

Physical Education

At Layfield Primary School, we recognise the importance of PE and the role it has to play in promoting a love for a long term, healthy lifestyles. It is our vision for every pupil to succeed and achieve their potential alongside developing physically active lifestyles habits.

We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, develop curiosity to try new thing, are challenging, fun and accessible to all. We want our pupils to be inspired by the benefits of a healthy and physically active lifestyle.

Pupils at Layfield, are provided with many opportunities and experiences. These opportunities, which are carefully planned, enrich and aid their development as individuals within new, exciting and memorable experiences. Through regular, planned participation, pupils will learn transferable life skills such as fairness, teamwork and respect.

Our PE curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding. We want our pupils to:

Love to excel in a broad range of physical activities.

Achieve their full potential by striving to beat their personal best.

Develop the ability to be physically active for sustained periods of time.

Have fun by trying the wide range of active opportunities offered.

Be inspired through experiences, trips and visitors.

Have memorable experiences that promote a healthy, active lifestyle.

Learn the importance of leading healthy, active lives.

Develop competence to excel in a broad range of physical activities.

Our PE curriculum is designed so that by the end of each key stage, pupils know, apply and understand the matters, skills and processes specified in the relevant programmes of study as outlined in the National Curriculum. Lessons are delivered in themes across the year, for example dance, gymnastics, etc. and overarching concepts such as the Primary Schools Games values (resilience, team work, sportsmanship, etc.) are taught as ongoing skills. Lessons are well sequenced to provide a coherent curriculum that develops children's knowledge, skills and subject disciplines. The choice of theme follows the Stockton Sports Partnership festivals so that children have the opportunity to participate in competitive activities with children from other schools. Opportunities for making meaningful connections with other subject areas, such as science or Design Technology through Outdoor Educational activities, are identified and planned accordingly.

Early Learning Goals	National Curriculum	
EY	KS1	KS2
<p>Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

		Swimming and Water Safety Pupils should be taught to: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
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EYFS

PE development, knowledge and skills fall under the ‘Physical Development’ area of learning with a specific Early Learning Goal entitled ‘Gross Motor Skills’.

In Nursery, the curriculum is taught through topics, which are enriched with classroom enhancements, active visits and sporting events offered through local sports partnerships. Topics are supported by quality experiences delivered through focus days and by external providers. These are chosen carefully to enable children to experience and develop a range of skills underpinning physical development. Planning is flexible and responsive to children’s needs and can be changed and adapted dependent on children’s interests.

In reception the PE curriculum is taught through Complete PE, however pupils are active throughout opportunities like listed above too. Pupils will also be assessed against the early learning goals at the end of the academic year, ready for transition to Year 1. The Complete PE assessment further supports these judgements and aids transition.

The outdoor area in Early Years provides a wide range of activities, equipment and resources to support physical development.

As children are taught the differing topics, they begin to build up their physical development and gross motor skills at an appropriate developmental and age-related level.

In Early Years we are in a unique and wonderful position to be able to follow the children’s interests and fascinations which allows us the opportunity to develop the children’s development and really embed learning in a way that is fun and memorable.

Nursery/EYFS	Nursery	Locomotion:	Locomotion:	Gymnastics:	Dance:	Ball Skills:	Ball Skills:
		Walking 1	Jumping 1	Moving Yoga AM Thursday PM Monday	Nursery Rhymes	Hands 1 Balance Bike Sessions	Hands 2

	Reception	Locomotion: Walking 1 and Jumping 1	Ball Skills: Hands 1	Gymnastics: High, low, under, over CONYERS COACH Yoga – Thursday AM	Ball Skills: Hands 2	Dance: Ourselves	Ball Skills: Feet 1 Balance Bike Sessions	Games: Games for understanding
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Key Stage One

In Early Years, a range of experiences, visits, visitors, and activities lays a firm foundation for the development of fundamental skills the children require for success at Key Stage 1.

Throughout Key Stage 1, pupils build on and further 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 (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage Two

Pupils 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils in Reception to Year 6 have two PE lessons each week. The long term plan for PE can be found below:

KS1	Year 1	Gymnastics: Body Parts Wide, narrow, curled Gymnastics Coach Lucy	Locomotion: Running 1 CONYERS COACH	OAA Team building	Ball Skills: Hands 1 Yoga Monday PM	Dance: Growing	Ball Skills: Hands 2	Dance: The Zoo	Locomotion: Jumping 1	Ball Skills: Rackets, bats, and balls	Ball Skills: Feet 1	Games: Games for understanding
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	Year 2	Gymnastics:		Locomotion:	OAA	Ball Skills:	Dance:	Ball Skills:	Dance:	Locomotion:	Ball Skills:	Ball Skills:	Games:
		Linking		Dodging 1	Team building	Hands 1	Water	Hands 2	Explorers	Dodging 1	Rackets, bats, and balls	Feet 1	Games for understanding
		Pathways		CONYERS COACH		CONYERS COACH							
		Gymnastics Coach Lucy											
LKS2	Year 3	Gymnastics:	OAA	Games:	Dance:	Games:	Dance:	Games:	Games:	Athletics	Games:	Athletics:	Games:
		Symmetry and asymmetry	Problem Solving	Invasion	Wild animals	Invasion	Weather	Invasion	Invasion		Net & wall	Competitions	Striking and fielding
	Year 4	Gymnastics Coach Lucy		Dodgeball		Tag Rugby		Football	Netball		Tennis		Cricket
		Games:	OAA	Games:	Dance:	Gymnastics:	Dance:	Games:	Games:	Athletics	Games:	Athletics:	Games:
		Invasion	Problem solving	Invasion	Cats	Bridges	Space	Invasion	Invasion		Net & wall	Competitions	Striking and fielding
		Football		Dodgeball	Swimming (select pupils)	Gymnastics Coach Lucy		Tag Rugby	Netball		Tennis		Cricket
		CONYERS COACH							CONYERS COACH				
UKS2	Year 5	Games:	Games:	OAA	Dance:	Gymnastics:	Health related exercise	Games:	Games:	Athletics	Games:	Athletics:	Games:
		Invasion	Invasion	Leadership	The circus	Counterbalance & Counter tension		Invasion	Invasion		Striking and fielding	Competitions	Net & wall
	Year 6	Football	Tag Rugby	(Training to be sports crew)		Gymnastics Coach Lucy		Dodgeball	Netball		Cricket		Tennis
		Swimming (select pupils)									CONYERS COACH		CONYERS COACH
		Games:	Games:	Games:	Dance:	Gymnastics:	Health related exercise	OAA	Games:	Athletics	Games:	Athletics:	Games:
		Invasion	Invasion	Invasion	Titanic	Matching & mirroring		Orienteering	Invasion		Striking and fielding	Competitions	Net & wall
		Football	Tag Rugby	Dodgeball		Gymnastics Coach Lucy			Netball		Cricket		Tennis
		CONYERS COACH											CONYERS COACH

Swimming

Overall learning outcomes from the National Curriculum to be taught:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

The following skills are to be assessed at the end of each stage:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<ol style="list-style-type: none"> 1. Enter the water safely. 2. Move forwards for a distance of 5m. 3. Move backwards for a distance of 5m. 4. Move sideways for a distance of 5m. 5. Scoop the water and wash face. 6. Be at ease with water showered from overhead. 7. Move into a stretched floating position using aids, equipment or support. 	<ol style="list-style-type: none"> 1. Jump in from poolside safely. 2. Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged. 3. Regain upright position from the back without support. 4. Regain an upright position from the front with support. 5. Push from wall and glide on the back. 	<ol style="list-style-type: none"> 1. Jump in from poolside and submerge. 2. Sink, push away from wall and maintain a streamlined position. 3. Push and glide on the front with arms extended and log roll onto the back. 4. Push and glide on the back with arms extended and log roll onto the front. 5. Travel 5 metres on the front, perform a tuck to rotate onto 	<ol style="list-style-type: none"> 1. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. 2. Push and glide from the wall towards the pool floor. 3. Kick 10 metres backstroke (one item of equipment optional). 4. Kick 10 metres front crawl (one item of equipment optional). 	<ol style="list-style-type: none"> 1. Perform a flat stationary scull on the back. 2. Perform a feet first sculling action for 5 metres in a flat position on the back. 3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. 4. Tread water for 30 seconds. 5. Perform three different shaped jumps into deep water. 	<ol style="list-style-type: none"> 1. Give two examples of how to prepare for exercise and understand why it is important. 2. Sink, push off on side from the wall, glide, kick and rotate into backstroke. 3. Sink, push off on side from the wall, glide, kick and rotate into front crawl. 4. Swim 10 metres wearing clothes. 5. Push and glide and swim front crawl to include at least rhythmical breaths. 6. Push and glide and swim breaststroke to include at 	<ol style="list-style-type: none"> 1. Push and glide and swim 25 metres backstroke (performed to Swim England expected standards). 2. Push and glide and swim 25 metres front crawl (performed to Swim England expected standards). 3. Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards). 4. Push and glide and swim 25 metres

