

## Physical Education Intent, Implementation and Impact Statement.

Phase	Year	Topic	Intent
KS1	Years 1 and 2	Key Skills	During KS1 Pupils should 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.
KS1	Year 1	Dance	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Copy and repeat actions.</li> <li>• Put a sequence of actions together to create a motif.</li> <li>• Vary the speed of their actions.</li> <li>• Use simple choreographic devices such as unison, canon and mirroring.</li> <li>• Begin to improvise independently to create a simple dance.</li> </ul>
KS1	Year 1	Gymnastics	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Create and perform a movement sequence.</li> <li>• Copy actions and movement sequences with a beginning, middle and end.</li> <li>• Link two actions to make a sequence.</li> <li>• Recognise and copy contrasting actions (small/tall, narrow/wide).</li> <li>• Travel in different ways, changing direction and speed.</li> <li>• Hold still shapes and simple balances.</li> <li>• Carry out simple stretches.</li> <li>• Carry out a range of simple jumps, landing safely.</li> <li>• Move around, under, over, and through different objects and equipment.</li> <li>• Begin to move with control and care.</li> </ul>
KS1	Year 1	Games	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Use hitting skills in a game.</li> <li>• Practise basic striking, sending and receiving.</li> <li>• Throw underarm and overarm.</li> <li>• Catch and bounce a ball.</li> <li>• Use rolling skills in a game.</li> <li>• Practise accurate throwing and consistent catching.</li> <li>• Travel with a ball in different ways.</li> <li>• Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</li> <li>• Pass the ball to another player in a game.</li> <li>• Use kicking skills in a game.</li> <li>• Use different ways of travelling in different directions or pathways.</li> <li>• Run at different speeds.</li> <li>• Begin to use space in a game.</li> <li>• Begin to use the terms attacking and defending.</li> <li>• Use simple defensive skills such as marking a player or defending a space.</li> <li>• Use simple attacking skills such as dodging to get past a defender.</li> <li>• Follow simple rules to play games, including team games.</li> <li>• Use simple attacking skills such as dodging to get past a defender.</li> </ul>
KS1	Year 1	Athletics	<p>Pupils will be able to:</p> <p><u>Running:</u></p> <ul style="list-style-type: none"> <li>• Vary their pace and speed when running.</li> <li>• Run with a basic technique over different distances.</li> <li>• Jog and sprint in a straight line.</li> <li>• Change direction when jogging and sprinting.</li> <li>• Maintain control as they change direction when jogging and sprinting.</li> </ul> <p><u>Jumping:</u></p> <ul style="list-style-type: none"> <li>• Perform different types of jumps.</li> </ul>

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KS1	Year 2	<b>Dance</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Copy, remember and repeat actions.</li> <li>• Create a short motif inspired by a stimulus.</li> <li>• Change the speed and level of their actions.</li> <li>• Use simple choreographic devices such as unison, canon and mirroring.</li> <li>• Use different transitions within a dance motif.</li> <li>• Move in time to music.</li> <li>• Improve the timing of their actions.</li> </ul>
KS1	Year 2	<b>Gymnastics</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</li> <li>• Travel in a variety of ways, including rolling.</li> <li>• Hold a still shape whilst balancing on different points of the body.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> <li>• Climb onto and jump off the equipment safely.</li> <li>• Move with increasing control and care.</li> </ul>
KS1	Year 2	<b>Games</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Throw different types of equipment in different ways, for accuracy and distance.</li> <li>• Throw, catch and bounce a ball with a partner.</li> <li>• Use throwing and catching skills in a game.</li> <li>• Throw a ball for distance.</li> <li>• Use hand-eye coordination to control a ball. Vary types of throw used.</li> <li>• Bounce and kick a ball whilst moving.</li> <li>• Use kicking skills in a game.</li> <li>• Use dribbling skills in a game.</li> <li>• Know how to pass the ball in different ways.</li> <li>• Use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>• Change speed and direction whilst running.</li> <li>• Begin to choose and use the best space in a game.</li> <li>• Begin to use and understand the terms attacking and defending and use at least one technique to attack or defend to play a game successfully.</li> <li>• Understand the importance of rules in games.</li> <li>• Use at least one technique to attack or defend to play a game successfully.</li> </ul>
KS1	Year 2	<b>Athletics</b>	<p><b>Pupils will be able to:</b></p> <p><u>Running:</u></p> <ul style="list-style-type: none"> <li>• Run at different paces, describing the different paces.</li> <li>• Use a variety of different stride lengths.</li> <li>• Travel at different speeds.</li> <li>• Begin to select the most suitable pace and speed for distance.</li> <li>• Vary the speed and direction in which they are travelling.</li> <li>• Run with basic techniques following a curved line.</li> <li>• Be able to maintain and control a run over different distances.</li> </ul> <p><u>Jumping:</u></p> <ul style="list-style-type: none"> <li>• Perform and compare different types of jumps.</li> <li>• Combine different jumps together with some fluency and control.</li> </ul>

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<b>KS2</b>	<b>Years 3, 4, 5 and 6</b>	<b>Key Skills</b>	<b>During KS2 Pupils should 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.</b>
LKS2	Year 3	<b>Dance</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Begin to improvise with a partner to create a simple dance.</li> <li>• Create motifs from different stimuli.</li> <li>• Begin to compare and adapt movements and motifs to create a larger sequence.</li> <li>• Use simple dance vocabulary to compare and improve work.</li> <li>• Perform with some awareness of rhythm and expression.</li> </ul>
LKS2	Year 3	<b>Gymnastics</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Choose ideas to compose a movement sequence independently and with others.</li> <li>• Link combinations of actions with increasing confidence, including changes of direction, speed or level.</li> <li>• Develop the quality of their actions, shapes and balances. Move with coordination, control and care.</li> <li>• Use turns whilst travelling in a variety of ways.</li> <li>• Use a range of jumps in their sequences.</li> <li>• Begin to use equipment to vault.</li> <li>• Create interesting body shapes while holding balances with control and confidence.</li> <li>• Begin to show flexibility in movements</li> </ul>
LKS2	Year 3	<b>Games</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate successful hitting and striking skills.</li> <li>• Develop a range of skills in striking and fielding where appropriate.</li> <li>• Practise the correct batting technique and use it in a game.</li> <li>• Strike the ball for distance.</li> <li>• Throw and catch with greater control and accuracy.</li> <li>• Practise the correct technique for catching a ball and use it in a game.</li> <li>• Perform a range of catching and gathering skills with control.</li> <li>• Catch with increasing control and accuracy.</li> <li>• Throw a ball in different ways (e.g. high, low, fast or slow).</li> <li>• Develop a safe and effective overarm bowl.</li> <li>• Move with the ball in a variety of ways with some control.</li> <li>• Use two different ways of moving with a ball in a game.</li> <li>• Pass the ball in two different ways in a game situation with some success.</li> <li>• Know how to keep and win back possession of the ball in a team game.</li> <li>• Find a useful space and get into it to support teammates</li> <li>• Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</li> <li>• Apply and follow rules fairly.</li> <li>• Understand and begin to apply the basic principles of invasion games.</li> <li>• Know how to play a striking and fielding game fairly.</li> </ul>
LKS2	Year 3	<b>Athletics</b>	<p><b>Pupils should be taught to:</b></p> <p><u>Running:</u></p>

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LKS2	Year 3	OAA	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Orientate themselves with increasing confidence and accuracy around a short trail.</li> <li>Identify and use effective communication to begin to work as a team.</li> <li>Identify symbols used on a key.</li> <li>Begin to choose equipment that is appropriate for an activity.</li> <li>Communicate with others.</li> </ul>
LKS2	Year 4	Dance	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>Compose a dance that reflects the chosen dance style.</li> <li>Confidently improvise with a partner or on their own.</li> <li>Compose longer dance sequences in a small group.</li> <li>Demonstrate precision and some control in response to stimuli.</li> <li>Begin to vary dynamics and develop actions and motifs in response to stimuli.</li> <li>Demonstrate rhythm and spatial awareness.</li> <li>Change parts of a dance as a result of self-evaluation.</li> <li>Use simple dance vocabulary when comparing and improving work.</li> </ul>
LKS2	Year 4	Gymnastics	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a sequence of actions that fit a theme.</li> <li>Use an increasing range of actions, directions and levels in their sequences.</li> <li>Move with clarity, fluency and expression.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in different ways, including using flight.</li> <li>Improve the placement and alignment of body parts in balances.</li> <li>Use equipment to vault in a variety of ways.</li> <li>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</li> <li>Begin to develop good technique when travelling, balancing and using equipment.</li> <li>Develop strength, technique and flexibility throughout performances</li> </ul>
LSK2	Year 4	Games	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Use a bat or stick to hit a ball or shuttlecock with accuracy and control.</li> <li>Accurately serve underarm.</li> <li>Build a rally with a partner.</li> <li>Use at least two different shots in game.</li> <li>Use hand-eye coordination to strike a moving and stationary ball.</li> <li>Develop different ways of throwing and catching.</li> <li>Move with the ball using a range of techniques showing control and fluency.</li> <li>Pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> <li>Make the best use of space to pass and receive the ball.</li> </ul>

