

# Primary Specification



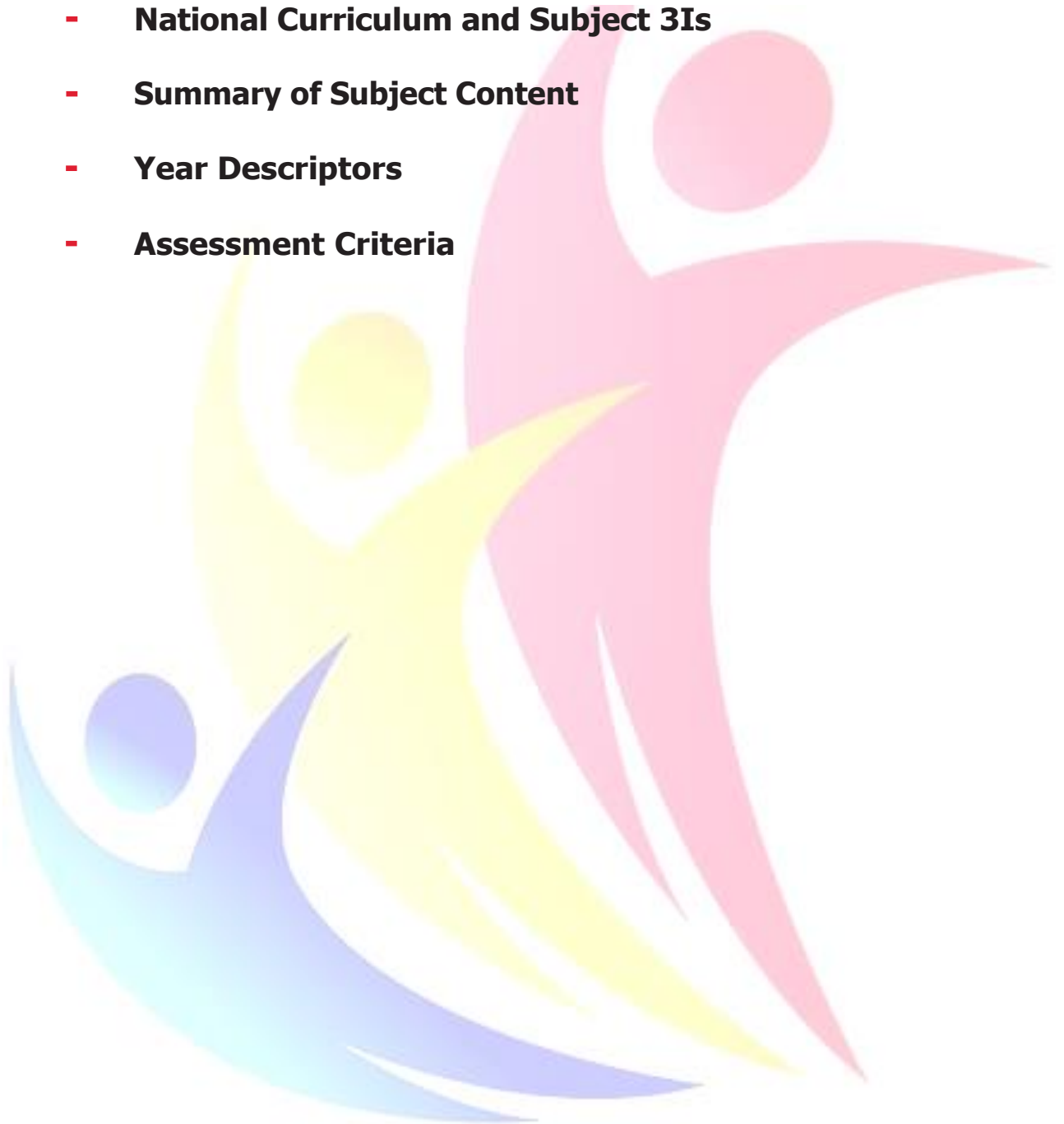
**Physical Education**



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## **Trust Level**

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

## **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:

<b>OBJECTIVES</b>	
<b>KS1</b>	<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"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>
<b>KS2</b>	<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"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <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"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>

## **INTENT**

Every pupil has the knowledge and skills that they need to live a healthy lifestyle.

