



# Subject Handbook

## Physical Education



**St. John the Baptist**  
Catholic Primary School



# Our PE Curriculum



## Intent



PESSPA (Physical Education, School Sport and Physical Activity) at St John the Baptist Catholic Primary School aims to offer an inclusive, fun, vigorous and high-quality curriculum which inspires all children to succeed in physically demanding activities. From EYFS all the way to Year 6, we aim to provide opportunities for all our children to develop their physical, cognitive and emotional skills through high-quality physical education, school sport and physical activity structure.

We aim to provide a clear and progressive learning journey for our children, ensuring a holistic teaching, learning and assessment approach is applied, to reflect our school values, aims and ethos.

Our children will have opportunities to compete in sport and other activities that build character and help to embed both the British and School Games Values. PESSPA at St John the Baptist Catholic Primary School is an imperative element of the curriculum, which develops an understanding and application for being physically literate, leading a healthy lifestyle, consuming a balanced diet, developing a growth mind-set and owning the resilience to persevere with activities that may have once felt too challenging.

We are passionate about the need to teach children how to cooperate and collaborate with others as part of a team, understanding fairness, the rule of law and sporting etiquette.



# Our PE Curriculum



## Implementation



- Children at St John the Baptist Catholic Primary School participate in a minimum of 2 hours per week *high-quality* PESSPA and sporting activities led by teachers and specialist sports coaches.
- Children at St John the Baptist Catholic Primary school will be taught and assessed using Get Set 4 PE: a progressive and well-structured resource which runs in line with the AfPE '*Head, Heart, Hands*' concept, allowing us to ensure we are developing well-balanced children for the 21<sup>st</sup> century.
- Our PESSPA curriculum incorporates a variety of sports to ensure all children develop the *confidence, awareness* and *appreciation* of their own and others' strengths and weaknesses. It gives children the opportunity to assess, evaluate, improve theirs and their peers' performances.
- Our PESSPA curriculum allows children to *positively transfer* previously learnt skills across a range of sports.
- We provide opportunities for all children to engage in *extra-curricular activities* before, during and after school, in addition to competitive sporting events. This allows us to extend and enrich our PESSPA curriculum. (*Yognastics, Dancenastics, Mobility Class, Multi-Skills, Football Club*)
- Targeted interventions are implemented to ensure no child is left behind.
- SEND interventions are implemented to ensure our SEND offer goes above and beyond.
- We use Family Fisher Trust (FFT) effectively to ensure children are assessed against the National Curriculum.





# Our PE Curriculum

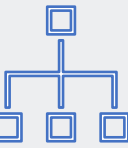


## Impact



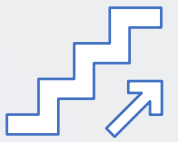
- Our PESSPA curriculum will ensure children leave St John the Baptist Catholic Primary with the *cognitive, physical and emotional skills* to continue to progress into the KS3 curriculum and beyond.
- Our PESSPA curriculum will produce a *well-balanced, physically literate and healthy* child ready for the 21<sup>st</sup> century.
- Our PESSPA curriculum will produce a *resilient, determined and positive* child who has the cognitive behaviours to approach challenge with *open-mindedness*.
- Our PESSPA curriculum will give children the *competitive opportunities, experiences and encounters*, to embed *core values* for society.
- Our PESSPA curriculum will produce a child who can make *links, connections and associations* with themselves and sport throughout the world.

