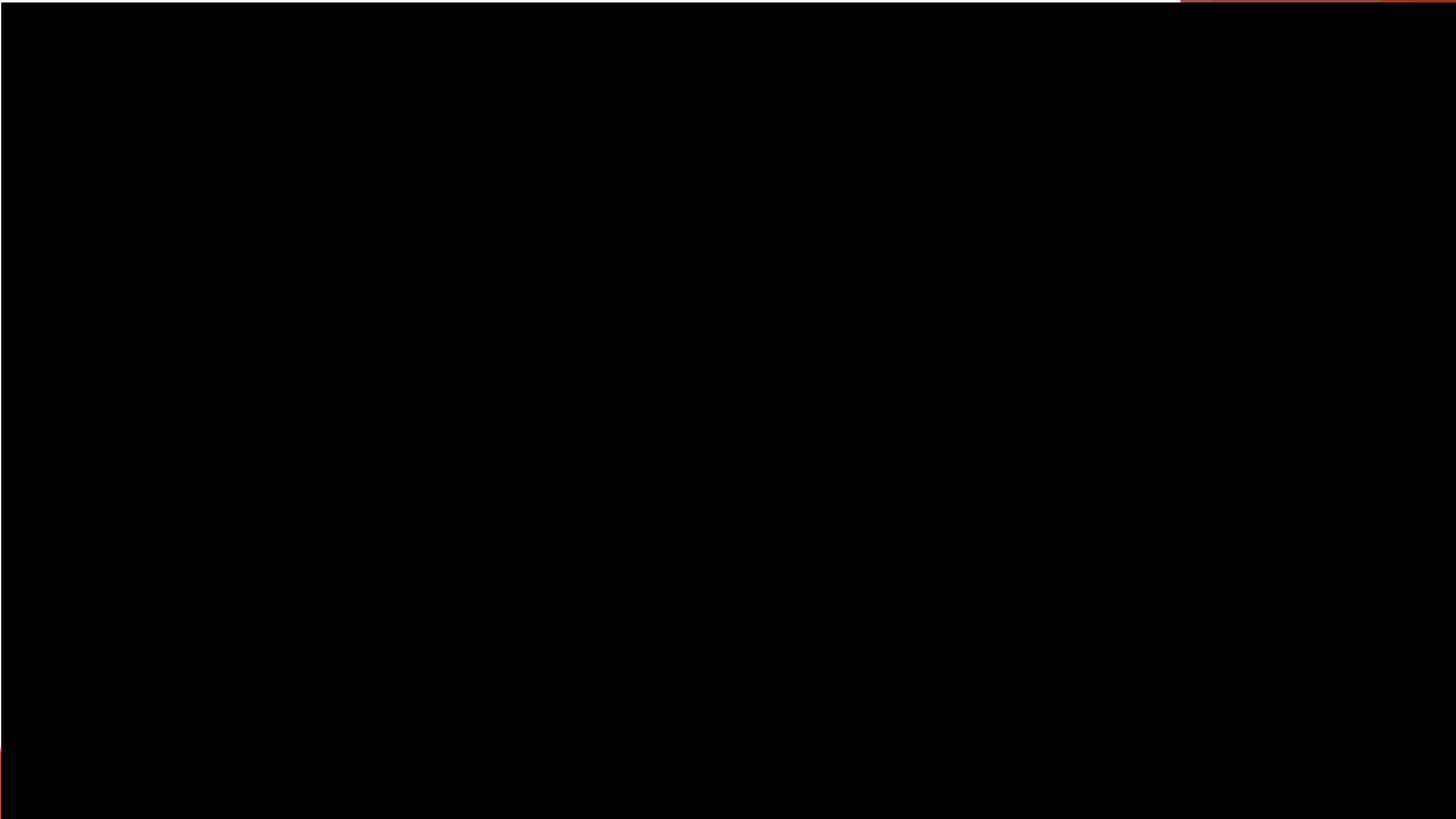




# PE at Pipworth Community Primary School

Sam Chatterton and  
Rebecca Wheeldon-Wright





# Our Intent:

-  
***“Sport has the power, the power to change the world. It has the power to inspire. It has the power to unite people in a way little else does.”***

Nelson Mandela

Our vision for our Pipworth Stars is for all pupils to become healthy, confident and active by providing a wide variety of opportunities both in and out of school. Through our delivery of PE and School Sport we will allow all pupils to achieve the best of their ability, develop their physical confidence and competence to enjoy being physically active. A key reason why we value PE and Sport is the wider benefit we believe it brings in developing the ‘Whole Person’ through being proud of all their achievements while promoting fair play and respect. At Pipworth our vision we hope, will lead to a lifelong passion of being physically active.

