



NEVILL ROAD JUNIOR SCHOOL

CURRICULUM OVERVIEW

PE, SPORT AND PHYSICAL ACTIVITY





OUR CURRICULUM AT NEVILL ROAD JUNIORS

- We **Aim High** by challenging ourselves in all aspects of school life.
- We are **Successful** learners by using our growth mind set to achieve.
- We **Persevere** by being resilient and trying our best in everything we do.
- We use our **Imagination** to produce creative work that we can be proud of.
- We show **Respect** by including everyone and making sure we all matter.
- We show **Enthusiasm** by approaching all learning with a positive attitude.



OUR CURRICULUM INTENT

- At Nevill Road Junior School learning is fun and all of our children are supported and challenged to enjoy learning and reach their potential. Learning in the outside environments, practical and real-life situations and special activities all help to make learning accessible and help to motivate our pupils to achieve well and become lifelong learners. We have a very positive approach to learning at our school and children are encouraged and rewarded when they do their best, work hard and make good progress.
- The wellbeing of our children and their Mental Health are a priority as we believe that children learn best when they feel happy, safe and cared about. Our Restorative Approach to learning underpins our curriculum, which also celebrates equality and diversity.
Our curriculum is based on the statutory National Curriculum; it is skills based in design and intended to provide learning and teaching motivation for both children and teachers.
We aim to be as creative as possible with our approach to the curriculum, teaching and learning. All curriculum areas have been planned to deliver a well sequenced and progressive series of lessons to ensure children gain 'sticky knowledge', which they can articulate with confidence.
Every year group includes high quality book and text studies within their termly topic plans, making sure children are given a text-immersive experience.
All of our topics are supported through high quality resources, trips, visitors and experiences that provide ample opportunity for real depth of study.

Pedagogy of Learning

Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



Pedagogy of Learning

Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still..?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



Pedagogy of Learning

In order for our children to learn more and remember more, we promote 'sticky' learning through....

Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg
What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit.
Children reflect on their learning.

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Pedagogy of Learning

Check understanding throughout the lesson and provide feedback.



In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.

CURRICULUM LEADER – ADAM BAGULEY (LEADER FROM 2020 – CURRENT)

Intent

Why do we teach this? Why do we teach this in the way we do?

At Nevill Road Junior School we intend to provide children with a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We believe all children can achieve in PE, and teach for secure and deep understanding of skills for a variety of sports and activities in manageable steps. We have the same high expectations for all learners, including those with SEND in PE. The attached provision map shows what PE looks like for all learners at Nevill Road Junior School. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness.





Nevill Road Junior School Physical Education Policy 2022-2023

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We aim for all pupils to:

- develop competence to excel in a broad range of physical activities.
- be physically active for sustained periods of time.
- be fit and healthy and understand the importance of this for their physical and mental well-being.
- engage in competitive sports and activities.

Implementation

What do we teach? What does it look like?

Pupils will apply and develop a broader range of skills than those they learnt in Key Stage 1, learning how to use them in different ways and to link them to make actions and sequences of movement. The curriculum is designed to provide equality of access and opportunity for each individual, irrespective of ability, experience, cultural background, interests or gender. The Physical Education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves and problem solve successfully in a variety of situations.

A balance of individual, team, cooperative and competitive activities aim to cater for all individual needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavours to provide an appropriate, stimulating, challenging and enjoyable learning environment for all pupils.

Pupils will be taught to:

- 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

Pupils will know and use a wide range of vocabulary across a broad range of sports. They will be taught vocabulary during lessons and will be encouraged to use this vocabulary when discussing their own and others' progress. Each area of PE has key vocabulary attached to it, which children will be taught.

Swimming and water safety

At Nevill Road, we provide swimming instruction in Years 4-5 (with a chance for catch-up sessions in Year 6 where children have not made expected progress). In particular, pupils will be taught to:

- 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.

Impact

What will it look like by the time children leave school and at the end of each academic year?

By the end of key stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Children will have experienced a wide variety of different sports and physical activities. They will have practised these during lessons as well as being given opportunities to develop their skills at a competitive level within school and out of school.

In each year of PE, children are taught skills, performance, competition and evaluation skills. At the end of each year we expect children to be able to talk about the skills they have learnt; how these skills could be transferred to a different sport; how to evaluate their performance and the performance of others; and know some of their next steps in learning. When children talk about the skills they have learnt and how they have performed, they will confidently use the vocabulary they have been taught.

At Nevill Road, we also value the importance of extra-curricular clubs as well as the sport children take part in outside of school. We aim to nurture children's skills in particular areas and provide them with opportunities to compete and share their skills with others.

POLICY

To find out more about our
PE policy click the link below:

[PE Policy 2022-2023.docx](#)

POLICY

Physical Activity Policy

At Nevill Road we have a responsibility to help pupils and staff establish and maintain a healthy lifestyle. Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall well-being. It is important that pupils are given opportunities to participate in a range of enjoyable physical activities at an early age so they are more likely to continue being physically active throughout the rest of their lives. The planned use of the PE and Sport's funding is extremely effective in improving and sustaining high quality PE and sports provision. Through this provision, it is vital to ensure our children are given the opportunities to become conscientious, caring citizens.

Aims

- To promote the benefits of physical activity to the whole school community
- To improve the self-esteem and confidence of the pupils through participation in physical activity
- To ensure the pupils are aware of the link between physical activity and healthy eating for a healthy lifestyle.
- To promote the celebration of sporting events
- To promote inclusion
- To improve the quality and breadth of PE and Sport

Definition of Physical activity

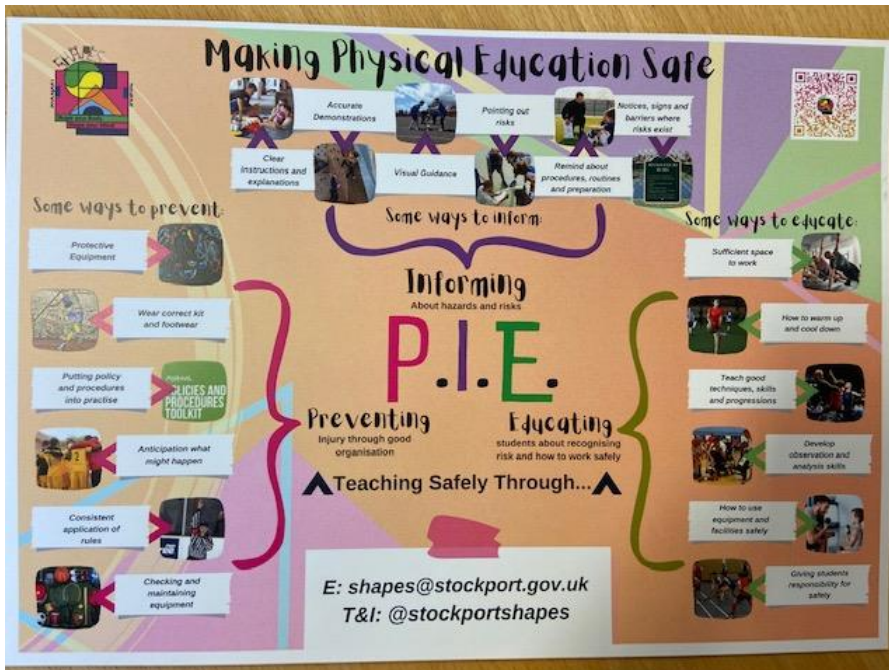
Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

To find out more about our
Physical Activity policy click the
link below:

[Physical Activity Policy.pdf](#)

SAFETY IN PE

- PE Risk Assessment is reviewed annually
- Uniform Policy outlines expectations for PE kit including not wearing jewellery and long hair tied up
- Annual safety check of gymnastics equipment



Nevill Road Junior School – Physical Education and School Sports Risk Assessment



Step 1 What are the hazards?	Step 2 Who might be harmed and how?	Current risk rating	Step 3 What are you doing already?	New risk rating	Step 4 Is anything further needed?	Step 5 Action Required
Spot hazards by: <ul style="list-style-type: none"> walking around your workplace asking those doing the task what they think checking manufacturers' instructions Don't forget long-term health hazards. 	Identify groups of people, consider: <ul style="list-style-type: none"> pupils service users employees temporary/agency staff contractors members of the public lone workers. 	High, medium, or low. Consider likelihood and outcome. (Please see matrix below).	List what is already in place to reduce the likelihood of harm or make any harm less serious, examples include: <ul style="list-style-type: none"> guarding personal protective equipment training premises and equipment checks following Association for Physical Education (A.P.E.) guidance. 	High, medium, or low. Consider likelihood and outcome. (Please see matrix below).	You need to make sure that you have reduced risks 'so far as is reasonably practicable'. An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what needs to be done.	Remember to prioritise . Deal with those hazards that are high-risk and have serious consequences first. List the action to be taken, who needs to do it and the intended completion date.

Risk Rating

	Slightly Harmful	Harmful	Extremely Harmful
Highly unlikely	Trivial risk	Low risk	Medium Risk
Unlikely	Low risk	Medium risk	High Risk
Likely	Medium risk	High risk	STOP

Risk Level	Action and Timescale
Trivial	No action required and no documentary record needs to be kept.
Low	No additional controls are required. Consideration may be given to a more cost-effective solution or improvement that imposes no additional cost burden. Monitoring is required to ensure that the controls are maintained.
Medium	Efforts should be made to reduce the risk, but the costs of prevention should be carefully measured and limited. Risk reduction measures should be implemented within a defined period. Where the moderate risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.
High	Work should not be started until the risk has been reduced. Considerable resources may be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken.
Stop	Work should not be started or continued until the risk has been reduced. If it is not possible to reduce risk even with unlimited resources, work has to remain prohibited.

W:\Staff Shared Area\2022-2023\PE\PE Risk Assessment\Nevill Road Junior School - PE and Sports Sports Risk Assessment.docx

SEQUENCE OF LEARNING- UNIT AND LESSON PLANS

- Units of PE planning are strategically set out throughout the year to maximise the facilities available while making use of external coaches and specialist teachers.
- Planning links to key skill and vocabulary children will develop throughout a sequence of learning. These skills are built upon throughout a child's time at the Juniors.
- Reflection slides displayed in classrooms before, during or after PE lessons allow children to reflect on key vocabulary used within the lesson and view key skills they will/have developed during a unit.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Lesson Objectives	<ul style="list-style-type: none"> To link three travelling actions together To perform the three travelling actions along a straight line 	<ul style="list-style-type: none"> To be able to travel a circular and zigzag pathway while linking travelling actions To select two pathways and link them with a balance 	<ul style="list-style-type: none"> To copy pathways from diagrams 	<ul style="list-style-type: none"> To travel across, around and over apparatus along different pathways 	<ul style="list-style-type: none"> To create a sequence showing four travelling actions along a given pathway involving apparatus To copy partner's sequence 	<ul style="list-style-type: none"> To practise and repeat sequences with partner showing four travelling actions along a given pathway
Olympic Values	Respect, Excellence and Friendship	Respect, Determination and Inspiration	Respect, Determination and Excellence	Friendship, Determination and Inspiration	Respect, Determination and Excellence	Friendship, Determination and Inspiration
Introduction/ Warm up	<ul style="list-style-type: none"> Travel in different ways along a range of given pathways – square etc. 	<ul style="list-style-type: none"> Follow my Leader/ activities travelling different pathways 	<ul style="list-style-type: none"> Use a range of travelling actions to spell first two letters of name Add a half turn jump to link the two letters 	<ul style="list-style-type: none"> Travel on hands and feet along different pathways showing changes of speed 	<ul style="list-style-type: none"> Link two different travelling actions together so that the end of one action is the beginning of the next 	<ul style="list-style-type: none"> Travel using hands and feet showing changes of speed and direction
Main Development	<ul style="list-style-type: none"> Practice a range of travelling movements on different body parts: backs, hands and feet etc. Pupils to choose three different travelling actions and link them together Perform the three travelling actions in a straight line and finish standing Emphasise the straight line pathways that pupils have travelled Pupils to write down/draw the three travelling movements used for use next week 	<ul style="list-style-type: none"> Practice the three travelling movements used last week – talk about the need for the end of one action to be the beginning of the next. One movement should flow into the next Perform the three travelling actions along a circular pathway Repeat along a zig zag pathway Choose either a circular or zigzag pathway and show the rest of the class your sequence 	<ul style="list-style-type: none"> Given a 'pathway' card, follow the pathway from the start to the finish position, copying the pathway exactly. Use a different travelling action each time the pathway changes Repeat using different 'pathway' cards – include a starting and finishing position and try to make the end of one action the beginning of the next 	<ul style="list-style-type: none"> Using appropriate low apparatus: <ul style="list-style-type: none"> Start (5) one metre from apparatus. Travel in a straight line to apparatus, over or through it and away from it to a finishing position (F). Use different pathways that take you along, around, over apparatus 	<ul style="list-style-type: none"> Using appropriate low apparatus: <ul style="list-style-type: none"> Using 'pathway' cards create a sequence showing four travelling actions along the pathway, going under, over, across apparatus as appropriate Practice sequences so that they can be repeated and performed to partner Copy partner's sequence so you follow your partner along the pathway 	<ul style="list-style-type: none"> Using appropriate low apparatus: <ul style="list-style-type: none"> Continue practising partner sequences from week 5. Ensure: <ul style="list-style-type: none"> Pathway is copied correctly Partner follows along pathway Good starting and finishing positions The end of one action becomes the beginning of the next Observe good examples of partner sequences showing a range of pathways and movements linked together in a flowing sequence
Final Activity	<ul style="list-style-type: none"> Practise to improve a balanced position on hands and feet 	<ul style="list-style-type: none"> Practise to improve a balanced position on one foot 	<ul style="list-style-type: none"> Practise to improve a balanced position on two hands and one foot 	<ul style="list-style-type: none"> Practise to improve a balanced position on one hand and one foot 	<ul style="list-style-type: none"> Practise to improve a balanced position on one hand and two feet 	<ul style="list-style-type: none"> Talk about the various pathways used by pupils: were they obvious? can you draw them?
By the end of this unit most children will be able to: <ul style="list-style-type: none"> Travel along a variety of different pathways Link four travelling actions together, travelling different pathways Copy and follow pathways from diagrams and partners 						



Gymnastics Year 6

Key Skills Learnt

Rolls - Forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll

Jumps - Straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, stag jump, straight jump half-turn, straight jump half turn, cat leap, cat leap half turn, cat leap full-turn, split leap, stag leap

Shapes and balances - 1, 2, 3 and 4, point balances, balances on apparatus, develop technique, control and complexity of part-weight partner balances, group formations, pike, tuck, star, straight, straddle shapes, front and back support

Travelling and linking actions - Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump half turn, cat leap, cat leap half turn, cat leap full turn, pike

Perform fluently with control in groups/ individual
Create a sequence with a variety of directions, levels, pathways and speed
Explain how a sequence is formed using terminology to describe technique

Key Vocabulary

- Aesthetic
- Performance Qualities
- Criteria/ Judgement
- All the different rolls, jumps, shapes and balances, travelling and linking actions vocab.

