



## School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

## PE Vision:

Children leave us knowing the mental and physical benefits of participating and competing in sports, as well as exercising regularly. Children will know by the time they begin secondary school which sports they wish to pursue, and have the skills, knowledge and understanding in order to compete and take part in these chosen sport/s.

### Intent:

We want our children to develop a mastery of the following **skills**:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- evaluate their own and others' performances
- ball skills such as throwing, kicking, dribbling and bouncing
- attacking and defending in a range of sports
- flexibility for dancing and gymnastics

We want our children to have **knowledge** of:

- different sports and how they are played
- strategies and tactics that assist sports e.g. speed, agility, technique
- different equipment needed in different sports

We want our children to have an **understanding** of:

- the need to warm up and cool down
- the effect exercise has on the body, mentally and physically
- the importance and benefits of exercise and a healthy lifestyle
- healthy competition and competitive drive with themselves and others

Using Get Set 4 PE and through the specific study of :

| Cycle A                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Cycle B                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Reception</b><br>Introduction to PE (everyday life)<br>Ball Skills (Weather)<br>Dance (Places)<br>Fundamentals (Places & Spaces)<br>Games (Around the world)<br>Gymnastics (Traditional Tales)<br><b>In Year 1.2</b><br>Outdoor Games – Fundamentals<br>Outdoor Games – Ball Skills<br>Dance – Secret Garden & Circus,<br>Rainforest & Jack Frost<br>Outdoor Games – Target Games<br>Outdoor Games – Invasion Games<br>Yoga – Balance & Flexibility<br>Parkour – Jump, Land & Stop | <b>Reception</b><br>Introduction to PE (everyday life)<br>Ball Skills (Weather)<br>Dance (Places)<br>Fundamentals (Places & Spaces)<br>Games (Around the world)<br>Gymnastics (Traditional Tales)<br><b>In Year 1.2</b><br>Outdoor Games – Fundamentals<br>Outdoor Games – Ball Skills<br>Gymnastics – Travelling &<br>Balancing<br>Outdoor Games – Fitness Circuits<br>Outdoor Games – Invasion Games<br>Yoga – Strength & Flow |

### Implementation:

Children in Years 1-6 will have two weekly PE lessons: one lesson indoors taught by the Class Teacher and one lesson outdoors taught by a specialist sports teacher. In Year 3 and 4, children will go swimming for one term per year instead of their indoor PE lessons. Year 5 children are encouraged to take part in Bikeability annually which covers riding a bike safely on local roads in preparation for children to cycle to school in Year 6 and secondary school. In Year 5 and 6, children are invited to compete in friendly netball, football and tag rugby matches with local primary schools. In the summer term, all pupils from Nursery to Year 6 take part in Eastbury Farm Sports Day. This is either a morning or afternoon of competitive team races, KS1 and KS2 compete in their allocated four houses: Finches (yellow), Hawks (green), Kites (red), Kingfishers (blue). Year 6 children who have been voted in as House Captains help the running of the Sports Day events and encourage their teams on.

### Our Teaching/Learning Sequence:

#### Inspire

- Immerse the children in the sport/unit and excite them about the unit ahead to make the learning more meaningful and relevant
- Find out what the children already know about the sport and how this links to what have they learnt in previous units
- Encourage the children to challenge their own fitness



#### Enquiry

- Encourage the children to be inspired, curious and fascinated by the new sport or unit
- Teach the skills children need to help them excel in the sport/unit. This could be building on previous learning
- Develop the children's knowledge and understanding, working both independently and collaboratively



#### Apply Skills

- Children will use the taught skills and resources to help them develop and deepen their understanding
- Children acquire the skills to play and compete in sports
- Topics are taught in a progressive way to build on previous learning, skills and knowledge



#### Connect it all Together

- Bring together the new knowledge and understanding that has been gained throughout the topic so that children are able to confidently talk about their learning
- Link this to existing skills, knowledge and understanding

### Impact:

Children will have developed sporting knowledge and skills to help them partake and compete in a number of sporting experiences.

Children will have felt and seen the benefits, socially, emotionally and physically, from partaking in exercise and group/individual sports.

By the times they leave Eastbury Farm, children will be able to swim 25m.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent athletes throughout their education and lives.

**This will be evidenced through continuous monitoring carried out by the Subject Leader through:**

- Learning Walks
- Pupil Voice

Outdoor Games – Athletics  
Outdoor Games – Team Building  
Outdoor Games – Target Games  
Outdoor Games – Striking & Fielding Games

**In Year 3.4**

Swimming  
Invasion Games – Basketball  
Parkour – Balancing, jumping & dodging  
Invasion Games - Football  
Gymnastics – Balancing, rolling & jumping  
Dance  
Invasion Games – Dodgeball  
Invasion Games – Rigby  
Outdoor Games – Cricket  
Outdoor Games – Rounders  
Outdoor Games – Athletics

**In Year 5.6**

Invasion Games – Basketball  
Parkour – Run, jump, balance, roll  
Invasion Games – Football  
Gymnastics – Mirroring, sequencing, rolling, jumping  
Dance – Stamp clap, Rock & Roll, Ancient Maya, Chinese Dance  
Invasion Games – Dodgeball  
Invasion Games – Rugby  
Outdoor Games – Cricket  
Outdoor Games – Rounders  
Outdoor Games – Athletics

Outdoor Games – Sending & Receiving  
Outdoor Games – Athletics  
Outdoor Games – Net & Wall Games  
Outdoor Games – Target Games  
Outdoor Games – Striking & Fielding Games

**In Year 3.4**

Swimming  
Invasion Games – Hockey  
Outdoor Games – Ball Skills  
Outdoor Games – Golf  
Gymnastics – Balancing, rolling & jumping  
Dance  
Invasion Games – Handball & Netball  
Outdoor Adventurous Activities – Orienteering  
Sports – Athletics

**In Year 5.6**

Invasion Games – Hockey  
Outdoor Games – Badminton  
Outdoor Games – Golf  
Gymnastics – Symmetrical & asymmetrical patterns  
Dance – Bhangra, 70s disco  
Invasion Games - Handball & Netball  
Outdoor Games – Tennis  
Outdoor Adventurous Activities – Orienteering  
Sports – Athletics



**Concluding**

- The children have learnt new knowledge and skills through the topic that has built on previous learning
- Children can apply their learning and understanding to new sports/units
- The children have been excited, engaged and curious to learn compete with themselves and others
- The children have felt the benefits of exercising for the mind and body

- **Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)**

**Subject Leader Expectations:**EYFS:

In the Autumn Term, children in Nursery should take part in 30 minutes of PE per week. The focus is initially changing independently, listening to instructions outside of the classroom environment and travelling around a space. In Spring and Summer Term, more equipment should be introduced. In Reception, children should be completing one hour of PE per week. The focus will be on running, moving and considering the effect exercise has on our bodies.

Key Stage 1 and 2:

Children should be completing two hours of PE per week. One hour should be an outdoor session and one hour should be an indoor session. Children should be exposed to a range of team games and sports skills outlined in the National Curriculum.

Expectations for all:

- Where possible, teachers should be dressed in appropriate sportswear to ensure they can model tasks effectively
- In all lessons, teachers should be discussing the effect sport and exercise has on our health and wellbeing
- If a specialist sports coach is taking a lesson, teachers can, if possible, observe the lesson for their own professional development
- Sportsmanship skills should be modelled and discussed at all ages
- At the end of each PE unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit