



A Guide to Physical Education at Carlinghow Academy

This document outlines the expectations of how we teach and monitor P.E at Carlinghow: progression across year groups and consistency across school. It should be read in conjunction with the school's Sports premium information on the website.

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources. This Physical Education guide explains how the P.E curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

- At Carlinghow, we aim to deliver a broad, balanced and varied curriculum for our children that focusses on progressing and developing their skills and confidence in a range of physical activities. Our SPIRAL programme ensures the sessions delivered have clear intent and impact.
- Children are taught P.E twice a week and have plenty of other opportunities for exercise and physical activities as part of our lunchtime and after school offer.
- We follow the SPIRAL scheme of work which focusses on the teaching of specific skills of P.E which are built on yearly, allowing children to master a wide variety of skills across their time in Primary School.
- We teach two sessions of P.E a week. The first session of the week focusses on delivering a SPIRAL P.E lesson which directly teaches children an important skill. The second session is a continuation of the skills session, which may be used for further practice or refining of the taught skill. The teacher may allow the children the chance to apply the skill into a game/competitive situation (see below for further guidance). We encourage teachers to expose their classes to a range of sports across the year and encourage a love of physical exercise and activity.

SPIRAL

The Spiral curriculum for all year groups can be accessed at:




<https://www.pepartner.co.uk/SpiralPE/index.asp>

Username: Fd392X

Password: RcR01d

In the P.E curriculum tab, you can access a week by week lesson plan for all Year groups, a yearly overview and a specific breakdown of skills covered each week. Week 1 begins in the first week of term and goes across the academic year week by week.