Year 3 Key Skills
Year 4 Key Skills
Year 5 Key Skills
Year 6 Key Skills



Whole School Planning Overview



PE Long Term Overview 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Netball (Specialist Coach)	Gymnastics (indoor) (Specialist Coach) Hockey (outdoor)	Dance (indoor) OAA (Outdoor)	Basketball	Striking and Fielding (Specialist Coach)	Athletics
Year 4	Lacrosse (Specialist Coach)	Gymnastics (indoor) Netball (outdoor)	Dance (indoor) OAA (Outdoor)	Swimming Striking and Fielding	Swimming Basketball	Swimming Athletics
Year 5	Swimming Tag Rugby	Swimming Lacrosse (outdoor) (Specialist Coach)	Swimming Dance (indoor)	Striking and Fielding (Specialist Coach)	Tennis OAA (outdoor)	Athletics Gymnastics (indoor)
Year 6	Lacrosse	Gymnastics (indoor) Tag Rugby (outdoor)	Dance (indoor) (Specialist Coach) OAA (Outdoor)	Tennis	Striking and fielding	Athletics (Specialist Coach)


- The long term overview for PE takes into consideration the skill progression that children will make throughout their time at the Juniors while considering a balance of external specialist provision children will receive during their time at school.

[Long Term Overview 2022 -23.pdf](#)

Note: year group activities are subject to change based on the availability of external specialist coaches to deliver sessions

SEQUENCE OF LEARNING - CURRICULUM PROGRESSION PLANS

- To see more about how we sequence the units of PE and how the knowledge, skills and vocabulary are progressed throughout the school, follow the link: <..\Skill Progression Maps\PE Progression of Knowledge and Skills 2022-23.odt>

 PE Progression of Knowledge and Skills – Years 3 - 6				
Athletics	Learning Outcomes: Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Learning Outcomes: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Learning Outcomes: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Learning Outcomes: Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw.	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw, triple jump, technique.	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw, triple jump, technique, components.	Vocabulary Speed, distance, sprint, cross-country, accuracy, push throw, pull throw, triple jump, technique, components.
	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards.	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards.	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards.	Key resources Markers, cones, foam javelins, tape measure, hoops, bean bags, a range of balls, howlers, batons, stop watch, clip boards.
Outdoor and adventurous activities	Learning Outcomes: Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve.	Learning Outcomes: Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support.	Learning Outcomes: Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.	Learning Outcomes: Develops strong listening skills. Uses and interprets more complicated maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support.



PE LESSONS AT NEVILL ROAD

In lessons you will see:


- Teacher talk is kept to a minimum ensuring children are actively involved in the lesson for longer.
- Lessons are carefully planned to engage learning and skill development.
- Key vocabulary is used explicitly within lessons and reflected on.
- Clear skills are developed within PE lessons.
- Lessons make links across the sequence of learning through making links to learning in prior lessons.



VOCABULARY

At Nevill Road Junior School we develop key Physical Education vocabulary with the children by:

- Highlighting key vocabulary within lessons verbally.
- Vocabulary is developed and built upon throughout a sequence of work.
- Reflecting on key vocabulary used within the lesson during periods of time immediately after PE lessons.
- For lessons taking place in the hall, key reflection slides are presented on the screen.



Gymnastics Year 6

Key Skills Learnt

Rolls - Forward roll from standing, straddle forward roll, pike forward roll, dive forward roll, tucked backward roll, backward roll to straddle, backward roll to standing pike, pike backward roll

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Shapes and balances - 1, 2, 3 and 4-point balances, balances on apparatus, develop technique, control and complexity of part-weight partner balances, group formations, pike, tuck, star, straight, straddle shapes, front and back support


Travelling and linking actions - Tiptoe, step, jump and hop, hopscotch, skipping, chassis steps, straight jump half turn, straight jump full turn, cat leap, cat leap half turn, cat leap full turn, shoot

Perform fluently with control in groups/ individual
Create a sequence with a variety of directions, levels, pathways and speed
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Key Vocabulary

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Year 3 Key Skills
Year 4 Key Skills
Year 5 Key Skills
Year 6 Key Skills



ASSESSMENT

- Teachers then complete an assessment grid at the end of the unit indicating children that are working towards the expectations and those that have met the expectations. (this is related to key skills that are highlighted at the top of the assessment grid for that particular sport or element)