<p>8. Regain an upright position from on the back, with support.</p> <p>9. Regain an upright position from on the front, with support.</p> <p>10. Push and glide in a horizontal position to or from a wall.</p> <p>11. Take part in a teacher led partner oriented game.</p> <p>12. Demonstrate an understanding of pool rules.</p> <p>13. Exit the water safely.</p>	<p>6. Push from wall and glide on the front.</p> <p>7. Travel on the back for 5m, aids or equipment may be used.</p> <p>8. Travel on the front for 5m, aids or equipment may be used.</p> <p>9. Perform a rotation from the front to the back to gain an upright position.</p> <p>10. Perform a rotation from the back to the front to gain an upright position..</p>	<p>the back and return on the back.</p> <p>6. Fully submerge to pick up an object.</p> <p>7. Correctly identify three of the four key water safety messages.*</p> <p>8. Push and glide and travel 10 metres on the back.</p> <p>9. Push and glide and travel 10 metres on the front.</p> <p>10. Perform a tuck float and hold for three seconds.</p> <p>11. Exit the water without using steps/.</p>	<p>5. Kick 10 metres butterfly on the front or on the back.</p> <p>6. Kick 10 metres breaststroke on the front (one item of equipment optional). Perform a head first sculling action for 5 metres in a flat position on the back.</p> <p>7. Travel on back and log roll in one continuous movement onto front.</p> <p>9. Travel on front and log roll in one continuous movement onto back.</p> <p>10. Push and glide and swim 10 metres, choice of stroke is optional.</p>	<p>6. Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).</p> <p>7. Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).</p> <p>8. Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).</p> <p>9. Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).</p> <p>10. Perform a handstand and hold for a minimum of three seconds.</p> <p>11. Perform a forward somersault.</p> <p>12. Demonstrate an action for getting help.</p>	<p>least six rhythmical breaths.</p> <p>7. Push and glide and swim butterfly to include at least three rhythmical breaths.</p> <p>8. Push and glide and swim backstroke to include at least six regular breaths.</p> <p>9. Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).</p> <p>10. Perform a 'shout and signal' rescue.</p> <p>11. Perform a surface dive</p>	<p>butterfly (performed to Swim England expected standards).</p> <p>5. Perform a movement sequence (linking skills with strokes and sculls) of one-minute duration, in a group of three or more, incorporating a number of the following skills:</p> <p>6. <i>Sculling:</i> head first, feet first <i>rotation:</i> forward or backward somersault, log roll <i>Floating:</i> star on the front or on the back, tuck float, create own</p> <p>7. <i>Eggbeater:</i> Moving, lifting one or both arms out of the water</p> <p>8. Perform a sitting dive or dive.</p> <p>9. Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).</p> <p>10. Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).</p> <p>11. Tread water using eggbeater action for 30 seconds.</p> <p>12. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.</p>
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Skills taken from Kellogg's ASA awards scheme.

Progression of skills and assessment

Early Years Foundation Stage

The curriculum is taught through topics which ensure continuous provision and the skills progression as outlined in 'Birth to 5 Matters':

Physical Development: Moving and Handling	
Range 3	<ul style="list-style-type: none"> Develops security in walking upright using feet alternately and can also run short distances Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time Changes position from standing to squatting and sitting with little effort Shows interest, dances to music rhymes and songs, imitating movements of others Can walk considerable distance with purpose, stopping, starting and changing direction
Range 4	<ul style="list-style-type: none"> Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Runs safely on whole foot

	<ul style="list-style-type: none"> Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving the floor and can jump forward a small distance Begins to walk, run and climb on different levels and surfaces Begins to understand and choose different ways of moving Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Climbs up and down stairs by placing both feet on each step while holding a handrail for support Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride May be beginning to show preference for dominant hand and/or leg/foot
Range 5	<ul style="list-style-type: none"> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Creates lines and circles pivoting from the shoulder and elbow Manipulates a range of tools and equipment in one hand, tools include scarves or ribbons
Range 6	<ul style="list-style-type: none"> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Uses simple tools to effect changes to materials Shows a preference for a dominant hand
ELG	<p>Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Reception to Year 6

The curriculum is taught through Complete PE. Each subject is closely matched to a coherent progression of skills. At the end of each unit teachers then make a formative assessment against the learning objectives covered. Progression of skill grids can be found within the complete PE resources and all teaching members of staff have access to this.

Westview OAA Coverage 2022-2023

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery				Cooking and Tools AM + PM Nurs		
Reception				Cooking and Tools		
Year 1				Cooking and Tools		
Year 2	Cooking and Tools					
Year 3	<p>Level 1 National Navigation Award</p> <p>Complete 1 Star NNA Award</p> <p>1. Make simple maps and sketches to show journeys</p> <p>2. Undertake journeys for fun, using a simple map or plan</p> <p>3. Gain a basic understanding of symbols, scale and map setting</p> <p>After taking part in the 1 Star ODA, participants will have</p>		Cooking and Tools	Archery Day		

	acquired basic navigational skills and will be able to make short journeys in familiar terrain using their own and other people's sketches or representations of the area					
Year 4	<p>Level 2 National Navigation Award</p> <p>Complete 2 Star NNA Award</p> <ol style="list-style-type: none"> 1. Use building interiors and / or the immediate outdoor area when learning skills 2. Develop mapping and map setting skills 3. Undertake slightly longer journeys, considering scale and distance <p>After taking part in the 2 Star ODA, participants will be able to make journeys in their local area using their new and revised navigational skills to interpret maps and will have an understanding of standardised symbols.</p>		Cooking and Tools	Archery Day	Canoeing	
Year 5	Tools	<p>Level 3 National Navigation Award</p> <p>Complete 3 star NNA Award</p> <ol style="list-style-type: none"> 1. Plan and follow straightforward journeys around familiar and unfamiliar areas 2. Discover and investigate points of interest during the journey 3. Understand basic walking safety issues and have respect for the environment <p>After taking part in the 3 Star ODA, participants should be able to plan and follow journeys in unfamiliar local areas</p>		Archery Day	Canoeing	Pybus Camp

		using app				
		Cooking				
Year 6	Tools	Cooking		Archery Day	Canoeing	