SUBJECT ON A PAGE

PE

At Green Ridge, we recognise the value of physical education. We develop competence to excel in a broad range of physical activities. We want to provide opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

Intent – what we aim to do

- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time
- To engage in competitive sports and activities.
- To lead healthy, active lives.
- To be able to swim at least 25m and know how to stay safe around, and in, the water.
- To use tactics, strategies and compositional ideas to perform successfully.
- To have a positive attitude towards participation in physical activities.

Implementation – how do we achieve our aims?

Get Set 4 PE allows children to master the basic movements and has a heavy focus on children developing their fundamental skills. It provides the teachers with all the guidance and supporting materials they need to plan and deliver a high-quality PE education. The schemes of learning provides full coverage of the national curriculum for PE with progressive lesson plans and age-specific vocabulary. Our sports coach will teach-teach alongside new staff to support the teaching of our scheme. Lesson walks and pupil voice questionnaires will assure that key vocabulary is understood, and key skills are able to be demonstrated. There will be a dedicated sports week during the summer term where we will have sports days, and a professional athlete come in to do a workshop.

Planning/ Sequencing

Lessons are sequenced using the 'Get Set 4 PE' scheme. This scheme gives us a series of units to cover across the year. The way in which our lessons are sequenced also link to progression across the school. For example, in Autumn 2, Years 1, 2, 3, 4, 5 and 6 do gymnastics which shows progress across year groups and consistency across the school. This has been considered across the curriculum calendar where possible. The planning and sequencing also links to our competition schedule so that children are learning and practising a sport prior to competition. Each unit has a knowledge organiser provided and vocabulary progression pyramids which support teachers with what key vocabulary is needed to be taught for each unit. It also allows them to revisit previous vocabulary that they should already know.

Staying Active

At Green Ridge, we encourage all students to be active for 30 minutes every single day. We do this by:

- Promoting coming to school actively
- Providing equipment for active break and lunch times
- Weekly PE lessons
- Active blasts in between lessons
- Enrichment clubs
- Competitive sports teams

Implementation – (continued)

Structure of a lesson

Lessons are timetabled twice weekly. One taught by our sports coach and the other taught by the class teacher. One unit is usually based outside and the other inside. All lessons include a warm-up, skill development and a plenary with a heavy focus on learning key vocabulary throughout. Each lesson revisits and reviews previously taught key language and skills, allowing children the opportunity to really embed their vocabulary and skills.

Fixtures/ Competitions/ Enrichment

We have a range of enrichment clubs which offer children the opportunity to explore activities and sports that they may not have experienced before such as dodgeball. The competitions that we participate in are selective and based on children's interests, as well as participation events to engage children in competitive opportunities they may not get to outside of school.

Balance ability &Bikeability

In Reception, children participate in balance ability training where they learn how to pick up, manoeuvre, mount and dismount their bikes safely. In Year 4, children are provided with the opportunity to participate in Bikeability cycle training where they learn how to prepare themselves for a journey, check their bike is ready and safe, set off, pedal and slow down, and pedal.

PE in EYFS

In Reception, children develop physical skills through a balance of structured PE sessions and daily active play. They take part in a weekly lesson led by a specialist coach and engage in activities such as Busy Fingers, dough disco, handwriting practice, and weekly gross and fine motor challenges to strengthen coordination, control, and dexterity. Children access a wide range of indoor and outdoor equipment to support physical development. Outdoors, climbing frames, bikes, sand, mud, and stones offer opportunities for exploration, while large portable equipment such as crates, tyres, and tubes encourages cooperative play and creative construction. Games using beanbags, cones, balls, and hoops allow children to practise movement skills, including balancing, rolling, kicking, and catching. Fine motor skills are further developed across the curriculum through cooking, painting, playing instruments, construction, and small-world play. Threading, posting toys, and collage materials support hand–eye coordination, while children are taught to use tools and materials safely- practising and refining skills as they build strength, stamina, and confidence.

5 min – Warm up

5 min – Introduction including new vocabulary

30 min – Skill Development

5 min – Review of learning

Assessment

In each unit studied, teachers and our sports coach will use assessment for learning throughout to ensure that retrieval practise allows knowledge to move to the long-term memory, and that fundamental skills are mastered. A review of learning at the end of each lesson will allow teachers to assess children's subject knowledge during a unit. Assessment for learning will also be used in lessons to challenge students further or support them further to develop a particular skill, using the STEP principle.

SMSC + British Values

We aim to promote British Values and SMSC through our PE curriculum:

- Students learn about their own rights and the rights of others, such as the right to physical safety and respect.
- Students learn to work together respectfully, regardless of differences.
- It provides opportunities for students to practise democratic values such as teamwork, co-operation and respect for diversity.
- Rules are fair to create a fair and consistent environment where everyone is accountable for their actions.

Implementation – (continued)

Sustainability

Our PE curriculum and school ethos promotes children to lead health, active lifestyles, in hope to lead to good health and well-being. We sustainably manage and make efficient use of our equipment. We provide extra opportunities for all to reduce the inequality of outcomes.

Retrieval Practice

Through both the starters to each lesson and the progression design of our chosen PE curriculum, children will repeatedly encounter key vocabulary and fundamental movement skills throughout their time at primary school. Each time a unit is revisited, teachers will employ retrieval practice strategies to support children in moving knowledge and skills to the long-term memory.

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure that all learners can apply their knowledge and skills, make progress and apply their knowledge and skills to their independent practice. Adaptations in PE might include:

- Space
- Task
- Equipment
- People

Impact – how will we know we achieved our aims?

- Children excel in range of physical activities
- Children are physically active for sustained periods of time
- Children engage in competitive sports and activities.
- Children lead healthy, active lives.
- Children can swim at least 25m and know how to stay safe around, and in, the water.
- Children can use tactics, strategies and compositional ideas to perform successfully.
- Children have a positive attitude towards participation in physical activities.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Introduction to PE – Unit 2	Fundamentals – Unit 2	Gymnastics – Unit 2	Dance – Unit 2	Balls Skills – Unit 2	Games – Unit 2
Year 1	Fundamentals	Fitness	Gymnastics	Dance	Athletics	Team building
	Sending and receiving	Ball Skills	Invasion	Target games	Net and wall	Striking and fielding
Year 2	Fundamentals	Fitness	Gymnastics	Dance	Athletics	Team building
	Sending and receiving	Ball Skills	Invasion	Target games	Net and wall	Striking and fielding
Year 3	OAA	Netball	Gymnastics	Dance	Athletics	Fitness
	Fundamentals	Ball Skills	Hockey	Tennis	Rounders	Cricket
Year 4	OAA	Netball	Swimming	Swimming	Athletics	Fitness
	Hockey	Football	Dance	Tennis	Rounders	Cricket
Year 5	OAA	Netball	Gymnastics	Dance	Athletics	Fitness
	Tag Rugby	Football	Hockey	Tennis	Rounders	Cricket
Year 6	OAA	Netball	Gymnastics	Dance	Athletics	Fitness
	Tag Rugby	Football	Hockey	Tennis	Rounders	Cricket

Key Concept	Athletics	Ball Skills	Dance	Fitness	Gymnastics	Invasion Games	Net and Wall	OAA	Striking and fielding	Swimming