PE Spring Term Assessment



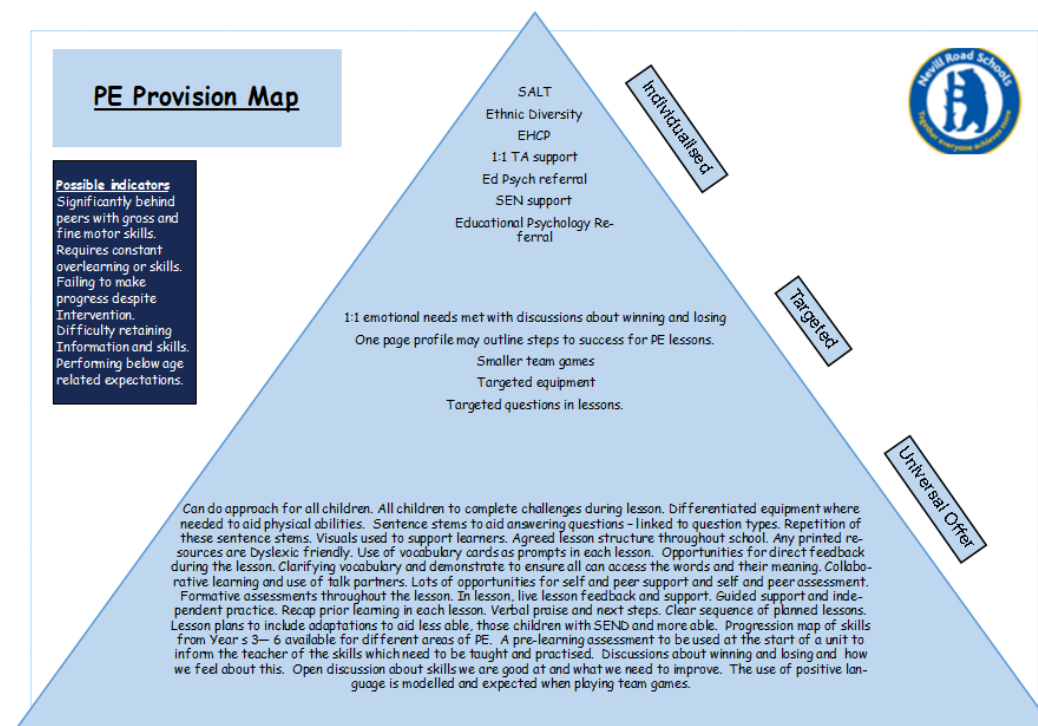
PE Assessment	Year 6 Spring Term	Number in Cohort:	2022/2023
Unit of work: <u>Dance</u> Knowledge and Skills: Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation.	Emerging/ Developing	Expected/ Secure	

..\..\Assessment\Foundation\PE\Spring\Year 6\Year 6 - Spring Term Assessment TEMPLATE - PE.docx



INCLUSION

- In all our subject areas we have created a provision map of need that shows how all children are supported in order to enable them to access the full curriculum.
- The needs of all children are considered with a lens on provision for our SEND children and teaching is adopted necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone.
- Learning is not capped by differentiation but stretched by enabling all pupils to deepen their learning through investigations and enquiry questions.
- Some tasks are open ended and allow children to present their findings in a variety of creative and individuals ways.
- Staff check in regularly to check understanding.
- Metacognition strategies are used to encourage independent learning.
- Teaching assistants are used effectively to help scaffold learning an support children to become more independent learners.
- The growing diversity of our school community means that teachers are adapting lessons to support children who have English as a second language.



<W:\Staff Shared Area\SEND 22 - 23\Curriculum Pyramids\PE Provision Map.pub>

EQUAL OPPORTUNITIES

To find out more about our Equality Objectives, follow the link below:

http://www.nevillroad-jun.stockport.sch.uk/serve_file/8211907

Here are examples of how the protected characteristics are promoted through the PE Curriculum:

- We ensure that we provide opportunities for all with in our PE lessons & school sport.
- Lessons are adapted to help suit the needs of all users - our PE Specialist teacher works with our staff to ensure this.



BRITISH VALUES

To find out more about how we promote British Values through our curriculum, follow the link below:

http://www.nevillroad-jun.stockport.sch.uk/serve_file/6477805

Here are examples of how British Values are promoted through the PE Curriculum:

- Key British Values are at the heart of key values that we teach and promote through PE lessons and School Sport such as sportsmanship, teamwork and honesty.
- These values are rewarded at SHAPES events through the Spirit of the Games Awards that are handed out.




BRITISH VALUES



PE Spirit of the Games Focus



Term	Spirit of the Games Focus	
Autumn 1	Respect	
Autumn 2	Team Work	
Spring 1	Honesty	
Spring 2	Self Belief	
Summer 1	Determination	
Summer 2	Passion	

|



SMSC

To find out more about how we promote *Spiritual, Moral, Social and Cultural (SMSC)* through our curriculum, follow the link below:

<http://www.nevillroad-jun.stockport.sch.uk/page/smsc/63936>

Here are examples of how SMSC is promoted through the PE Curriculum:

- Moral education in PE concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle.
- Students taking on many different roles within sport such as leader or coach.
- Cultural education in PE means students are given the opportunity to learn games and dances from different traditions.



