

Our teaching approach to P.E.

Intent

At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning with a passion and skillset for all areas of sport. As well as this, we aim to develop social, emotional and thinking skills that will allow them to strive in future sporting challenges, both in school and in the community.

1. The Curriculum: What do we teach, when and how?

Curriculum Map – We have designed a broad and balanced PE curriculum to allow all children to develop key skills across a variety of areas. All our PE lessons are taken from the Get Set 4 PE scheme of work. This covers the development of physical skills, tactical thinking and social and emotional pressures in PE, in line with the requirement of the National curriculum. There are two PE lessons a week following our curriculum map. One is delivered by the class teacher and the other by our specialist sports coaches. Children in Year 5 also receive a full term of swimming lessons.

2023/2024						
	TERM 1		TERM 2		TERM 3	
Year 3	Fundamentals Y3/4	Ball Skills Y3/4	Basketball	Fitness	Tennis	Golf
	Gymnastics	Dodgeball	Dance	Yoga	GAA	Athletics
	+	+	+	+	+	+
Year 4	Hockey	Netball	Basketball	Fitness	Tennis	Golf
	Gymnastics	Dodgeball	Dance	Yoga	GAA	Athletics
	+	+	+	+	+	+
Year 5	Hockey	Netball	Basketball	Fitness	Cricket	Rounders
	Gymnastics	Dodgeball	Dance	Yoga	GAA	Athletics
	+	+	+	+	+	+
Year 6	Hockey	Netball	Basketball	Fitness	Cricket	Rounders
	Gymnastics	Dodgeball	Dance	Yoga	GAA	Athletics
	+	+	+	+	+	+

Progression Journey: Games through ball skills, sending and receiving, passing, target, one-on-one, thinking and holding games.

These skills are the building blocks of all GCSE, A-Level and degree-level sports science and coaching. Participants in these games, developing simple skills for attacking and defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the floor.	Drop and catch a ball after two bounces on the floor.	Drop and catch a ball after three bounces on the floor.	Drop and catch a ball after four bounces on the floor.	Drop and catch a ball after five bounces on the floor.	Drop and catch a ball after six bounces on the floor.
Move a ball with feet.	Move a ball using different parts of the foot.	Move a ball using different parts of the foot.	Move a ball using different parts of the foot.	Move a ball using different parts of the foot.	Move a ball using different parts of the foot.	Move a ball using different parts of the foot.
Throw and roll a variety of objects and large balls to a partner.	Throw and roll towards a target using varying techniques with some accuracy.	Throw and roll towards a target using varying techniques with some accuracy.	Throw and roll towards a target using varying techniques with some accuracy.	Throw and roll towards a target using varying techniques with some accuracy.	Throw and roll towards a target using varying techniques with some accuracy.	Throw and roll towards a target using varying techniques with some accuracy.
Kick a large ball to a partner.	Kick towards a stationary target.					
Trap a bouncing or large ball with feet using hands.	Catch a bouncing and a medium-sized ball.	Catch an object passed to them with and without a bounce.	Catch a ball passed to them using feet and one hand.	Catch a ball passed to them using feet and one hand.	Catch a ball passed to them using feet and one hand.	Catch a ball passed to them using feet and one hand.
Attempt to stop a large ball from passing to them using feet.	Attempt to stop a ball from passing to them using feet.	Attempt to stop a ball from passing to them using feet.	Attempt to stop a ball from passing to them using feet.	Attempt to stop a ball from passing to them using feet.	Attempt to stop a ball from passing to them using feet.	Attempt to stop a ball from passing to them using feet.
Hit a ball with hands.	Strike a stationary ball using a variety of techniques.	Strike a ball using a variety of techniques.	Strike a ball using a variety of techniques.	Strike a ball using a variety of techniques.	Strike a ball using a variety of techniques.	Strike a ball using a variety of techniques.
Roll, stop and change direction with some balance and control.	Roll, stop and change direction with some balance and control.	Roll, stop and change direction with some balance and control.	Roll, stop and change direction with some balance and control.	Roll, stop and change direction with some balance and control.	Roll, stop and change direction with some balance and control.	Roll, stop and change direction with some balance and control.
Move around avoiding limited movement of others.	Recognise space in relation to others.	Recognise space in relation to others.	Recognise space in relation to others.	Recognise space in relation to others.	Recognise space in relation to others.	Recognise space in relation to others.
Make simple decisions in response to a situation.	Begin to use simple tactics with partners.					

www.getset4education.co.uk

Progression – The curriculum follows a progressive and detailed approach to the skills taught in each key area. The lessons cover dance, fundamental movements, games, body management, outdoor learning, swimming and SET (Social, Emotional, Thinking)

Vocabulary – The key words the children learn allow them to develop a good understanding of the curriculum whilst enriching their vocabulary.



2. SEND, inclusion and adaptive practice.

We want all of our learners to be part of every session where they can take part in physical activity. As in all subjects, teachers work hard to remove barriers to learning. Some examples of how we achieve this in PE are:

- ❖ Adapting teaching, with equipment and tasks.
- ❖ Mixed ability pairings and groups.
- ❖ Opportunities to record ideas in different ways.
- ❖ Modelling how to complete tasks.
- ❖ Specific SEND competitions outside of school

Children are challenged by encouraging them to extend thinking, especially when answering tactical thinking questions. Questions are differentiated to challenge our learners to use their thinking and social and emotional skills.

3. Pedagogy: What would you see in the classroom?

Whilst each class is naturally different, there are clear consistencies across the school and year groups. Every year group will focus on the same area for each half term, showing progression across year groups.

A range of teaching and learning activities are used and are based on good practice in teaching PE to ensure that all children can access learning and make progress. Each Lesson will start by focusing on a WALT (We Are Learning To) and a whole child objective (Social, Emotional, Thinking).

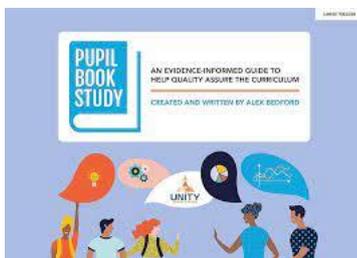
In the lesson, you will see success as well as failure, and the children gain important skills of how making mistakes allow us to learn and learn more meaningfully. Our learning power, 'Resilient Ruby' supports us with this concept.



4. Assessment: How do we know how the children are doing? How do they know?

Every lesson our teachers assess the pupils' skills, knowledge and understanding of the lesson objective. Specific questioning throughout the lesson allows the children to demonstrate their progress and identify their understanding of new skills and knowledge.

5. How does our PE Lead monitor, evaluate, and improve the teaching of PE across our school?



Our PE lead receives regular emails from Get Set 4 PE which contain updates to scheme content and national updates to the requirements of PE teaching and learning. Leaders attend local authority network days where sharing of 'best practice' is brought back to school in order to ensure the quality first teaching of PE. Leaders use learning walks and observing class teaching to ensure a consistency of approach across the school.

6. Cross curricular links, enrichment and the community.

Our Get Set 4 PE scheme of work links each individual module to the maths and English national curriculum.

We have sporting links with Stockport County and the Stockport Shapes Alliance. These links have created opportunities for children to try and enjoy a variety of sports inside and outside of school. Children have opportunities to attend competitions, including specific SEN tournaments in the local area. In 2024 we received the 'participation in sport' and 'inclusion' awards at the annual Stockport Shapes Awards.

We offer some after-school opportunities for the children and we invite children's achievements in sport outside of school to be celebrated in our weekly assemblies. Each year our sporting success is celebrated during our Sports Days.