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LKS2	Year 4	<b>Athletics</b>	<p><b>Pupils will be able to:</b></p> <p><u>Running:</u></p> <ul style="list-style-type: none"> <li>• Confidently demonstrate an improved technique for sprinting.</li> <li>• Perform a relay, focusing on the baton changeover technique.</li> <li>• Develop a fluent changeover.</li> <li>• Speed up and slow down smoothly.</li> </ul> <p><u>Jumping:</u></p> <ul style="list-style-type: none"> <li>• Learn how to combine a hop, step and jump to perform the triple jump.</li> <li>• Land safely with control.</li> <li>• Begin to measure the distance jumped.</li> </ul> <p><u>Throwing:</u></p> <ul style="list-style-type: none"> <li>• Perform a pull throw.</li> <li>• Measure the distance of their throws.</li> <li>• Continue to develop techniques to throw for increased distance.</li> </ul>
LKS2	Year 4	<b>OAA</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Orienteate themselves with accuracy around a short trail.</li> <li>• Create a short trail for others with a physical challenge.</li> <li>• Start to recognise features of an orienteering course.</li> <li>• Communicate clearly with other people in a team, and with other teams.</li> <li>• Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</li> <li>• Associate the meaning of a key in the context of the environment.</li> <li>• Try a range of equipment for creating and completing an activity.</li> <li>• Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</li> <li>• Communicate clearly with others.</li> <li>• Work as part of a team.</li> </ul>
LKS2	Year 4	<b>Swimming</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of <b>at least 25 metres</b>.</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>
UKS2	Year 5	<b>Dance</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>• Show a change of pace and timing in their movements.</li> <li>• Develop an awareness of their use of space.</li> <li>• Demonstrate imagination and creativity in the movements they devise in response to stimuli.</li> <li>• Use transitions to link motifs smoothly together.</li> <li>• Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>• Ensure their actions fit the rhythm of the music.</li> <li>• Modify parts of a sequence as a result of self and peer evaluation.</li> <li>• Use more complex dance vocabulary to compare and improve work.</li> </ul>
UKS2	Year 5	<b>Gymnastics</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Select ideas to compose specific sequences of movements, shapes and balances.</li> <li>• Adapt their sequences to fit new criteria or suggestions.</li> <li>• Perform jumps, shapes and balances fluently and with control.</li> <li>• Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</li> <li>• Confidently use equipment to vault in a variety of ways.</li> <li>• Apply skills and techniques consistently.</li> </ul>