Parental Engagement in PE & School Sport

We aim to engage parents and carers in PE, School Sport and Physical Activity through a range of means.

These include:

- Family Active Challenges
- Invitations to school sport events such as football fixtures
- Invitations to intra-sports events such as our sports day

MONITORING AND EVALUATION

- Subject leaders are allocated time to have a 'Deep dive review' This can involve reviewing planning, lesson looks and pupil voice.
- The evidence of how the time has been used is then recorded on a monitoring sheet, which reviews the intent, implementation and impact document. This is then fed back to staff or referred to in future staff meetings/emails or INSETS.

[..\Subject Leader Monitoring - PE 30.09.22.docx](#)



Subject Leader Monitoring

Date: 30.09.22

Subject: Physical Education, School Sport & Physical Activity

Intent - What do you want to see? What are your expectations?

Teaching should follow the curriculum plan which includes units taught by class teachers (at times supported by external coaches) with a minimum of two hours a week of taught PE (or swimming) lessons. Lessons should be planned in a way to build on skills developed in prior year groups with opportunities for children to build these skills in isolation as well as apply them to a game situation or performance.

Every child should be physically active in school for at least 30 minutes a day with an additional 30 minutes outside of school. In school children are targeted to be active throughout the day by means of active classrooms, Smile for a Mile Challenge, Active Playgrounds & extra-curricular clubs at lunchtimes and afterschool. Promotion of school-club links to be set up to encourage as many children as possible to participate in sports and activities outside of school to promote activity.

Implementation - Evidence collected from planning, Google Form Class Surveys, Swimming Data, SHAPES School Sports Competition & evidence for School Games Mark (Gold 2022)

Planning

Long term overviews for PE planning are set up at the start of the year with external coaching support highlighted. Each member of staff will receive at least one (but most frequently two) units of supported delivery. Where sports coaches are involved in delivery, these lessons are 'Team Taught' to develop staff CPD within PE (see below for long term planning overview and where external coaches 'Team Taught'. Units of planning are sent out to teaching staff before the start of each half term. These include an overview of the assessment for the end of the unit which highlight the key skills to be taught and targeted throughout the unit.

STAFF CPD

- Developing our staff as leaders of PE is key to developing a strong PE curriculum at Nevill Road and provide the children with the best possible experience.
- Within the overview for PE planning for the academic year, external coaches and specialist teach support is planned in to ensure that all teachers have CPD opportunities developed through the year.
- As part of our buy in package to Stockport SHAPES, we have a specialist sport teacher working in school every Tuesday. These sessions are shadowed by the class teacher.

<https://forms.gle/TngJzCTShvqXfrNk7>

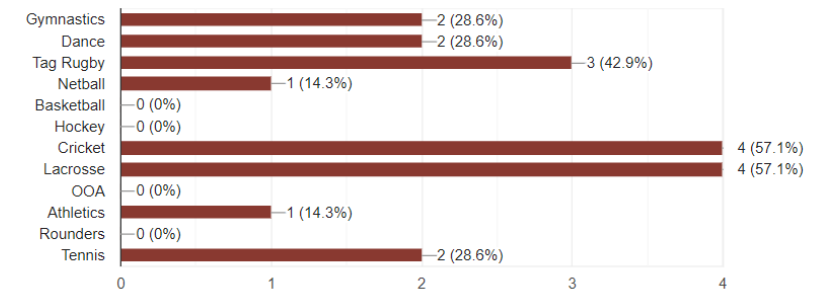
[Long Term Overview 2022 -23.pdf](#)

In this, final, section you will be asked which areas you have had CPD in over the past two years.

In which sports/activities have you received CPD in over the past two years?

 Copy

7 responses



PE Long Term Overview 2022-2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Netball (Specialist Coach)	Gymnastics (indoor) (Specialist Coach) Hockey (outdoor)	Dance (indoor) OOA (Outdoor)	Basketball	Striking and Fielding (Specialist Coach)	Athletics
Year 4	Lacrosse (Specialist Coach)	Gymnastics (indoor) Netball (outdoor)	Dance (indoor) OOA (Outdoor)	Swimming Striking and Fielding	Swimming Basketball	Swimming Athletics
Year 5	Swimming Tag Rugby	Swimming Lacrosse (outdoor) (Specialist Coach)	Swimming Dance (indoor)	Striking and Fielding (Specialist Coach)	Tennis OOA (outdoor)	Athletics Gymnastics (indoor)
Year 6	Lacrosse	Gymnastics (indoor) Tag Rugby (outdoor)	Dance (indoor) (Specialist Coach) OOA (Outdoor)	Tennis	Striking and fielding	Athletics (Specialist Coach)

Note: year group activities are subject to change based on the availability of external specialist coaches to deliver sessions

ENRICHING THE CURRICULUM

At Nevill Road we want to enhance the learning of PE through extra-curricular clubs, competitions and visits.

Each term, all children are involved in at least one whole school intra-school PE and Sport event such as the Santa Dash or Big Leap Challenge.