# Implementation:

Physical Education is a vital contributor to a child's physical development and well-being.

We endeavour to provide every child with a safe and supportive environment in which to experience a wide range of stimulating physical activities.

We believe that by participating in a variety of activities and situations, the children will develop positive attitudes and an awareness of their own and others' abilities.

Develop the children's knowledge, skills and understanding, so that they can perform with increasing competence in such activities. These activities include gymnastics, games and dance.

It is emphasised to our children that exercise is beneficial to the body and above all, enjoyable. In accordance with this, the school has been awarded a national accreditation from the **Healthy Schools Standard** and **School Games Mark** and has signed up to the **Sheffield PE** Pledge, which all promote the importance and access to **Physical Education, School Sport and Physical Activity (PESSPA)** to promote a healthy lifestyle.

Thus, from our active playground, PE lessons and the school curriculum, after-school clubs and competitions, we enable the children to make informed choices about physical activity throughout their lives.

# Implementation:

EYFS and KS1 x redo y1

	TERM 1		TERM 2		TERM 3	
Nursery	Ball Skills : Unit 1 <input type="text"/>	Ball Skills : Unit 2 <input type="text"/>	Fundamentals : Unit 1 <input type="text"/>	Fundamentals : Unit 2 <input type="text"/>	Games : Unit 1 <input type="text"/>	Games : Unit 2 <input type="text"/>
Reception	Introduction to PE : Unit 1 Introduction to PE : Unit 2	Fundamentals : Unit 1 Fundamentals : Unit 2	Ball Skills : Unit 1 <input type="text"/>	Ball Skills : Unit 2 <input type="text"/>	Games : Unit 1 <input type="text"/>	Games : Unit 2 Gymnastics : Unit 1 <input type="text"/>
Year 1	Fundamentals <input type="text"/>	Ball Skills <input type="text"/>	Target Games <input type="text"/>	Gymnastics <input type="text"/>	Athletics <input type="text"/>	Dance <input type="text"/>
Year 2	Fundamentals Team Building <input type="text"/>	Gymnastics Yoga <input type="text"/>	Dance Ball Skills <input type="text"/>	Invasion Sending and Receiving <input type="text"/>	Striking and Fielding Fitness <input type="text"/>	Net and Wall Athletics <input type="text"/>

# Implementation:

KS2

Year 3	Yoga	Tag Rugby	Dance	Netball	Dodgeball	Rounders
	Fundamentals Y3/4	Fundamentals Y3/4	Cricket	Athletics	Tennis	Hockey
	+	+	+	+	+	+
Year 4	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Tag Rugby	Gymnastics	Athletics	Cricket	Tennis	Rounders
	Football	Basketball	Dance	Yoga	+	+
	+	+	+	+		
Year 5	Athletics	Athletics	Fitness	Golf	OAA	Rounders
	Football	Netball	Dance	Handball	Cricket	OAA
	+	+	+	+	+	+
Year 6	Netball	Dance	Badminton Y5/6	Yoga	Rounders	Cricket
	Athletics	Fitness	Hockey	Tag Rugby	Gymnastics	OAA

# Progression:

## Progression Journey: Games through all games units

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



Get Seb 4 P.E.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

# Planning:

Learning Objectives are clear and precise.

HAP suggestions throughout

WAGOLL videos and support cards

<https://www.getset4pe.co.uk>

/

## Learning Objective

**To develop passing and moving and play within the footwork rule.**

## Success Criteria

- Do not lift your landing foot and place it back down. This is known as footwork.

## Whole Child Objectives

**Social:** To communicate with my teammates when I am free.

**Emotional:** To play games honestly and within the rules.

**Thinking:** To understand the rules of the game.

# Unit and lesson design:

- *Each unit has been sequenced to build on skills either lesson by lesson or by difficulty. Within each lesson plan the learning is sequenced so that children can explore and develop a skill and then apply it to a game, sequence or choreography*
  - Learning objective
  - Success criteria
  - Warm up and introduction
  - Skill development
  - Plenary

# Assessing Learning:



## Assessment Criteria

### Year 2

- I show balance and co-ordination when running at different speeds.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I can identify good technique.
- I can describe how my body feels during exercise.
- I try my best.

