

**Barrow CEVC  
Primary School**

Inspire, Create, Discover, Together

# **PE IMPLEMENTATION**



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## Physical Education - Implementation

### Modular Approach – Knowledge and Skills

At Barrow Primary School, PE is taught across each year group in units that enable pupils to have access to:

- **Clear and comprehensive scheme of work in line with the National Curriculum.**

In P.E, children will study four areas of sport. These include: Gymnastics, Athletics, Games and Dance. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader and explore many different outdoor activities. There is a module devoted to the fundamentals (key skills which underpin all sports) and also to health, wellbeing and fitness.

- **PE Kit**

Children have access to a Barrow PE team kit when they represent the school in competitions, at school and away.

- ***Access to experts***

Over the period of their time at Barrow children will have opportunities to work with PE experts alongside our PE coach.

- ***Inter Events***

Children will have access to competing against pupils from other schools.

- ***Intra Events***

All pupils will have access to competing against pupils in school over the course of the year.

- ***Extended Schools***

Children will have access to PE outside of the school day including lunchtimes, afterschool and in our after school provision. The PE lead will promote school sports clubs within school and also promote links to local clubs to encourage children to participate in various sports outside of school.



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### Vocabulary

Children are taught to use the appropriate vocabulary connected to the sport and skill they are learning e.g. pivoting, manoeuvring, sequence etc. Key vocabulary is shared as part of the learning objective and reinforced throughout the session.

### Planning and progression through the school in Fundamentals and Healthy lifestyle

Skill progression is taught through a 'Head, Hand and Heart'. Each unit of work is broken down using this approach and acts as an assessment tool for teachers and sports coaches during lessons.

## Skill Progression by Activity - Pupils in Key Stage 1

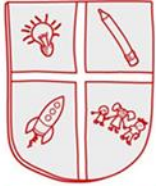
### Run Jump Throw

Run, Jump, Throw - Year 1	Head	Suggest links between types of exercises e.g. training speed for different jumping activities
		Demonstrate awareness for the need to improve and attempt to improve
		Recognise and implement concepts such as waiting your turn
		Select correct skill for the situation
	Hand	Can start and stop at speed, run in straight lines using a variety of speeds
		Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.
		Handle and throw a variety of different objects and attempt to throw for distance
		Copy and repeat basic movements for extended periods of time developing stamina
		Demonstrate some core strength to hold a variety of shapes and positions
		Move a variety of objects quickly showing a range of techniques
		Developed agility and coordination skills to competently take part in a range of activities
	Heart	Work partner to help improve their performance
		Apply knowledge of boundaries such as lanes & avoid impeding others
		Participate as part of a team to compete in running relays

# Skill Progression by Activity - Pupils in Key Stage 2

## Athletic Activity

Athletics - Year 3		<b>Events Taught:</b>
	Head	Take part in basic scoring of different events
		When questioned, show understanding of their individual role in team relay performance
		Compete with others and record points
	Hand	Link running and jumping activities with some fluency and consistency
		Control movements and body actions in response to specific instructions
		Jump for height and distance with control and balance
		Run at different speeds according to event and instruction
		Throw a variety of objects using different recognised throws
		Throw more accurately and over greater distances
	Heart	Run as part of a relay team
		Identify how to improve own and others work and be tactful
Athletics - Year 4		<b>Events Taught:</b>
	Head	Decide on ways to improve, run, jumps and throws and implement changes
		Demonstrate patience and determination
	Hand	Show differences between sprinting and running speeds over a variety of distances
		Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone
		Perform a range of jumps with consistency, sometimes approaching jump with a run up
		Compete in running, jumping and throwing activities and compare their own performance with previous
	Heart	Work with others to score and record distance and times accurately
		Develop control in baton exchange and analyse as a team how to improve handover



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## Resources and Staff Development

All staff have access to the PE Leads support and knowledge as well as lessons plans from PE Hub. The PE lead has access to regular CPD opportunities so that they can upskill and refine their PE subject knowledge. We are very fortunate at Barrow to have a wide variety of space inside and outside the school enabling us to offer a wide variety of sporting activities.

## Lesson Structure

Each lesson is broken down into 3 elements:

- Starter Activity
- Skill Development
- Assessment for Learning

### Year 4 Football Lesson 1

Year 4 / Football / Lesson 1

> Starter Activity

> Skill Development

> Assessment for Learning

Every lesson has clear learning intentions which are shared with the class at the start of each lesson before beginning the starter activity.