# Curriculum Overview



	TERM 1		TERM 2		TERM 3	
Nursery	Fundamentals : Unit 1 Introduction to PE : Unit 1	Dance : Unit 1 Introduction to PE : Unit 2	Gymnastics : Unit 1 Games : Unit 1	Dance : Unit 2 Ball Skills : Unit 1	Fundamentals : Unit 2 Gymnastics : Unit 2	Games : Unit 2 Ball Skills : Unit 2
Reception	Fundamentals : Unit 1 Introduction to PE : Unit 2	Dance : Unit 1 Games : Unit 1	Gymnastics : Unit 1 Fundamentals : Unit 2	Dance : Unit 2 Ball Skills : Unit 1	Gymnastics : Unit 2 Further Fundamentals	Games : Unit 2 Ball Skills : Unit 2
Year 1	Fundamentals Ball Skills	Invasion Games Gymnastics	Dance Sending and Receiving	Net and Wall Games Striking and Fielding Games	Target Games Team Building	Athletics Yoga
Year 2	Fundamentals Gymnastics	Invasion Games Ball Skills	Dance Sending and Receiving	Net and Wall Games Striking and Fielding Games	Target Games Team Building	Athletics Yoga
Year 3	Fundamentals Y3/4 Fitness	Ball Skills Y3/4 Gymnastics	Dance Basketball	OAA Tennis	Cricket Football Swimming	Athletics Yoga Swimming
Year 4	Fundamentals Y3/4 Swimming	Swimming Gymnastics	Dance Basketball	OAA Tennis	Rounders Hockey	Athletics Yoga
Year 5	Gymnastics Handball	Tag Rugby Dodgeball	Swimming Dance	Swimming OAA	Cricket Volleyball Y5/6	Athletics Rounders
Year 6	Tag Rugby Football	Gymnastics Cricket	Dance Rounders	OAA Tennis	Swimming Badminton Y5/6	Swimming Athletics

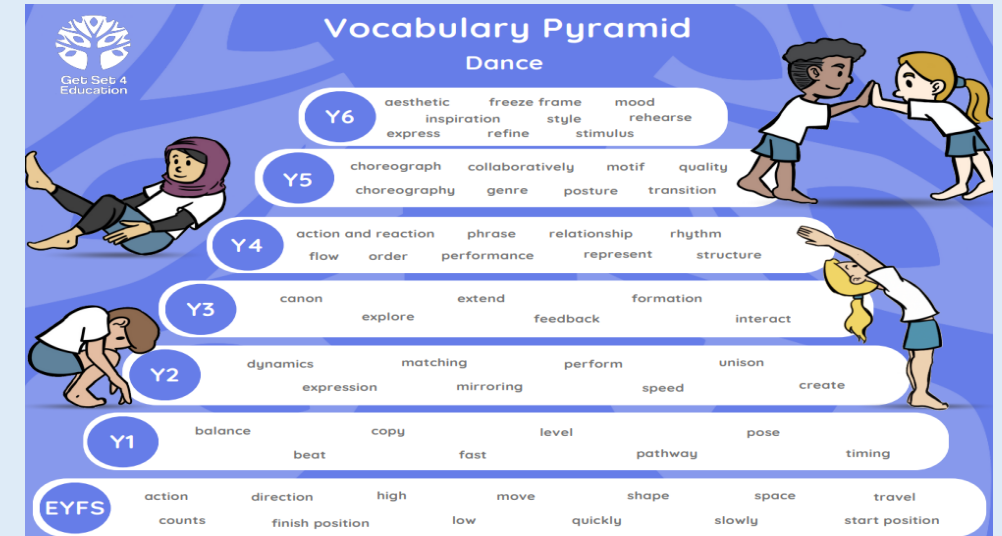
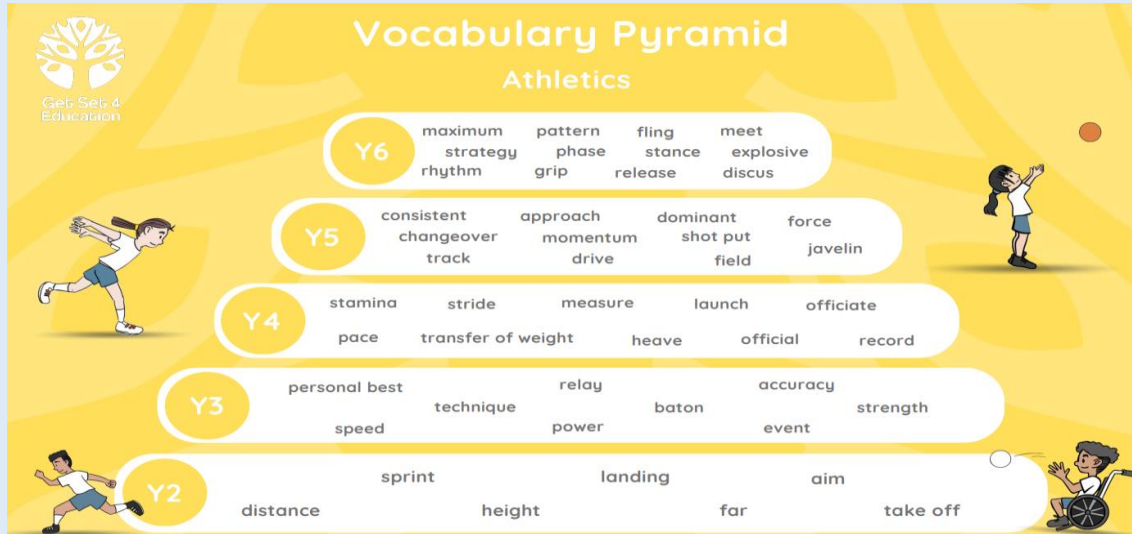
# Vocabulary Progression