### Year 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

### Year 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

## Progression of Skills Ladder

Other units that progress into this activity are:

Ball Skills  
Fundamentals  
Games

<p><b>Running</b> Develop an understanding of speed and pace in relation to distance..</p>	<p><b>Running</b> Develop power and speed in the sprinting technique.</p>	<p><b>Year 4</b></p>	<p><b>Jumping</b> Develop technique when jumping for distance.</p>	<p><b>Throwing</b> Explore power and technique when throwing for distance in a pull and heave throw.</p>
<p><b>Running</b> Develop the sprinting technique and apply it to relay events.</p>	<p><b>Jumping</b> Develop technique when jumping for distance in a range of approaches and take off positions.</p>		<p><b>Year 3</b></p>	<p><b>Throwing</b> Explore the technique for a pull throw.</p>
<p><b>Running</b> Develop the sprinting action. Explore rhythm when running over obstacles.</p>	<p><b>Jumping</b> Develop jumping, hopping and skipping actions.</p>	<p><b>Year 2</b></p>	<p><b>Jumping</b> Explore safely jumping for distance and height.</p>	<p><b>Throwing</b> Develop overarm throwing for distance.</p>

Assessment criteria shows pop backs, progression and skills ladders

# Assessing Learning:

TERM 1			
YOGA <sup>1</sup>	FUNDAMENTALS Y3/4 <sup>1</sup>	TAG RUGBY <sup>1</sup>	FUNDAMENTALS Y3/4 <sup>1</sup>
<b>BULK UPDATE</b>	<b>BULK UPDATE</b>	<b>BULK UPDATE</b>	<b>BULK UPDATE</b>
< = >	< = >	< = >	< = >
< = >	< = >	< = >	< = >
< = >	< = >	< = >	< = >
< = >	< = >	< = >	< = >
< = >	< = >	< = >	< = >
< = >	< = >	< = >	< = >

Individual assessment per child per unit.

Assess against the skills ladders

# Pupil Voice:

Insert jamboard

Pupil  
Voice

# Monitoring:

Regular dip ins, collection of photo evidence and pupil voices, alongside assessing using Get Set 4 PE – gives us a strong picture of our strengths and weaknesses which we feed into our

AREA	MEETS EXPECTATIONS IF ...	MEETS EXPECTATIONS ✓	REQUIRES DEVELOPMENT ✓	EVIDENCE AND NOTES
Does pupil's work show that pupils are getting through all of the planned learning sequence? Is there depth, challenge and extension work or open ended tasks to extend HAP child?	Full sequence of lessons has been covered Teaching and learning activities enable child to answer enquiry questions Challenge/ extension activities, e.g. additional knowledge/concepts taught, puzzles, quizzes (children creating own puzzles/quizzes)	Yes		Extension activities are provided throughout the Get Set 4 PE lesson plans to extend or challenge those HAP chn. After school and lunchtime clubs for targeted chn Some festivals and competitions are specially targeted too to extend those HAP children e.g. Sports Hall athletics can go national level, cyclists to National Cycling Centre, cycle speed way
Is there evidence of breadth, balance and sequence? Is there evidence of pupils returning to prior learning?	Is there evidence of pop backs? E.g. to previous year/lesson	Yes		The Get Set 4 PE scheme will have some pop back from previous lessons in the unit of work. Staff are skilled in revisiting prior learning and skills
Are learning objectives clear and ambitious?	Do learning objectives challenge pupils e.g. are more open ended and allow for problem solving or greater reflection or higher order thinking skills Are there difficult questions to answer?	Yes		Learning objectives follow NC – there should be opportunity (through the PE scheme) for pupils to be challenged and knowledge/skills deepened.
Are there opportunities for HAP pupil to take control over their own learning?	There are opportunities to e.g. pose own question to research, delving deeper into a subject, leading the teaching of the subject in a lesson Learning is independent		Yes	Some evidence of HAP chn leading a warm up or supporting/setting up/running a small activity. We are good at using HAP chn to model a WAGOLL

AREA	MEETS EXPECTATIONS ✓	REQUIRES DEVELOPMENT ✓	EVIDENCE AND NOTES
<b>Marking and Feedback</b> Is the teacher's marking in line with the school's marking policy? Is the marking clear, i.e. can pupils understand it?	✓		Marking NA  Instant feedback to pupils and lots of afll Lots of opportunities for feedback and scaffolding support to move on Teachers introduced to GET SET for PE assessment tool in Spring 2 – would expect this to support them making judgements moving forward, to assess pupil skills and knowledge and oral feedback is given to children as part of an ongoing process
<b>Marking and Feedback</b> Does marking and feedback set out actions pupils can take to improve their work? (For pupils with SEND, this may involve more scaffolding and prompts) Do teachers model what they expect to see from pupils with SEND? <i>For example, a teacher may write a sentence out the correct way for a pupil to copy/ rephrasing a sentence orally etc.</i>	✓		Feedback and Support are given to SEND pupils on an individual basis dependent on the need of the pupil: Pupils with SEND are scaffolded in their leaning through the use of teacher/adult support, peer support Teachers may model more explicitly for pupils and often show children a WAGOLL at the start of a lesson so children know what is expected of them during the unit of work More time to practice new skills may be given