### Learning Intentions

1. Work collaboratively to work towards and score goals.
2. Move towards the ball and receive under control
3. Recap and use passing and trapping skills to play in a game.

The starter activity at the beginning of every lesson is an opportunity for the children to warm up before moving onto the main section of the lesson. Children are always reminded about the benefits of a warm up before taking part in physical activity and should be encouraged to share the changes that happen to their body during a warm up. As children progress through KS2 they may be asked to lead a warm up to build on their leadership skills.

### ▼ Starter Activity

#### ‘Play Across the River’

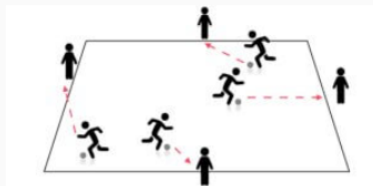
Players start at one side of the playing area and need to get to the other side of the playing area on the teacher’s command. In the middle section is a zone (this is the river), in the river are 2 or 3 catchers who are trying to catch players on their way through the river. Catchers are not allowed out of their zoned river area so can only catch players as they are moving through. If space allows you may want to set this game up twice, so players get maximum game time.

The main section of the lesson is well modelled by the teacher/coach and the Vital vocabulary is established to describe the movements being executed. Excellence and trying our best is expected and with frequent reference to our school drivers and values.

### ▼ Skill Development

#### Running onto the ball

- Pupils need to be in approximate groups of 8. Four pupils will be feeders who stand around the outside of a defined playing area in the shape of a square or rectangle.
- The remaining pupils need to move around inside the square, the four pupils on the outside will have a ball each.
- When a player on the inside approaches a player on the outside, calling for the ball the player on the outside passes the ball to them using the inside of the foot technique, they pass it back then continue to move around the square and approach a different player.
- The outside person waits for somebody to approach to pass to.



## Assessment

Teacher and self-assessment form part of every session. Teachers and coaches will continually assess the acquisition of skills and knowledge throughout each session and will reinforce, support or challenge pupils accordingly to deepen their understanding and master techniques. Pupils are encouraged to peer and self-assess, e.g. considering form or effectiveness and how these can be modified and improved.

## SEND pupils

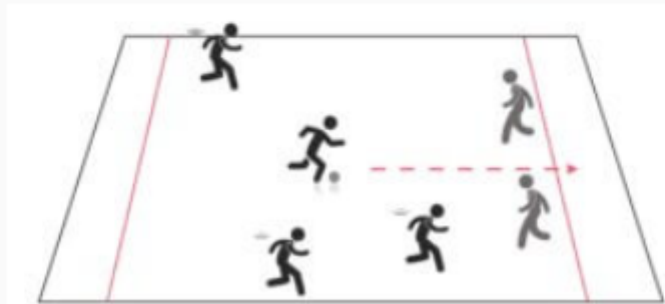
Our sports lead plans to provide for every child's needs and ensures that all children have the opportunities to participate and be successful in physical education. Additional sessions are offered to support children who SEMH needs to enable them to further develop skills in following instructions, team work and to build self-esteem and positivity.

### ✓ Assessment for Learning

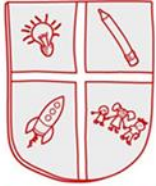
Set up a 4 v 2 game with areas at each end for teams to score. The playing areas should be at least 1m wide but can be adjusted to suit space and group. Nominate one person in each team to receive the ball in the scoring area. They should aim to stop the ball dead. A point is scored each time a team successfully stops the ball in their goal area.

**Development:** No tackling allowed. Make the teams smaller. Make the goal bigger.

**Challenge:** Extend to 4 v 3. Team must make a certain number of successful passes before they can score.







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The Cool down/plenary part of the lesson allows children to rest, recuperate and reflect upon their learning. It is also a time for deeper questioning and thinking and teacher and self-assessment. Oracy is at the heart of our learning at Barrow and underpins all subject areas.

## Cool Down / Plenary

- Select children to demonstrate their knowledge of the 5 shapes and 1/2/3/4 point balances
- Sit children down and talk through LO, do they think they have achieved the objective and why?

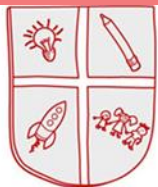
## Questioning

Can you remember the 5 shapes and what their names are?