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UKS2	Year 5	<b>Games</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use different techniques to hit a ball.</li> <li>• Identify and apply techniques for hitting a tennis ball.</li> <li>• Explore when different shots are best used.</li> <li>• Develop a backhand technique and use it in a game.</li> <li>• Practise techniques for all strokes.</li> <li>• Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</li> <li>• Use a variety of ways to dribble in a game with success.</li> <li>• Use ball skills in various ways and begin to link together.</li> <li>• Pass a ball with speed and accuracy using appropriate techniques in a game situation.</li> <li>• Keep and win back possession of the ball effectively in a team game.</li> <li>• Demonstrate an increasing awareness of space.</li> <li>• Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</li> <li>• Know when to pass and when to dribble in a game.</li> <li>• Devise and adapt rules to create their own game.</li> </ul>
UKS2	Year 5	<b>Athletics</b>	<p><b>Pupils will be able to:</b></p> <p><u>Running:</u></p> <ul style="list-style-type: none"> <li>• Identify their reaction times when performing a sprint start.</li> <li>• Accelerate from a variety of different starting positions.</li> <li>• Confidently and independently select the most appropriate pace for different distances and different parts of a run.</li> </ul> <p><u>Jumping:</u></p> <ul style="list-style-type: none"> <li>• Improve techniques for jumping for distance.</li> <li>• Perform an effective standing long jump.</li> <li>• Land safely and with control.</li> <li>• Investigate different jumping techniques.</li> </ul> <p><u>Throwing:</u></p> <ul style="list-style-type: none"> <li>• Perform a fling throw.</li> <li>• Throw a variety of implements using a range of throwing techniques.</li> <li>• Measure and record the distance of their throws.</li> <li>• Continue to develop techniques to throw for increased distance.</li> </ul>
UKS2	Year 5	<b>OAA</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</li> <li>• Design an orienteering course that can be followed and offers some challenge to others.</li> <li>• Begin to use navigation equipment to orientate around a trail.</li> <li>• Use clear communication to effectively complete a particular role in a team.</li> <li>• Complete orienteering activities both as part of a team and independently.</li> <li>• Identify a key on a map and begin to use the information in activities.</li> <li>• Choose the best equipment for an outdoor activity.</li> <li>• Create an outdoor activity that challenges others.</li> <li>• Create a simple plan of an activity for others to follow.</li> <li>• Identify the quickest route to accurately navigate an orienteering course.</li> <li>• Communicate clearly and effectively with others.</li> <li>• Work effectively as part of a team.</li> </ul>
UKS2	Year 6	<b>Dance</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>• Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>• Use dramatic expression in dance movements and motifs.</li> <li>• Perform with confidence, using a range of movement patterns.</li> <li>• Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</li> </ul>

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UKS2	Year 6	<b>Gymnastics</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</li> <li>• Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>• Confidently use equipment to vault and incorporate this into sequences.</li> <li>• Apply skills and techniques consistently, showing precision and control.</li> <li>• Develop strength, technique and flexibility throughout performances.</li> </ul>
UKS2	Year 6	<b>Games</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Hit a bowled ball over longer distances.</li> <li>• Use good hand-eye coordination to be able to direct a ball when striking or hitting.</li> <li>• Understand how to serve in order to start a game.</li> <li>• Throw and catch accurately and successfully under pressure in a game.</li> <li>• Show confidence in using ball skills in various ways in a game situation, and link these together effectively</li> <li>• Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</li> <li>• Keep and win back possession of the ball effectively and in a variety of ways in a team game.</li> <li>• Demonstrate a good awareness of space.</li> <li>• Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</li> <li>• Follow and create complicated rules to play a game successfully.</li> <li>• Communicate plans to others during a game.</li> <li>• Lead others during a game.</li> </ul>
UKS2	Year 6	<b>Athletics</b>	<p><b>Pupils will be able to:</b></p> <p><u>Jumping:</u></p> <ul style="list-style-type: none"> <li>• Build up speed quickly for a sprint finish.</li> <li>• Use their preferred leg when running over hurdles.</li> <li>• Accelerate to pass other competitors</li> <li>• Work as a team to competitively perform a relay.</li> </ul> <p><u>Running:</u></p> <ul style="list-style-type: none"> <li>• Develop the technique for the standing vertical jump.</li> <li>• Maintain control at each of the different stages of the triple jump.</li> <li>• Land safely and with control.</li> <li>• Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li> <li>• Perform and apply different types of jumps in other contexts.</li> </ul> <p><u>Throwing:</u></p> <ul style="list-style-type: none"> <li>• Develop the technique for the push, pull and fling throw and support others in improving their performance.</li> <li>• Accurately measure and record the distance of their throws.</li> </ul>
UKS2	Year 6	<b>OAA</b>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</li> <li>• Design an orienteering course that is clear to follow and offers challenge to others.</li> <li>• Use navigation equipment (maps, compasses) to improve the trail.</li> <li>• Use clear communication to effectively complete a particular role in a team.</li> <li>• Compete in orienteering activities both as part of a team and independently.</li> <li>• Use a range of map styles and make an informed decision on the most effective.</li> </ul>