HAP – Autumn term

SEN – Spring term

# Funding:



## Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

Planning how and where to spend, implementing the actions, monitoring the effect and analysing at the end of the year the impact which can inform choices the following year.

# School Values & UNICEF:

AsPiration

Community

ResPect

TeamWorK

COurage

DeteRmination

EqualiTy

Honesty

We are passionate about PE at Pipworth. We feel very fortunate to be able to promote, support and deliver such a fabulous subject to all our children. It is incredible to be able to enrich our children's lives with a subject that encompasses all our school values and school game values as well as addressing their rights and providing them with opportunities to explore the world around them in an active and enlighten way.



15 I have the right to meet with friends and to join groups

23 If I have a disability, I have the right to special care and education

29 I have the right to an education which develops my personality, respect for others' rights and the environment

31 I have a right to relax and play

# Partnerships:



The University Of Sheffield.



**Sheffield Park Academy**  
The best in everyone™  
Part of United Learning



thornbridge outdoors



*Sheffield*  
*Hallam University*



# Examples of Pupil work: EYFS

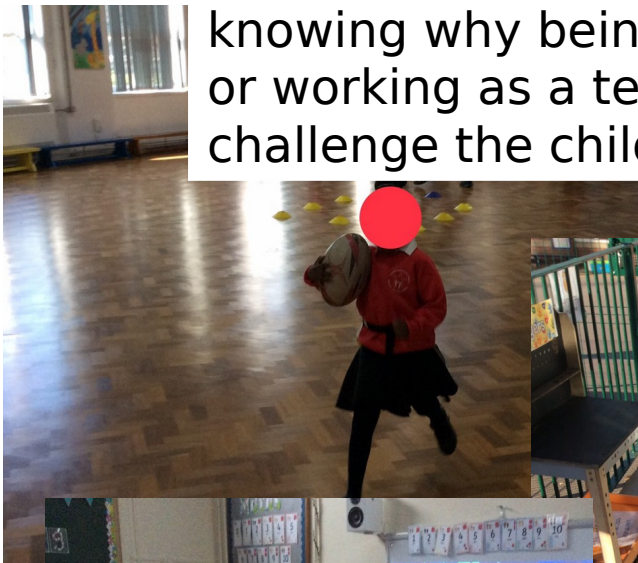


Just like the saying 'from an acorn, mighty oaks grow,' PE is the same. The fine motor skills need to be harnessed and developed to help the children use and adapt those skills to manipulate PE equipment. Every little bit helps and the FMS are essential...

# Examples of Pupil work:

## EYFS

...for our Pipworth stars to shine bright. All the equipment and physically active opportunities help them become more confident, be aware of their abilities, themselves and their surroundings as well as managing their actions, feelings and behaviours to develop physically. From getting changed, to knowing why being active is good, to throwing and catching or working as a team. Our team encourage, enable and challenge the children.



### PE SESSION WITH SWFC FOOTBALL COACH



TODAY WE HAVE BEEN PRETENDING TO BE TREASURE HUNTERS, PROTECTING OUR GOLD. WE THEN GOT CAUGHT BY PIRATES AND HAD TO PUT OUR GOLD ON THE ISLAND. IN TEAMS, WE HAD TO TRY DIFFERENT WAYS OF MOVING AND RACE TO GET OUR GOLD BACK. WE PRACTISED BALANCING ON THE BENCHES AND PRETENDED TO BE WALKING THE PLANK. IT WAS GREAT FUN AND A BRILLIANT WAY TO WORK ON OUR FUNDAMENTAL SKILLS.



PIC•COLLAGE

PIC•COLLAGE

# Examples of Pupil work: Year 1



# Examples of Pupil work: Year 2



**16.9.21**  
**WALT: Explore how the body moves differently when running at different speeds**



# Examples of Pupil work Year 3



07.09.21

WALT: develop balancing and understand the importance of this skill

WILF  
Squeeze muscles to help balancing

PIC•COLLAGE



# Examples of Pupil work: Year 4



TARGET THROW



SEATED THROW



STANDING JUMPS



PIC-COLLAGES



SPORTS HALL ATHLETICS YEAR 4 LB



P.E. Football Year 4



Today we have been working on agility.



