactics for attacking and defending.• Follow and help to design simple rules.• Perform dances using simple movement patterns.	<p>Core skills:</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• Be able to run with confidence• Complete a series of jumps showing control at take-off and landing.• Throw with increasing coordination and accuracy at different targets.• Catch a range of different sized objects.• Demonstrate some methods of attacking and defending. <p>Technical skills:</p> <ul style="list-style-type: none">• Gymnastics: Begin to link 3 gymnastic actions and balances to create a short sequence• Gymnastics: Improve their sequence using feedback from others• Dance: Explore, remember and repeat a range of chosen dance actions with control

Key Stage 2

Knowledge	Skills
<p>KS2 Curriculum:</p> <ul style="list-style-type: none"> • Know the success criteria for performing a range of movements effectively, including running, jumping, throwing and catching. • 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 • Know key rules for sports learnt. • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare performances with previous ones and demonstrate improvement, using a set of success criteria, peer and self-assessment, to achieve their personal best. <p>Swimming Safety:</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. 	<p>Core skills:</p> <ul style="list-style-type: none"> • Modify running technique in response to changing circumstances. E.g. change in ball direction • Modify jumping technique in response to changing circumstances. • Modify throwing technique in response to changing circumstances. • Modify catching technique in response to changing circumstances. • Modify tactics in response to changing circumstances. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Technical Skills:</p> <ul style="list-style-type: none"> • Gymnastics: Choose and apply gymnastic actions and linking movements showing whole body control and planning • Dance: Combine dance movements from a range of styles fluently and cohesively • Swimming: Enter the water safely by diving. • Swimming: Swim competently and perform a safe self-rescue. • Outdoor Adventurous Activities: Use physical and teamwork skills well in a variety of different challenges. • Outdoor Adventurous Activities - Extension: Successfully apply skills and understanding to new challenges and environments.

Implementation -

- PE is delivered for two hours weekly. At Sharow, it is taught for one hour by the class teacher, and for one hour by Sporting Start coaches. At Skelton, it is taught for two hours by Sporting Start coaches.
- Children receive one hour of skills-focused activities each week, and one hour of sport-based activities, to ensure that they develop the fundamental skills of balance, coordination and

agility, but are also able to participate in sporting competitions such as those organised by the Harrogate School Sports Partnership.

- External providers are used to enhance provision of sports clubs and to provide sport taster sessions, encouraging pupils to engage in a range of sports.
- A varied competition calendar (organised by the Harrogate School Sports Partnership) offers all pupils the opportunity to participate in both competitive and non-competitive sport.
- Staff have access to Real PE to support them in delivering teaching that develops children's core skills.
- PE and Sporting Premium is used to fund new equipment and resources, support participation in sporting competitions, and support other aspects of the pupils' physical development in school (e.g.: Mile a Day track; climbing equipment and features; cycling).
- Children attend swimming lessons in Years 3 and 4.

Impact -

- Children will be able to discuss their historical and current learning from PE lessons.
- Teachers, pupils and sports coaches will be able to refer to previous learning as a foundation upon which to build the new learning.
- Pupils will be able to use – and demonstrate a good understanding of – the vocabulary covered in previous and current learning.
- The progression documents used for assessment will provide evidence of where children are working within the PE curriculum (WTS/EXS/GDS).
- Pupil participation in school sports will increase (amount of pupils joining clubs and attending competitions).
- Children will be supportive and accepting of each other's sporting capabilities, and will work collaboratively, demonstrating good sportsmanship and inclusion of others.
- Children will demonstrate skills and knowledge acquired through PE during break times.
- Children will understand that alongside physical activity, diet, nutrition, hydration and sleep are important in leading a healthy and active lifestyle.