## Athletics

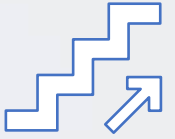
## Selection of Vocabulary

## Dance



## Repeated Vocabulary

# Progression of Skills



## Skills

## Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tag rugby and hockey)



Get Set 4  
Education

**Sending & receiving:** s&r consistently using a range of techniques with increasing control under pressure.  
**Dribbling:** dribble consistently using a range of techniques with increasing control under pressure.  
**Space:** move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.  
**Attacking:** confidently change direction to lose an opponent  
**Defending:** use a variety of defending skills (tracking, interception, jockeying) in game situations.

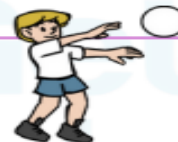
**Sending & receiving:** develop control when s&r under pressure.  
**Dribbling:** dribble with some control under pressure.  
**Space:** explore moving to create space for themselves and others in their team.  
**Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed.  
**Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

**Sending & receiving:** develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.  
**Dribbling:** link dribbling the ball with other actions and change direction whilst dribbling with some control.  
**Space:** develop moving into space to help my team.  
**Attacking:** change direction to lose an opponent with some success.  
**Defending:** develop defending one on one and begin to intercept.



**Sending & receiving:** explore s&r abiding by the rules of the game.  
**Dribbling:** explore dribbling the ball abiding by the rules of the game under some pressure.  
**Space:** develop using space as a team.  
**Attacking:** develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.  
**Defending:** develop tracking opponents to limit their scoring opportunities.

**Sending & receiving:** developing s&r with increased control.  
**Dribbling:** explore dribbling with hands and feet with increasing control on the move.  
**Space:** explore moving into space away from others.  
**Attacking:** developing moving into space away from defenders.  
**Defending:** explore staying close to other players to try and stop them getting the ball.



**Sending & receiving:** explore s&r with hands and feet to a partner.  
**Dribbling:** explore dribbling with hands and feet.  
**Space:** recognise good space when playing games.  
**Attacking:** explore changing direction to move away from a partner.  
**Defending:** explore tracking and moving to stay with a partner.

**Sending & receiving:** explore s&r with hands and feet using a variety of equipment.  
**Dribbling:** explore dropping and catching with two hands and moving a ball with their feet.  
**Space:** recognise their own space.  
**Attacking & defending:** explore changing direction and tagging games.

Ball Skills Unit 1 & 2 Games Unit 1 & 2

Year  
6

**Sending & receiving:** understand and make quick decisions about when, how and who to pass to.  
**Dribbling:** choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.  
**Space:** understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.  
**Tactics:** know how to create and apply a tactic for a specific situation or outcome.  
**Rules:** understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Year  
5

**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control.  
**Dribbling:** know that dribbling in different directions will help to lose a defender.  
**Space:** know that by moving to space even if not receiving the ball will create space for a teammate.  
**Tactics:** understand the need for tactics and identify when to use them in different situations.  
**Rules:** understand and apply rules in a variety of invasion games whilst playing and officiating.