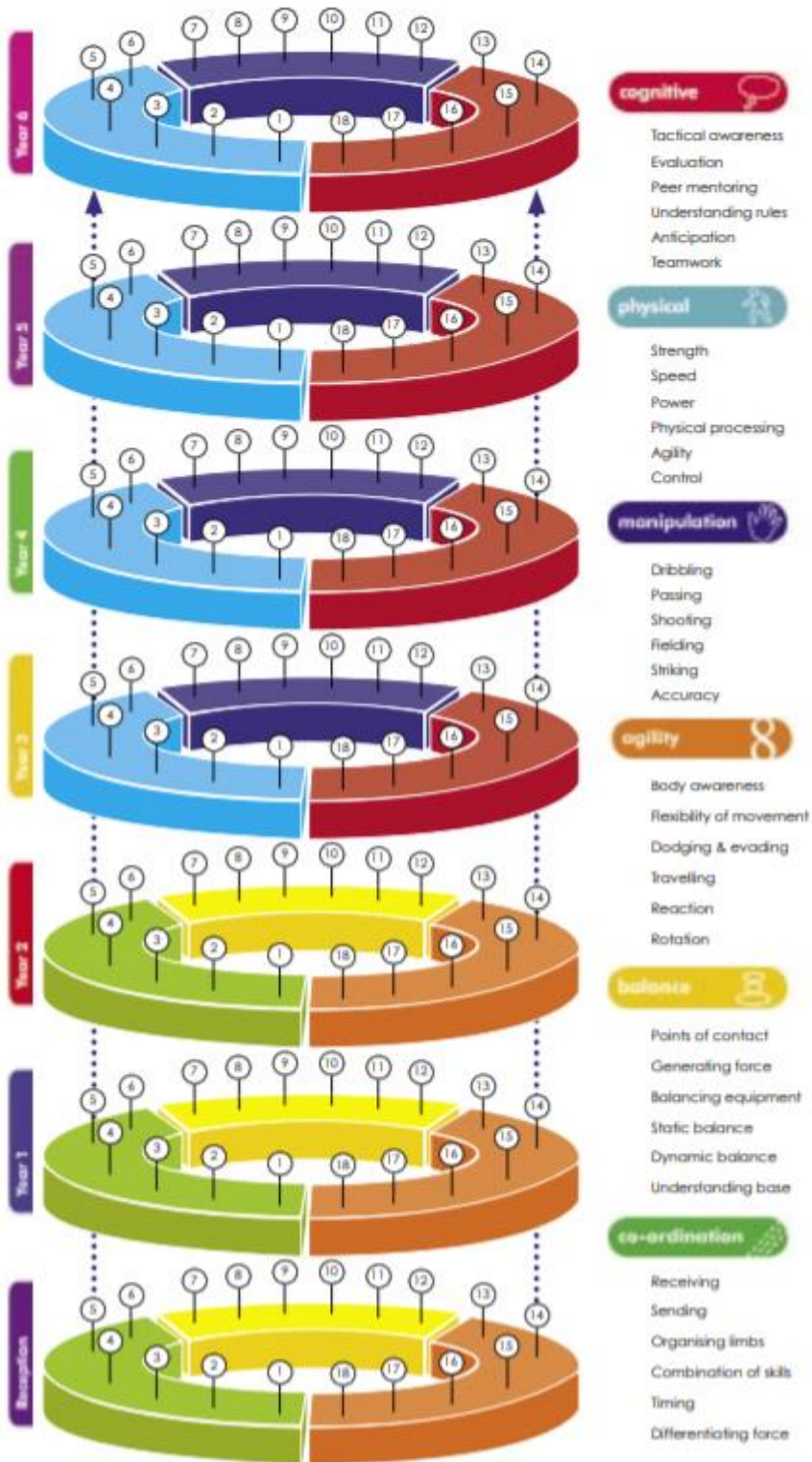
Key Stage 1 - Fundamentals of Movement

  		
Body awareness	Points of contact	Receiving
Flexibility of movement	Generating force through transferring weight	Sending
Dodging & evading	Balancing equipment	Body position
Travelling	Static balance	Combination of skills
Reaction	Dynamic balance	Timing
Rotation	Understanding base and Centre of gravity	Differentiating force

Key Stage 2 - Transferable skills

  		
Tactical awareness	Strength & Stamina	Dribbling
Evaluation	Speed	Passing
Peer mentoring	Power	Shooting
Understanding of rule	Physical processing	Fielding
Anticipation	Agility	Striking
Teamwork	Control	Accuracy

Children will focus on three key areas each year. Each of the areas is broken down into 6 key skills which the SPIRAL curriculum explicitly teaches through a range of activities and games.



The SPIRAL framework demonstrates how the skills are interweaved and shows a progression of skill in physical activity across a child's journey in Primary school.

Equipment	Qty.
Footballs (size 4)	10
Basketballs (size 5)	10
Netballs	10
Dodgeballs	12
Kwik cricket set (size 4)	4
Metal tennis rackets	30
Plastic tennis rackets	30
Foam tennis balls	30
Air flow balls	30
Tennis balls (junior, softbounce))	30
Rugby balls (foam)	8
Rugby balls	8
Badminton rackets	16
Badminton shuttles	16
Beanbags	30
Rubber rings (quiots)	30
Bibs	8 x 4 different colours
Cones sets	2 stack x 50
Various shaped bouncy balls and sizes for KS1	15
Plastic Uni Hockey sticks	15 red & 15 yellow
Foam javelins	10
Foam discuss	10
Shot put (hard ball)	10
Batons	8 different colours
Hurdles	8 (minimum)
Pedometer	5
Retractable measuring tape	5
Stop watches	10
Mats for hall use	15
Benches for hall use	4
Skipping ropes	10

We are lucky at Carlinghow that we have a fantastic range of facilities (Sports Hall, Dining Hall, Playgrounds, and Field.) alongside a range of equipment to use for P.E. The P.E coordinator will ensure the basic equipment list is in stock in the P.E cupboard for staff to use the SPIRAL programme effectively. It is the teaching staff's responsibility to ensure they alert the P.E coordinator when new resources are required. We do not use P.E equipment at playtimes, each class has a bag of equipment for this.

Non Negotiables in P.E

- P.E is a compulsory and essential part of our curriculum and all staff will commit to providing two hours of physical exercise for their class per week.
All children and staff will be dressed appropriately for P.E, in line with the school uniform policy. <H:\POLICIES\2020\Uniform policy Sept 2020.docx>
- Children will not be excluded from P.E for lack of kit, school can and will provide spare kit to ensure all children can participate fully.
- One of the two P.E sessions will be a SPIRAL session following the SPIRAL curriculum. The second session will be a continuation of the SPIRAL session to master the skill taught or a follow up session that practises the skill e.g. if looking at accurate throwing, you may have a target game session. If looking at cognitive peer mentoring, you may hold a Javelin event in which children can offer their peers feedback, or if you had been working on coordination and balance, children may be given a piece of music to create a sequence too and demonstrate their skills.

Progression in P.E

DELIVERY SCHEDULE



LESSON WEEK: 1 ACTIVITY THREAD FOR THE WEEK fitness circuit						
KEYSTAGE	FOCUS	SKILL AREA	ref	Can I...	Learning objective...	
1	Reception	agility		assume different positions - stand, sit & crouch	Improve the control of my body	
1	Year 1	agility	40	take my own pulse to check my heart rate - recognise what happens when I am tired	Improve my understanding of how my body works	
1	Year 2	agility	79	recover my breathing and lower my heart rate after exercise	Improve my understanding of how my body works and how to recover	
2	Year 3	physical	118	perform 5 sit ups	Improve my understanding of my own physical strength	
2	Year 4	physical	157	perform 5 press ups, keeping my back straight	Improve my understanding of how to improve my own physical strength	
2	Year 5	physical	196	throw a basketball over 6m using a chest pass	Improve my understanding of the importance of combining technique and power	
2	Year 6	physical	235	use power to pull a ball out of an opponents grip	Improve my determination, power and physicality	
LESSON WEEK: 2 ACTIVITY THREAD FOR THE WEEK slam ball						
KEYSTAGE	FOCUS	SKILL AREA	ref	Can I...	Learning objective...	
1	Reception	agility	2	touch right hand to right foot, and left hand to left foot	Improve my understanding of left and right	
1	Year 1	agility	41	touch opposite hand to foot (both sides)	Improve my understanding of opposites and demonstrate flexibility	
1	Year 2	agility	80	mirror the actions of a partner	Improve my speed of movement to mimic actions	
2	Year 3	cognitive	119	identify good and bad technique in others	Improve my observation skills	
2	Year 4	cognitive	158	communicate suggestions for improvements to others	Improve my observation and communication skills	
2	Year 5	cognitive	197	observe, review and feedback to others	Improve my observation and communication skills	
2	Year 6	cognitive	236	organise and manage a team in a game situation	Improve my leadership skills	