They enjoy taking part in competitive and non-competitive sports and put their skills into practice to reach a goal.

They are resilient and work collaboratively to achieve a shared goal.

## **IMPLEMENTATION**

Pupils are very lucky to have the opportunity to work with a variety of specialist sports providers as well as class teachers to deliver the PE curriculum. MBPS employ a specialist dance teacher, High school PE specialist and Wigan Athletic Community Trust.

Pupils at MBPS participate in weekly high- quality PE and sporting activities. Our PE programme 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 children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events.

We have an inclusive approach, which endeavours to encourage not only physical development but also well-being.

## **IMPACT**

Children competently complete a range of physical skills in line with their age-related expectations.

They are motivated to be physically active for a sustained period of time.

They live healthy lifestyles by choosing to take part in sports outside of lesson time.

Children build their skills sequentially throughout the year groups.

They know how to improve their skills.



# Summary of Subject Content

## Physical Education

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>		Movement Dance	Fun and Games Dance	Throwing and Catching Ball Skills	Me and Myself Ball Skills	Fitness Working with Others	Fitness Working with Others
<b>Y1</b>	External	Dance	Gymnastics	Tennis	Orienteering	Rounders	Athletics
	Internal	Hockey	Football	Cricket	Tag Rugby	Badminton	Netball
<b>Y2</b>	External	Dance	Gymnastics	Badminton	Orienteering	Dodgeball	Athletics
	Internal	Handball	Cricket	Volleyball	Basketball	Rounders	Hockey
<b>Y3</b>	External	Dance	Gymnastics	Rounders	Orienteering	Tennis	Athletics
	Internal	Tag Rugby	Cricket	Netball	Volleyball	Football	Handball
<b>Y4</b>	External	Dance	Gymnastics	Basketball	Orienteering	Hockey	Athletics
	Internal	Cricket	Tennis	Dodgeball	Rounders	Handball	Badminton
<b>Y5</b>	External	Dance	Gymnastics	Tennis	Orienteering	Netball	Athletics
	Internal	Volleyball	Basketball	Football	Hockey	Tag Rugby	Handball
<b>Y6</b>	External	Dance	Gymnastics	Football	Orienteering	Badminton	Athletics
	Internal	Basketball	Volleyball	Dodgeball	Hockey	Netball	Rounders

**Please note:** Y3 and Y4 children attend swimming lessons until they have met the national curriculum standards and then follow the programme of study as set out above.

## STAGE DESCRIPTORS

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

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



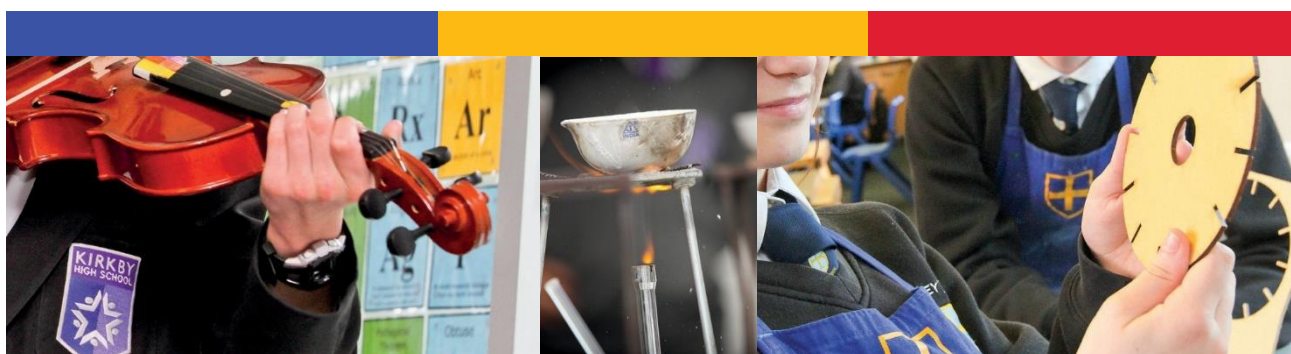
# Assessment Criteria

## What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



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.



The Rowan Learning Trust

Registered Office: Hawkey Hall High School, Carr Lane, Wigan, WN3 5NY.

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