Year  
4

**Sending & receiving:** know that cushioning a ball will help me to control it when receiving it.  
**Dribbling:** know that protecting the ball as I dribble will help me to maintain possession.  
**Space:** know that moving into space will help my team keep possession and score goals.  
**Attacking:** recognise when to pass and when to shoot.  
**Defending:** know when to mark and when to attempt to win the ball.  
**Tactics:** know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.  
**Rules:** know and understand the rules to be able to manage our own game.

Year  
3

**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.  
**Dribbling:** know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.  
**Space:** know that by spreading out as a team we move the defenders away from each other.  
**Attacking and defending:** know my role as an attacker and defender.  
**Tactics:** know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.  
**Rules:** know the rules of the game and begin to apply them.

Year  
2

**Sending & receiving:** know to control the ball before sending it.  
**Dribbling:** know that keeping my head up will help me to know where defenders are.  
**Space:** know that moving into space away from defenders helps me to pass and receive a ball.  
**Attacking:** know that when my team is in possession of the ball, I am an attacker and we can score.  
**Defending:** know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.  
**Tactics:** understand and apply simple tactics for attack and defence.  
**Rules:** know how to score points and follow simple rules.

Year  
1

**Sending & receiving:** know to look at my partner before sending the ball.  
**Dribbling:** know that moving with a ball is called dribbling.  
**Space:** understand that being in a good space helps us to pass the ball.  
**Attacking:** know that being able to move away from a partner helps my team to pass me the ball.  
**Defending:** know that staying with a partner makes it more difficult for them to receive the ball.  
**Tactics:** know that tactics can help us when playing games.  
**Rules:** know that rules help us to play fairly.

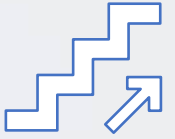


EYFS

**Sending & receiving:** know to look at the target when sending a ball and watch the ball to receive it.  
**Dribbling:** know that keeping the ball close will help with control.  
**Space:** know that being in a space gives me room to play.  
**Attacking & defending:** know that there are different roles in games.  
**Tactics:** make simple decisions in response to a task.  
**Rules:** know that rules help us to stay safe.



# Progression of Skills



## Skills

## Dance Progression Ladder

## Knowledge



Get Set 4  
Education

**Actions:** show controlled movements which express emotion and feeling.  
**Dynamics:** explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.  
**Space and relationships:** use a variety of compositional principles when creating my own dances.  
**Performance:** demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.



Year  
6

**Actions:** choreograph dances by using, adapting and developing actions and steps from different dance styles.  
**Dynamics:** confidently use dynamics to express different dance styles.  
**Space:** confidently use direction and patterning to express different dance styles.  
**Relationships:** confidently use formations, canon and unison to express a dance idea.  
**Performance:** perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Year  
5

**Actions:** respond imaginatively to a range of stimuli related to character and narrative.  
**Dynamics:** change dynamics confidently within a performance to express changes in character.  
**Space:** confidently use changes in level, direction and pathway.  
**Relationships:** use action and reaction to represent an idea.  
**Performance:** perform complex dances that communicate narrative and character well, performing clearly and fluently.

Year  
4

**Actions:** create actions in response to a stimulus individually and in groups.  
**Dynamics:** use dynamics effectively to express an idea.  
**Space:** use direction to transition between formations.  
**Relationships:** develop an understanding of formations.  
**Performance:** perform short, self-choreographed phrases showing an awareness of timing.

Year  
3

**Actions:** accurately remember, repeat and link actions to express an idea.  
**Dynamics:** develop an understanding of dynamics.  
**Space:** develop the use of pathways and travelling actions to include levels.  
**Relationships:** explore working with a partner using unison, matching and mirroring.  
**Performance:** develop the use of facial expressions in my performance.



