

## **IMPLEMENTATION**

Our PE curriculum at St Luke's is lively, structured and progressive following the Lancashire APP.

Through high-quality PE teaching and delivery, children should be physically literate by the end of KS1, which has been noticed by staff at MFC, who inform us the children have a strong start to St Luke's with excellent fundamental skills.

By using an accurate assessment and progression grids created independently by the PE Curriculum Leader, children will be able to enter into KS2 confidently and continue to build upon prior skills developed and progress these further over the year groups following the National Curriculum. By the end of KS2, children should be able to apply their skills learnt to multiple sport based activities.

As well as PE, children have more opportunity to be physically active during the week. To ensure children are in line with the government recommendation of taking part in at least an hour of physical activity a day, they take part in a mile-a-day using our school track, have access to play equipment at break and lunchtimes as well as a range of afterschool clubs.

At several points within the year, children have the opportunity to take part in organised sporting competitions in various different sports through our local SSCO Steve Jamieson.

This allows them to work as part of a team, to challenge themselves and put skills learnt into practise, which has often led to huge success, especially in Athletics.

# LONG TERM CURRICULUM MAP

(2021-22)

## An Example of the Curriculum Map

Lancashire Professional Development Service						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	EYFS - FMS - How to catch a star	EYFS - FMS - Space	EYFS - FMS - Rosies Walk	EYFS - FMS - Castles	EYFS - FMS - Hungry Caterpillar	EYFS - FMS - Seaside
	EYFS - Fundamental Movement Skills	EYFS - FMS - Transport	EYFS - FMS - Rumble in the jungle	EYFS - FMS - Jack and the Beanstalk	EYFS - FMS - Mini Beasts	EYFS - FMS - Superworm
Year One	KS1 - FMS - Supertato	KS1 - Y1 Dance - Toy Story	KS1 - Y1 Dance - Fire Fire	KS1 - Y2 Dance - Explorers	KS1 - Y2 Dance - Wind in the Willows	KS1 - Y2 Dance - Seaside
	Year 1 FMS - Overarm Throw	Year 1 FMS - Rolling a Ball	Year 1 FMS - Underarm Throw	Year 1 FMS Baseline Unit - Lost and Found	Year 1 FMS Baseline Unit - Supertato	Year 1 FMS - Catching and Bouncing a Ball
Year Two	KS1 - Y2 Dance - Moving Along	KS1 - Y2 Athletics	Year 2 Dance Activities - Moving Along	Year 2 Dance Activities - Once Upon a Giant	KS1 - Y2 Dance - Explorers	Year 2 - Games - Striking and Fielding
	Year 2 - OAA - The Great Outdoors	KS1 - Y2 FMS Playground games in the 20th Century	Year 2 Gymnastics Activities 1	Year 2 - Games - Net and Wall	Year 2 Dance Activities - Seaside	Year 2 FMS end of KS1 Assessment
Year Three	Year 3 Gymnastics Activities 1	Year 3/4 Striking and Fielding - Cricket	Year 3/4 Dance - Ironman	Year 3/4 Athletic Activities	Year 3/4 Striking and Fielding Games - Rounders	Year 3/4 Creative Games - Tag and Target
	Year 3/4 OAA - Trust and Trails	Year 3/4 Dance - Myths and Legends	Year 3 Invasion Games - Netball	Year 3 Gymnastics Activities 2	Year 3/4 Games - Net and Wall Unit Core Task 1	Year 3/4 Games - Net and Wall Unit Core Task 2
Year Four	Year 3/4 Athletics Activities	Year 3/4 Target Games - Dodgeball	Year 3/4 Dance - Myths and Legends	Year 3/4 Striking and Fielding Games - Rounders	Year 3/4 Dance - Superheros	Year 3/4 Creative Games - Tag and Target
	Year 4 Gymnastic Activities 1	Year 3/4 Dance - Sparks Might Fly	Year 4 Invasion Games - Rugby	Year 4 Invasion Games - Basketball	Swimming - Summer 1	Year 3/4 Striking and Fielding - Cricket
Year Five	Year 5/6 Dance - Food, Glorious Food	Swimming - Autumn 2	Year 5/6 Dance - Earthlings	Year 5 Gymnastic Activities 1	Year 5/6 Striking and Fielding - Rounders	Year 5/6 Striking and Fielding Games - Cricket
	Year 5 Orienteering	Year 5/6 Invasion Games - Rugby 1	Swimming - Spring 1	Year 5/6 Invasion Games - Netball	Year 5/6 Net and Wall Tennis	Year 5/6 Athletics
Year Six	Year 6 Gymnastic Activities 1	Year 5/6 Striking and Fielding Games - Cricket	Year 5/6 Invasion Games - Netball	Year 5/6 Dance - Heroes and Villains	Year 5/6 Striking and Fielding Games - Rounders	Year 5/6 Dance - Seaside
	Year 5/6 Invasion Games - Rugby 1	Year 5/6 Athletics	Year 5 Orienteering	Year 5/6 Net and Wall Tennis	Year 6 Gymnastic Activities 2	Year 6 - Creative Games

*This will change on a yearly basis, based on the key characteristics that the children need to focus on.*

## PROGRESSION

The PE Lead of the school has used various elements and knowledge of progression within PE to create a document unique to St Luke's which Teachers have assessed against before the school purchased the Lancashire APP.

The **Medium Term Planning** for each unit shows logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.

By following elements of the Lancashire APP the staff are able to cater the lessons to ensure the children make the most progress; for example within Y3 Invasion Games the children will learn knowledge and skill to play the core task, the Teacher can decide on the content i.e. the sport to teach the skills through.

### Example of our 'St Luke's Skills Progression Grid'

#### Physical Education Assessment- 2020-2021

##### Skerton St Luke's- Skills Progression Grid

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Extended G&T
D a n c e	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency	Consistent performance with accuracy and fluency
	Follow the leader – jumps, hops, skips	Can link several movements together with control and co-ordination	Improvise freely with a partner translating ideas from stimuli to movement. show an imaginative response to different	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency	Choose, perform and select a variety of different styles and movement phrases with accuracy, consistency and accuracy.
	Respond to different stimuli with a range of actions	talk about different stimuli as the starting point for creating dance phrases and short dances	stimuli through their use of language and choice of movement	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases	think about character and narrative ideas created by the stimulus, and respond through movement	explore, improvise and choose appropriate material to create new motifs in a chosen dance style	Choose specific material to respond to the music or topic.
	Copy and explore basic body actions demonstrated by the teacher	explore actions in response to stimuli explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements	Incorporate different qualities and dynamics into their movements	Use a range of actions and begin to combine movement phrases and patterns.	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	respond to a range of stimuli, improvising freely using a range of controlled movements and patterns	Respond with creativity, to a range of stimuli using a range of patterns, movement phrases and precise sequences.
	Copy simple movement patterns from each other and explore the movement		explore and develop new actions while working with a partner or a small group	Begin to respond within a small group of partnership, to speed and level.			
Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	Select the most appropriate skill or movement phrase to allow precision and accuracy.	

This skills progression grid has been made for all areas of the PE curriculum and Teachers use this to assess the children against as well as the Lancashire App which is our recent purchase using our **Sports Premium Funding**.

# ASSESSMENT

Within the Lancashire App, **Reporting & Analysis** is an instant way of assessing the children within the lesson, using photographs for evidence or to assess each child personally at the end of the unit.

The Teachers and Subject Leader are able to use those accurate assessments to monitor the progression for ALL pupils, to create an annual report and to make suggestions for the action plan/premium funding for the next year.

## Examples of Assessment