Can you hold your shape and balance for 5 seconds and show tension?

Can you perform your shapes and balances with a partner?





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## What Greater Depth looks like in PE?

Characteristics of Greater Depth PE:

- Children who can persevere with a task and improve their performance through regular practice.
- Children who take part in after school sports clubs with outside agencies and may achieve certificates trophies in these clubs.
- Children who have the confidence to lead a warm up / task or group showing signs of a good sports leader.
- Children who take part in a wide range of events, inside and outside of school, competing with others and showing great enthusiasm.
  - Children who show an understanding of the health and fitness side of PE. For example, why the body has to warm up/ cool down. Why the blood pumps and heart beats faster. Knowing which muscles are used when performing certain exercises.
- Children who show the ability and confidence performing skills in a competitive format.
- Children who show a great understanding of the rules and tactics in various games and are able to change a tactic where necessary.
- Children who are able to work effectively as a team showing great sportsmanship and encouraging of others.
- Children who are able to effectively transfer skills in PE lessons from one sport to another sport.
- Children who are able to review, analyse and evaluate their own and others' strengths and weaknesses.
- Children who set personal challenges and are able to achieve these challenges.



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## Participation in Sport Competitions

At Barrow we realise the vital importance of giving ALL pupils the opportunity to access sport at various levels of competition, from development to competitive. Therefore we have been working closely with our BSE Games Organiser to ensure that children are exposed to these opportunities on a regular basis.

Sport is for ALL children and therefore we aim to offer an inclusive sporting experience that develops and nurtures children's engagement with sport.

## BSE GAMES ENTRY FORM

### Bury St Edmunds Primary School Games Central Entry Form SPRING TERM 2024

Please complete and return to [bjm@king-ed.suffolk.sch.uk](mailto:bjm@king-ed.suffolk.sch.uk) by the deadline indicated. All the competitions included on this form are FREE to enter unless stated.

Term:	Spring 2024	School Years:	3-6	SGO Area:	Bury St Edmunds
Deadline:	Wed 3 <sup>rd</sup> January	School Name:	Barrow	Person completing form:	S Daniel

Date	Age	Date/Time	Type	Venue	Gender*	Squad/Group size	Max Number of Teams; Compete/Develop split; Gender split if applicable	YOUR ENTRY: School Teams Entered (please indicate C or D for Compete and Develop Split where applicable)
FUTSAL 1*	Yr 5&6	WED 10 JAN 4-530PM	C	KES DOME	MIXED*	10	1 X COMPETE 5-a-side Max 5 schools	
FUTSAL 2*	Yr 5&6	WED 17 JAN 4-530PM	C	KES DOME	MIXED*	10	1 X COMPETE 5-a-side Max 5 schools	1 compete** we could have one on each night if there is room? ●
DODGEBALL	Yr 4	TUES 23 <sup>RD</sup> JAN 3.45-5PM	C	SOUTH LEE	GIRLS&BOYS +	10	1 X COMPETE 6-a-side 2 x Girls must be on court at all times Max 16 teams Winner to County Final	1 compete
TCHOUKBALL	Yr 5&6	MON 29 JAN 4-530PM	D	KES DOME	MIXED	8	1 X DEVELOP Max 12 schools	1 Develop



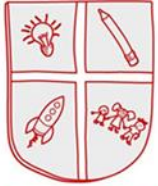
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## BSE GAMES ENTRY FORM Continued

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<b>SWIMMING GALA</b>	Yr 5&6	WED 7 FEB 1.30-2.45P M	C	BSE SPORTS CENTRE	GIRLS&BOYS	8	1 x COMPETE 4 X BOYS; 4 X GIRLS	1 Compete
<b>TABLE TENNIS</b>	Yr 5&6	THU 15 FEB 4-5.30PM	C	KES LOWER HALL	GIRLS&BOYS	4	1 X COMPETE 2 x Boys, 2 x Girls Max 8 schools	1 compete ** happy to bring two teams
<b>BENCHBALL</b>	Yr 5&6	WED 28 FEB 4-5.30PM	C&D	KES DOME	GIRLS	10	8-A-SIDE 1 X COMPETE/ 1 X DEVELOP per school Max 16 teams	1 compete
<b>NETBALL</b>	Yr 5&6	TUE 5 MAR 4-5.30PM	C&D	SOUTH LEE	MIXED	10	1 X COMPETE/ 1 X DEVELOP per school	1 develop
<b>SKATEBOARD DAY 1</b>	Any	WED 13 MAR	B	YOUR SCHOOL	MIXED	16	1 x GROUP OF MAX 16 PUPILS OF ANY AGE Max 4 schools	Flat, suitable surface required and preferably an indoor option in case of bad weather  YES PLEASE ** either day suits
<b>SKATEBOARD DAY 2</b>	Any	WED 20 MAR	B	YOUR SCHOOL	MIXED	16	1 x GROUP OF MAX 16 PUPILS OF ANY AGE Max 4 schools	Flat, suitable surface required and preferably an indoor option in case of bad weather