Year  
2

**Actions:** copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.  
**Dynamics:** explore varying speeds to represent an idea.  
**Space:** explore pathways within my performance.  
**Relationships:** begin to explore actions and pathways with a partner.  
**Performance:** perform on my own and with others to an audience.



Year  
1

**Actions:** explore how my body moves. Copy basic body actions and rhythms.  
**Dynamics:** explore actions in response to music and an idea.  
**Space:** begin to explore pathways and the space around me and in relation to others.  
**Performance:** perform short phrases of movement in front of others.

EYFS

**Actions:** understand that actions can be improved with consideration to extension, shape and recognition of intent.  
**Dynamics:** understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.  
**Space and relationships:** know that combining space and relationships with a prop can help me to express my dance idea.  
**Performance:** understand how a leader can ensure our dance group performs together.  
**Strategy:** know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

**Actions:** understand that different dance styles utilise selected actions to develop sequences in a specific style.  
**Dynamics:** understand that different dance styles utilise selected dynamics to express mood.  
**Space:** understand that space relates to where my body moves both on the floor and in the air.  
**Relationships:** understand that different dance styles utilise selected relationships to express mood.  
**Performance:** understand what makes a performance effective and know how to apply these principles to my own and others' work.  
**Strategy:** know that if I use dance principles it will help me to express an atmosphere or mood.

**Actions:** understand that some actions are better suited to a certain character, mood or idea than others.  
**Dynamics:** understand that some dynamics are better suited to a certain character, mood or idea than others.  
**Space:** understand that space can be used to express a certain character, mood or idea.  
**Relationships:** understand that some relationships are better suited to a certain character, mood or idea than others.  
**Performance:** know that being aware of other performers in my group will help us to move in time.  
**Strategy:** know that I can select from a range of dance techniques to translate my idea.

**Actions:** understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.  
**Dynamics:** understand that all actions can be performed differently to help to show effect.  
**Space:** understand that I can use space to help my dance to flow.  
**Relationships:** understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.  
**Performance:** understand that I can use timing techniques such as canon and unison to create effect.  
**Strategy:** know that if I show sensitivity to the music, my performance will look more complete.

**Actions:** know that sequencing actions in a particular order will help me to tell the story of my dance.  
**Dynamics:** understand that I can change the way I perform actions to show an idea.  
**Space:** know that I can use different directions, pathways and levels in my dance.  
**Relationships:** know that using counts of 8 will help me to stay in time with my partner and the music.  
**Performance:** know that using facial expressions helps to show the mood of my dance.  
**Strategy:** know that if I practice my dance my performance will improve.

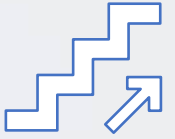
**Actions:** understand that actions can be sequenced to create a dance.  
**Dynamics:** understand that I can create fast and slow actions to show an idea.  
**Space:** understand that there are different directions and pathways within space.  
**Relationships:** understand that when dancing with a partner it is important to be aware of each other and keep in time.  
**Performance:** know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.  
**Strategy:** know that if I use exaggerated actions it helps the audience to see them clearly.

**Actions:** understand that I can move my body in different ways to create interesting actions.  
**Dynamics:** understand that I can change my action to show an idea.  
**Space:** know that if I move into space it will help to keep me and others safe.  
**Performance:** know that when watching others I sit quietly and clap at the end.  
**Strategy:** know that if I use lots of space, it helps to make my dance look interesting.





# Progression of Skills



## Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching.

Participate in team games, developing simple tactics for attacking and defending.

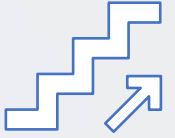
KS2: use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



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.

# Progression of Skills



## Progression Journey: OAA through team building and OAA

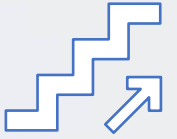
These units link to the following strands of the NC:  
KS1: participate in team games, developing simple tactics.