All staff have access to the progression documents which they can use to see how the SPIRAL programme is building on and developing skills across school. Each week tends to focus on a particular skill with clear progression in the sessions and chances to apply the skills learnt in different ways.

Termly, staff will update Target Tracker to assess the skills that have been taught in that term. Using the SPIRAL programme, allows staff a defined week to observe the children and assess the key skills that they have focussed on. Staff should seek to make regular informal assessments of children in lessons and give instant feedback to develop skills.

Where possible, staff will use Seesaw to record evidence of skills being applied to engage parents and to help with moderation of skills across year groups. Staff will adopt a coaching style in which they model/demonstrate the correct technique to children, address whole class misconceptions and use the teaching points on SPIRAL to teach skill/technique. The P.E coordinator will conduct drop in sessions across the year to monitor the effectiveness of P.E provision and if staff require further CPD, they should speak with the P.E coordinator or look at the wealth of help videos and resources on SPIRAL.

Feedback will be offered to children on an individual basis and whole class basis. It will be given to children verbally during the session, it will directly link to how they can improve their technique and skills based on the SPIRAL guidance. Teachers will use the assessment sessions to spot whole class weaknesses and remodel/teach these where appropriate.

Differentiation/SEND in P.E

At Carlinghow, we are an inclusive school and P.E follows the same ethos. Where possible, staff will adapt the SPIRAL sessions, using the support materials under the curriculum tab (see below), experience of the P.E coordinator and that of expert staff in school e.g. School Physio for children with physical disabilities. We use additional adults and appropriate differentiation to ensure P.E is inclusive for all learners. We have a range of specialist equipment to ensure P.E is accessible for all. If full inclusion is not possible, SLT/School Physio will advise on best practice to ensure inclusion.

P.E in EYFS

This is a step by step guide to help you
DIFFERENTIATE LESSONS
with the SPIRALPE™ platform



“Check out the platform for lots of other handy tips and ‘How To’ guides. Click on the ? at the top of each page for instructions if you get stuck!”

Change your PE Lessons in 4 Steps

The STEP framework in PE is a very simple way to understand how to adapt and differentiate PE lessons to make sure everyone is getting the most engaging experience.

It allows you to modify elements of your activity to better meet the needs of either the individual pupil, or group of pupils.

Space: Where the activity is happening
E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening?
E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used?
E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved?
E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

EYFS children have a 40 minute hall slot to concentrate on skill progression. This could be ball skills, team games, movement skills, balancing skills etc. All classes (Reception, Nursery and Little Explorers) also have the Physical Development strand of the EYFS profile integrated into their planning at the appropriate age related level. The MTPs will clearly show which PD strand is being worked on across the week and the activities being used to develop these. The outdoors plays a huge role in Early Years so gross motor movement and physical activities are also integral to the outdoor planning, including control of the wheeled toys/bikes meaning children have a wealth of opportunities to be outdoors and improve their physical development.

Competitive and extra-curricular opportunities.

Each year, Carlinghow subscribes to the Kirklees cluster of schools competitions. As part of this, we offer chances for children to participate in friendly competition with other local schools. Alongside this, we have a range of after school sessions for children to participate in, which allow an element of skill building and game play scenarios. We also employ specialist sports coaches to ensure our children have access to expert P.E teaching. Finally, we engage with national events across the year such as the Daily mile and Skip into summer project alongside Sports Day events which will be coordinated by the P.E coordinator.



Swimming

By the end of Year 6, Carlinghow is committed to ensuring all children can confidently swim 25m unaided. As a result of this, we ensure children are provided with the opportunity to attend swimming lessons to learn the skills of swimming and water safety. This currently takes place in LKS2.



Health and Safety

It is the responsibility of all staff to be aware of the school procedures for reporting accidents and injuries. First aiders are identified for each bubble and should be called to support with the delivery of any first aid or injuries. Teaching staff must feel confident in using equipment such as the gymnastics frame and seek guidance from SLT/P.E coordinator on using this prior to the session. An assessment of the area/risks for P.E and quality of equipment should happen before commencing the session and should be ongoing throughout - any concerns must be raised with SLT. An inhaler and medication bag is available in all classes and should be taken from the classroom to the P.E location for children to use in an emergency. Weather will always play an important part in our choice of P.E location and staff should assess this before and during sessions, when deciding on the location for their session.