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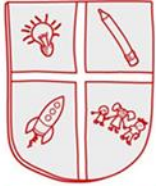
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## Swimming Lessons at Barrow

At Barrow we see the skill of swimming as a life saving skill and therefore hugely value its importance as part of our whole school PE curriculum. As such, a large proportion of our PE Premium funding goes towards the running costs of our school pool facilities which we also extend to members of our community.

All pupils receive two blocks of swimming each year. This means that our pupils receive 12 hours of swimming lessons each academic year, with two classes using our pool facilities each half term. Swimming lessons are taught by of specialist swim instructor, Mr Hook.

Water Safety is a key skill which is embedded within our swimming lessons at Barrow and is regularly taught and recapped throughout pupils swimming blocks. Aswell, as getting pupils to engage in special dedicated sessions such as 'Drowning Prevention Week'.



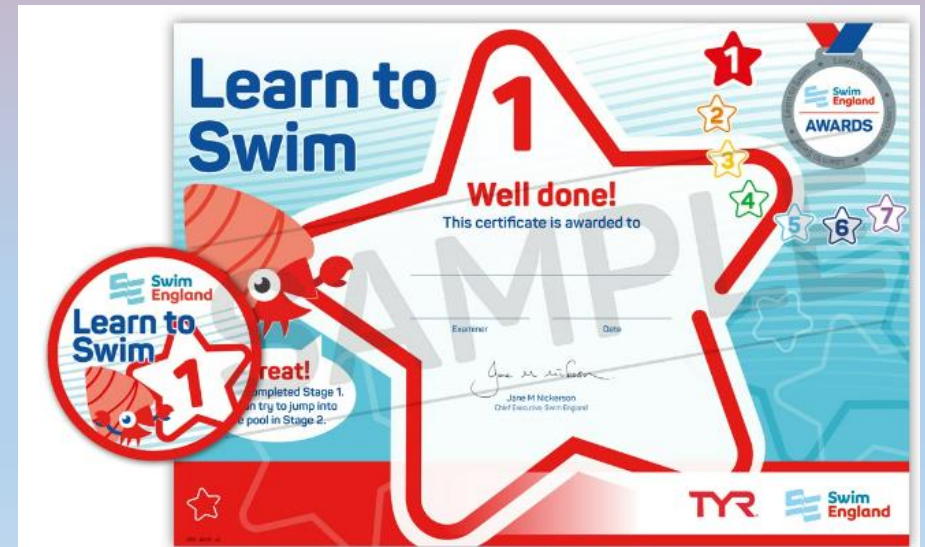
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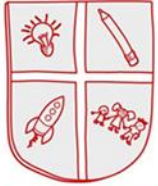
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## Swimming Assessments

Pupils from Year 1 to Year 6 complete swimming assessments during special 1 week blocks in February and July. During this week all pupils are assessed by our qualified swimming instructor, who uses the Swim England assessment criteria for awards 1 - 6.

Each pupil has their own Swim England award booklet which allows them to track their progress throughout the school. When pupils complete their award, they receive a certificate which is sent home to parents that informs them of the next steps that child needs to practise in order to work towards their next award.





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## Early Morning Catch-Up Swimming Sessions

It is our aim that all pupils leave Barrow Primary School are able to meet the following three national curriculum objectives: perform safe self rescue in different water based situations; swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively. Therefore in order to help all our pupils leave primary school being able to achieve these objectives we implemented 'Early Morning Catch-up Sessions'.

These pupils were designed to support pupils who were working below the current standard for swimming for their year group.

The sessions were designed to be small groups to maximise the time spent with each pupil and support progression of key skills in a personalised approach.