KS2: take part in outdoor and adventurous activity challenges both individually and within a team.



EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.						
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

# Progression of Skills



EYFS

Take turns.  
Learn to share equipment with others.  
Share their ideas with others.

Try again if they do not succeed.  
Practise skills independently.  
Confident to try new tasks and challenges.

Begin to identify personal success.  
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.  
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

1

2

Encourage others to keep trying.  
Talk to a partner about their ideas and take turns to listen to each other.  
Work with a partner and small group to play games and solve challenges.

Show determination to continue working over a longer period of time.  
Determined to complete the challenges and tasks set.  
Explore skills independently before asking for help.  
Confident to share ideas, contribute to class discussion and perform in front of others.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.  
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.  
Provide feedback beginning to use key words from the lesson.

3

4

Encourage and motivate others to work to their personal best.  
Work with others to achieve a shared goal.  
Work with others to self manage games.

Persevere when finding a challenge difficult.  
Understand what their best looks like and they work hard to achieve it.  
Begin to use rules showing awareness of fairness and honesty.  
Show an awareness of how other people feel.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.  
Select and apply from a wider range of skills and actions in response to a task.  
Provide feedback using key terminology.

5

6

Share ideas with others and work together to decide on the best approach to a task.  
Lead others and show consideration of including all within a group.  
Communicate with others clearly and effectively.

Understand what maximum effort looks and feels like and show determination to achieve it.  
Use different strategies to persevere to achieve personal best.  
Compete within the rules showing fair play and honesty when playing independently.  
Confident to attempt tasks and challenges outside of their comfort zone.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.  
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.  
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.  
Select and apply appropriate skills for the situation when under pressure.



# Assessment



## Continuous Formative Assessment

Continuous formative assessment is carried out in every PE lesson through a variety of methods, such as:

- **Observation:** Teachers regularly observe and record students' performance during practical activities, taking note of their application of skills, techniques, and understanding of rules and strategies.
- **Peer Assessment:** Students are encouraged to provide constructive feedback to their peers, focusing on areas of improvement and celebration of strengths.
- **Questioning:** Teachers employ targeted questioning to assess students' understanding of theoretical concepts related to PE.

## Summative Assessment

Summative assessment, in PE takes place at regular intervals, using Family Fisher Trust, we evaluate students' overall attainment and progress. This includes:

- **Assessing Skills:** Students are assessed on their proficiency in a range of skills, such as throwing, catching, running, jumping, and striking, based on predetermined criteria.
- Assessments are shared with sports coaches and other teachers to inform the delivery of the next lesson/unit.

## Portfolio Assessment

We use a portfolio approach to further enhance assessment in PE. The portfolio includes videos and accompanying notes to support evidence of students' progress and achievements. These videos may capture students performing specific skills, taking part in games, or engaging in various physical activities. The notes provide context, highlighting specific areas of strength and areas for development.

	Assessment Criteria Basketball	
Year 3	<ul style="list-style-type: none"><li>I am beginning to use simple tactics.</li><li>I am learning the rules of the game and am beginning to use them honestly.</li><li>I can dribble, pass, receive and shoot the ball with some control.</li><li>I can find space away from others and near to my goal.</li><li>I can provide feedback using key words.</li><li>I can track an opponent to slow them down.</li><li>I understand my role as an attacker and as a defender.</li><li>I work co-operatively with my group to self-manage games.</li></ul>	
Year 4	<ul style="list-style-type: none"><li>I can delay an opponent and help to prevent the other team from scoring.</li><li>I can dribble, pass, receive and shoot the ball with increasing control.</li><li>I can move to space to help my team to keep possession and score goals.</li><li>I can provide feedback using key terminology and understand what I need to do to improve.</li><li>I can use simple tactics to help my team score or gain possession.</li><li>I share ideas and work with others to manage our game.</li><li>I understand the rules of the game and I can use them often and honestly.</li></ul>	
Year 5	<ul style="list-style-type: none"><li>I can communicate with my team and move into space to keep possession and score.</li><li>I can dribble, pass, receive and shoot the ball with some control under pressure.</li><li>I can identify when I was successful and what I need to do to improve.</li><li>I can use tracking and intercepting when playing in defence.</li><li>I understand the need for tactics and can identify when to use them in different situations.</li><li>I understand the rules of the game and I can apply them honestly most of the time.</li><li>I understand there are different skills for different situations and I am beginning to apply this.</li></ul>	
Year 6	<ul style="list-style-type: none"><li>I can create and use space to help my team.</li><li>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li><li>I can select the appropriate action for the situation and make this decision quickly.</li><li>I can use the rules of the game honestly and consistently.</li><li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li><li>I can work in collaboration with others so that games run smoothly.</li><li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li><li>I understand when to use different styles of defence in game situations.</li></ul>	