We have been learning about what skills are needed in football.



Key vocabulary used:  
Dribbling  
Control  
Spatial awareness  
Focus  
Determination



We have practised using all parts of the foot and both feet to control the ball.



# Examples of Pupil work: Year 5



PIC-COLLEGE

PIC-COLLEGE

PIC-COLLEGE

# Examples of Pupil work: Year 6

Y6 - Get set for PE - Athletics lesson 1  
WALT work collaboratively to set a steady pace.

Dynamic movement warm-up



Progressive jog



Skill - pace setting



Game - double the distance



6 minute run



Year 6 Athletics lesson 2  
WALT develop sprinting techniques.

Warm up corners



Skill development



Peer feedback



400m challenge



PIC•COLLAGE

Y6 Athletics lesson 3  
WALT develop power, control and technique for the triple jump.

Warm up



Skill development



A

B

C

Measure it!



PIC•COLLAGE

Year 6 Athletics Stations Autumn 1

Chest pass



Triple jump



Speed bounce



Running for speed



Running for distance



PIC•COLLAGE

Y6 Netball - Week 5

Stretches to warm up our arms.



Pop back - attaches vs defenders



Game - which team can get the ball into the hoop?



PIC•COLLAGE



# Wider Opportunities:

Thornbridge



# Wider Opportunities: Kingswood



# Wider Opportunities



# Wider Opportunities: Competitions



# Wider Opportunities

## Festival



Movefes

+

# Wider Opportunities:

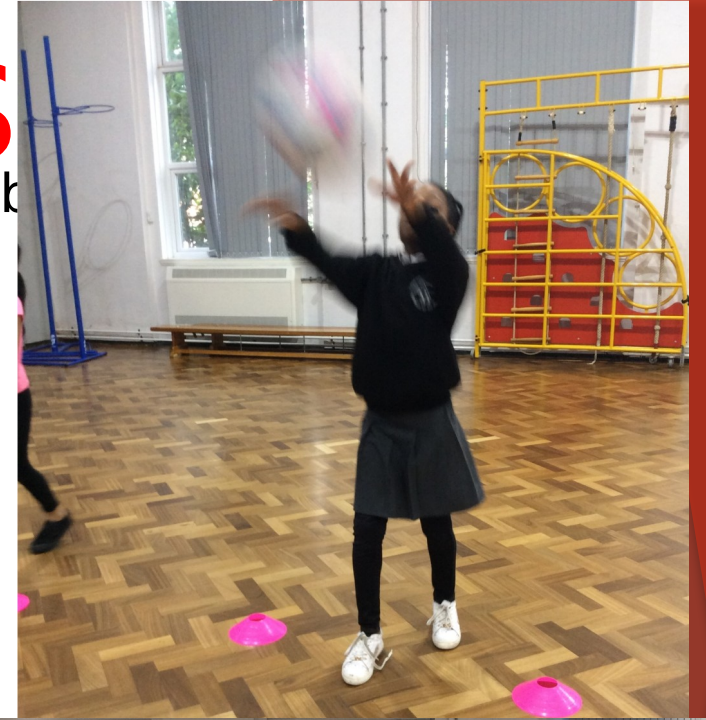


KS2  
Fun Run

A fabulous  
event for  
all at Manor  
Fields

# Wider Opportunities

After school/lunch time clubs



# Wider Opportunities: Cycling

Whether it be cycling on the balance bikes in the yard, on the Trans Pennine trail, taking part in Pedal Ready cycle course or special cycling visits – we love being on two wheels at Pipworth. PEDAL POWER!



# Wider Opportunities: Sports Day



Parents/carers,  
children and staff get  
together, compete,  
celebrate and have  
fun.

# Wider Opportunities:

## Partnership games Y1-Y3



# Celebrating:

It's wonderful to see our children exploring different sports outside of school and their achievements are incredible.



# Next Steps:

- Ready for next year we need to take a closer look at the overviews to make sure no year groups are repeating units – support those to find alternative units to transfer and develop skills
- Consider changing the year groups who access swimming in autumn term to be those children who have missed out due to COVID and no swimming catch up being available
- Set up further PE support for the current and new ECT, through 1:1 support, team teaching and sports specialist teaching, observing lessons, delivery and assessment support
- Buy kit for supporting all children to access PE lessons appropriately