We have a annual Sports Day where parents are invited onto site to support their children in a range of athletic events including both track and field.

As a school, we have developed strong links with external sports clubs and this provides children with the opportunities to develop their skills beyond school life.

We make good use of the local sporting governing bodies such as the Cheshire FA and are involved in their project to prompt female participation in football. This has led to an increased number of girls taking part in football at lunchtimes, at afterschool clubs and representing the school as part of our girls' team which is entered into the South Stockport League.

School Sport - inter-school events



At Nevill Road, we pride ourselves on the wide range of sporting opportunity that we provide children with beyond the curriculum. A wide range of inter-school sport is offered through the Stockport SHAPES team that we buy into. They provide a wide range of opportunity for children to compete in a vast array of sports. We are also entered into both Girls and Boys Football Leagues as part of the South Stockport School League. For many children, this is a pathway into taking part in sport beyond school.

Day	Date	Event	Age Group	Venue	Start	Finish	Team size (max squad size in brackets if relevant)	Surface	Staff Attending	
									Teacher	First Aid
Th	12-Jan	Lacrosse - Pop	UKS2	Hazel Grove High	330	5	min 5 (2 boys & 2 girls, max 8 (4 boys and 4 girls))	outdoor		
M	16-Jan	Basketball	UKS2	Cheadle Hulme High	345	530	5-10, min 2 girls on court at all times	indoor		
W	18-Jan	Dodgeball	UKS2	Stockprt Academy	345	530	6-8	indoor		
Tu	24-Jan	High5 Netball	UKS2	St James	345	515	5 aside (Squad 7-9, max 3 boys on the court)	outdoor		
W	25-Jan	Tag Rugby	UKS2	Stockport RUFC	330	5	8 (4 girls min in squad)	outdoor		
M	06-Feb	Sportshall Athletics	UKS2	Bramhall High School	3	530	9-15 boys & 9-15 girls	indoor		
Th	16-Feb	Lacrosse - Pop	UKS2	RVHS	3	5	min 5 (2 boys & 2 girls, max 8 (4 boys and 4 girls))	indoor		
Spring 2										
W	15-Mar	High 5 Netball	UKS2	Stockport Academy	345	515	5 (max 3 boys on the court, squad 7)	outdoor		
W	22-Mar	High 5 Netball	UKS2	St James	345	515	5 (max 3 boys on the court, squad 7)	outdoor		

School Sport - extra-curricular clubs

Day	Club	Year Group
Monday	Basketball & Hockey	Year 3 – 6
Monday	Lacrosse	Year 3 – 6
Tuesday	Year 3 & 4 Boys' Football	Year 3 & 4
Tuesday	Girls' Football Training	Year 3 - 6
Wednesday	Year 5 & 6 Boys' Football	Year 5 & 6
Wednesday	Cheerleading	Year 3 - 6
Wednesday	Tennis	Year 3 - 6
Thursday	Netball	Year 3 - 6

Opportunities to develop skills in sport beyond the curriculum is important to us at Nevill Road and we pride ourselves on the opportunities that we provide children with that go beyond the school day.

Here is the provision for afterschool sports clubs throughout the Autumn Term

School Sport – intra-school sport events



Every term, we plan for intra-school sport to engage all children in school. These include events such as sports days, the annual Santa Dash and promotional events for competitions such as the Commonwealth Games.

Here is Mr Addison leading the children in a fitness session during Autumn Two.

School Sport Termly News Letter

Year 5 & 6 Sports Hall Athletics



Mrs Hancock took our Year 5 & 6 Sports Hall Athletics team to the Stockport event. The children loved it, demonstrating great teamwork and perseverance. They eventually came out as winners! The picture really captures their joy - especially Jack's on the knees double fist pump!

Years 3 - 6 Inclusion Sports Hall Athletics



Mrs Topham took our SEND Sports Hall Athletics team to the Stockport competition which the children thoroughly enjoyed, eventually running out as winners! Congratulations to all those who took part.

Year 5 & 6 Dodgeball



Mr Baguley & Mrs Hewson took two dodgeball teams to the dodgeball competition which the children really enjoyed taking part in - for many this was their first competitive dodgeball. We were really impressed with how the children conducted themselves. One of our teams ended up winning their group. Congratulations to all those who took part.

Year 5 & 6 Netball



Mrs Taylor has taken our netball teams to two events through the Autumn Term. The children have really enjoyed putting their skills to the test against a wide range of school.



[..\News Letter\Nevill Road PE and School Sport Termly Newsletter - Autumn 2022.doc](#)

School Sport - development opportunities

Nevill Road Junior School is part of a project lead by the Cheshire FA to promote participation in girls football.

As part of the project, the school will be sending a group of 12 girls from across Years 3 - 6 to attend the launch day.

We will then providing an area on the field where it is a girls only pitch in the hope to attract more girls to join our girls football team and join clubs in our local community.



Physical Activity

Every primary school child should get at least 60 minutes of moderate to vigorous physical activity a day. At least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events. At Nevill Road we aim to surpass the government targets through a range of means. The time table below highlights these.