## Tag Rugby

I can create and use space to help my team.
I can pass and receive the ball with increasing control under pressure.
I can select the appropriate action for the situation and make this decision quickly.
I can tag opponents individually and when working within a unit.
I can use the rules of the game consistently to play honestly and fairly.
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
I can work in collaboration with others so that games run smoothly.
I recognise my own and others strengths and areas for development and can suggest ways to improve.

## Tag Rugby

Notes

*Lacey can receive the ball and look for space well. She can anticipate where her team mates will be in relation to where she is on the pitch. She understands that her team will move forward as a unit.*



Manage Images

Manage Videos

Manage Audios

# Inclusion



## Adapted Activities

We recognise that students have different physical abilities and learning needs. Our PE curriculum incorporates adapted activities to ensure that all students are engaged and challenged at an appropriate level. We provide modifications and differentiated instruction to accommodate students with disabilities or specific needs, while still maintaining the integrity of the learning objectives.

## Inclusive Team Sports

Collaborative team sports play a significant role in our PE curriculum, fostering teamwork, communication, and cooperation among students. We carefully select team sports that accommodate players with various skill levels and physical abilities, ensuring that all students can actively participate and contribute to the team's success.

## Gender Equality

We actively promote gender equality in our PE curriculum. We provide equal opportunities for boys and girls to engage in a wide range of physical activities, including traditionally gendered sports. By challenging traditional gender stereotypes, we aim to empower all students and develop their confidence in participating in any activity they choose.

## The STEP Model

We utilise the STEP model to deliver our PE curriculum.

## THE STEP FRAMEWORK

All PE lessons will include children with a wide range of abilities. STEP is an easy way to remember how to adapt PE lessons and sports sessions to fit the changing needs of the children. You might need to adapt a lesson to fit less or more able pupils within it or to make a whole group activity easier or harder as they progress.

### SPACE

- Level (height)
- Playing area (bigger or smaller)
- Distance traveled
- Targets or goals further away or nearer

More space gives more reaction time, allowing children to make a decision and performing a skill. Less space demands a higher skill level to react quicker with less time.

### TASK

- Easier - Simplify the rules
- Harder - Introduce more rules
- Rotate roles
- Time - Allow more or less time
- Change rules to aid inclusion
- Different ways to take part e.g. seated, standing, one hand, two hands
- Differentiating tasks in the group

### EQUIPMENT

- Vary the size, shape, colour, texture, weight
- Make it bigger or smaller e.g. instead of a rounders bat use a tennis bat
- Softer or slower versions to make it easier e.g. tennis and cricket balls
- Make sure you use the correct size for the children's age

Lighter and bigger balls will be easier to see and catch and will increase confidence.

### PEOPLE

- Less defender makes it easier for attackers
- Larger numbers in a group means less time for each child to take part
- Smaller groups allow for more time for each child
- Putting children together who are the same ability, height, role
- Working independently, in pairs, groups or teams

A team of 9 attackers with 1 defender will find it easier than equal teams of 5. Outnumbering allows for more time and success when practicing skills.

**S.T.E.P. is a model used to remind you to think inclusively at all times and adapt activity accordingly.**