## Physical Education Intent, Implementation and Impact Statement.

		<ul style="list-style-type: none"> <li>• Choose the best equipment for an outdoor activity.</li> <li>• Prepare an orienteering course for others to follow.</li> <li>• Identify the quickest route to accurately navigate an orienteering course.</li> <li>• Manage an orienteering event for others to compete in.</li> <li>• Communicate clearly and effectively with others when under pressure.</li> <li>• Work effectively as part of a team, demonstrating leadership skills.</li> </ul>
<b>Implementation</b>	<p><b>Provision in EYFS:</b> Children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, especially Physical Development. Throughout the EYFS curriculum, the focus is on ensuring that children show good control and co-ordination in large and small movements, they move confidently in a range of ways and safely negotiate space, children dance and experiment with ways if changing them, and they represent their own ideas, thoughts and feelings through dance.</p> <p><b>Subject specific vocabulary:</b> This is identified through skill specific vocabulary words and highlighted to the children at the beginning of each lesson. We also use this vocabulary throughout each lesson to discuss the SWL (<b>S</b>-Skills I have, <b>W</b>-What skills I want to improve and <b>L</b>- What skills I have learnt).</p> <p><b>Use of equipment:</b> For the teaching of most skills we use skill specific sports equipment which the children can use to explore and practice these skills. We believe that handling real equipment and using these to practice skills enhances the children's understanding.</p> <p><b>Assessment:</b> Class teachers assess children's attainment in Physical Education using the Primary PE Passport APP, each new unit is assessed by both the children themselves at the end of a block and the class teachers summative and formative assessments both throughout and at the end of each unit. All assessments are stored and each child has their own PE Passport that moves up the school with them.</p> <p><b>Outdoor learning:</b> We teach a range of the Physical Education skills outside, these include games, athletics and OAA. We plan to teach these units of work at the end of the spring term and in the summer terms when the weather is potentially at its best. We do also have a sports hall that can be used if the weather is not permitting.</p> <p><b>Approaches to teaching:</b> A wide variety of teaching approaches are used in Physical Education lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of individual, paired work and small group/team work, in Physical Education lessons all of which are tailored to the specific needs of the child.</p> <p><b>Consistent teaching sequence:</b> Physical Education lessons all follow a clear and consistent teaching sequence, which begins the use of skills based videos of learning created in the previous lesson to discuss and use to ensure the skill is embedded before we move on. We also use these videos for discussion of possibly next steps. Skill specific vocabulary is consistently used each lesson; this is also the time to address any misconceptions. All units of work are taught in consecutive order from year 1 to year 6.</p> <p><b>Learning environment:</b> The learning environment is designed to ensure children develop their skills and continue to know more and remember more. We make use of both the outdoor space on the playgrounds, field and all weather pitch as well as the indoor spaces of the dance and gymnastics halls and the sports hall. Skill specific vocabulary and videos of skills are drivers as teachers regularly make reference to them both at the start and during lessons.</p> <p><b>Basic skills:</b> The basic skills begin to be taught in year 1 and each year builds upon these skills, this enables children to apply and embed the skills they have learnt. Children have their own PE Passport which travels up the school with them, enabling staff to easily see their achievements and establish their next steps.</p> <p><b>Physical Education Cultural Capital:</b> At Baguley Hall we are aware that young people who have more Physical Education and Sport capital are more likely to aspire to continue being involved in sports or even have sports-related careers in the future. We endeavor to find ways to deepen, broaden and increase students' engagement with Physical Education and sport. We do this by planning athletes and coaches coming in to provide first-hand experiences for the children as well as supporting and developing their learning. We also hold yearly sports weeks in which all children are given the opportunity to experience a range of different sports which they would never ordinarily experience. Alongside this, we have a number of sports teams which participate in a wide variety of inter and intra competitions and leagues throughout the year. At Baguley Hall we recognise that to have the desired impact, the planned Physical Education capital must be clearly linked to the statutory specific skills to be acquired and provide the opportunity for children to better understand the skills taught.</p>	





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<b>Impact</b>	<p>Baguley Hall has a long sporting history and has been entering competitions since the school was established. We feel that this, along with our enriching curriculum, gives children the opportunity to know more, remember more and understand more about all aspects of Physical Education and School Sport. We want children to leave here with not only age related expectations in Physical Education but also with a love of sport that continues with them into adulthood.</p> <p>By the end of KS2, the large majority of children will achieve age related expectations in Physical Education. Children will have an enrichment and breadth of understanding in Physical Education terminology and skills and be confident using them. Pupils will achieve well in Physical Education, not only acquire the necessary skills, but also enjoy the experience of both working independently and with cooperative learning structures.</p>
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