<..\Physical Activity\extra-curricular-pe-provision-map-2022-23.pdf.pdf>

PE, Physical Activity and School Sport Extra Curricular Provision Map 2022 - 23

	Curriculum Time	Break time	Lunch Time	Afterschool
Mon	Active Lesson Mile a Day challenge Go Noodles	Handball Football Basketball	Football - Play Leader/ Coach Led Hockey - Play Leader/ Coach Led Tennis - Play Leader/ Coach Led Cricket - Play Leader/ Coach Led	Year 3 - 6 Lacrosse Club (Autumn Term) Year 3 - 6 Basketball Club Year 3 - 6 Hockey Club
Tues	Active Lesson Mile a Day challenge Go Noodles	Handball Football Basketball	Football - Play Leader/ Coach Led Hockey - Play Leader/ Coach Led Tennis - Play Leader/ Coach Led Cricket - Play Leader/ Coach Led	Year 3 - 6 Girls' Football Club Year 3 - 4 Boys' Football Club
Wed	Active Lesson Mile a Day challenge Go Noodles	Handball Football Basketball	Football - Play Leader/ Coach Led Hockey - Play Leader/ Coach Led Tennis - Play Leader/ Coach Led Cricket - Play Leader/ Coach Led	Year 3 - 6 Tennis Club Year 3 - 6 Cheerleading Year 5 - 6 Boys' Football Club
Thurs	Active Lesson Mile a Day challenge Go Noodles	Handball Football Basketball	Football - Play Leader/ Coach Led Hockey - Play Leader/ Coach Led Tennis - Play Leader/ Coach Led Cricket - Play Leader/ Coach Led Targeted Group - Change 4 Life Group	Year 3 - 6 Netball Club Year 3 - 6 Cricket Club (Spring/Summer Term)
Fri	Active Lesson Mile a Day challenge Go Noodles	Handball Football Basketball	Football - Play Leader/ Coach Led Hockey - Play Leader/ Coach Led Tennis - Play Leader/ Coach Led Cricket - Play Leader/ Coach Led Targeted Group - Young Ambassadors Group	

Leadership opportunities in PE & School Sport

Play Leaders



Our Year 6 Play Leaders help support our Sports Coaches at lunch times deliver a wider range of sports and physical activities.

They have half-termly training from our specialist sports teach - Mrs Furber. She helps the children with their leadership skills and provides them with ideas for sessions.

Leadership opportunities in PE & School Sport

Young Ambassadors



Our Year 5 Young Ambassadors lead a targeted session on Friday lunchtimes with the support of Mrs Hewson. These sessions are currently targeting a group of Year 3 children who have been identified by their class teachers as less enthused by PE and Sport with the aim of their sessions to change this mind-set. They also support with intra-school sports events.

They have half-termly training from our specialist sports teacher - Mrs Furber. She helps the children with their leadership skills and provides them with ideas for sessions.

Leadership opportunities in PE & School Sport

Change 4 Life



Our Year 5 Change 4 Life Ambassadors lead a targeted session on Thursday lunchtimes with the support of Mrs Hewson. These sessions are currently targeting Year 4 girls. The aim of their sessions is to increase the number of girls taking part in sport in school.

They have half-termly training from our specialist sports teacher - Mrs Furber. She helps the children with their leadership skills and provides them with ideas for sessions.

Sports Premium - Impact Statement

- The linked document evaluates the impact of the school's Sports Premium Spending.

http://www.nevillroad-jun.stockport.sch.uk/serve_file/9684121



Nevill Road Junior School



Evidencing the impact of the PE and Sport Premium					
Amount of Grant Received	£19,050 Taken forward: £1608	Amount of Grant Spent	£18,176	Date 2021/2022	Updated: July 2021
RAG rated progress: <ul style="list-style-type: none"> Red - needs addressing Amber - addressing but further improvement needed Green – achieving hg consistently Purple – unable to meet target due to Covid – 19 restrictions 					

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

Meeting national curriculum requirements for swimming and water safety	%
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25metres when they left your primary school at the end of last academic year?	76%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	74%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	77%

Strengths of PE, School Sport & Physical Activity at Nevill Road Junior School

- Units of work are progressive across the school and allow for skills to be developed year to year as well as within a unit of work.
- Each unit is planned in a uniformed way, outlining key skill and vocabulary.
- Assessment is in place for PE and informs selection for representative sport as well as for targeted physical activity and extra-curricular provision.
- Children enjoy PE which has been displayed in pupil voice.
- The opportunities for extra-curricular sport and physical activity within and beyond the school day are vast.
- Strong CPD opportunities for staff that are mapped out and planned for through staff feedback.

NEXT STEPS

- To develop the use of key vocabulary within PE lessons.
- To ensure that key skills are highlighted and taught to within PE lessons and that children have a clear understanding of what skills they need to develop within a particular sport or activity.
- Monitoring of PE lessons with a focus of key skills teaching PE and vocabulary.
- The use of Sprit of the Games awards during PE lessons to promote values.