



### Mission Statement

At Holly Lodge Primary Academy, we aim to provide the highest possible standards of education for all of our pupils, within a caring, happy and safe environment, where all individuals who work in and with the school are equally valued. We recognise the important role that physical education plays in the social, physical and cognitive development of children. It provides the foundation of a healthy lifestyle and contributes to the all-round development of the child. All pupils leaving Holly Lodge Primary Academy should be physically literate, with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

### The purpose, aims and expectations of the curriculum at Holly Lodge

#### Intent

The purpose of PE in our curriculum is for it to be of high quality, inspires all our to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for children to become physically confident whilst supporting their own health and fitness. It should also allow our children opportunities to compete in sports and other activities, whilst help build a child's character and help them to embed values such as fairness and respect.

The national curriculum for PE ensures that all children

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

In PE there are expectations that children should demonstrate. They should demonstrate healthful sportsmanship and always be prepared to participate safely in physical activities, to the best of their abilities. Children are expected to arrive on time for class, have appropriate water bottles, PE uniforms or sports clothing to allow the children to move freely, no jewellery. Children should respect themselves, the teacher & others. To always try and give the best effort at all times. Follow directions when given. Pay attention, participate and ask questions. Preserve a positive learning environment and take responsibility for their own actions.

Therefore, the overall aim of PE is for a child to develop through natural total-body activities using play, movement, physically but also mentally and socially.

#### Implementation

##### **For Teachers:**

- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules.
- To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of sports
- To promote positive attitudes towards health, hygiene and fitness.
- To foster an appreciation of safe practice.
- To develop motor skills through a range of relevant movement-based activities.
- To develop a sense of fair play and sportsmanship.
- To develop communication skills, encouraging the use of correct terminology, to promote effective co-operation.

##### **For Children:**

- To participate in a range of psycho-motor/movement activities in order to develop personal physical skills. (Practical attainment)

- To develop an awareness of simple physiological changes that occur to their bodies during exercise.
- To be given opportunities to develop imagination and co-operation to achieve shared goals.
- To be given opportunities to develop personal characteristics like initiative, self-reliance and self-discipline
- To be given the opportunity to develop areas of activity of their choice in extra-curricular time.

### **Objectives**

#### **PE offers opportunities for children to:**

- Become skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success
- Respond to a variety of challenges in a range of physical contexts and environment
- Take the initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity
- Encourage enjoyment through physical activities
- Provide through experience, knowledge and understanding about the relationship between health and physical education
- Work with others, listening to their ideas and treating them with respect
- Co-operate and collaborate with others, in teams and groups, to achieve a goal together
- Develop an understanding of fair play and fairness through knowing and applying rules and conventions

### **Effective Teaching of Physical Education**

The range of activities for children in Physical Education will by necessity require a variety of teaching styles. A rich scope of proven, appropriate methods will be skillfully employed by the teacher to maximise the possibilities for the children in our care. Safety, participation, challenge, creativity, spontaneity, sensitivity, persistence, fun and enjoyment are all key features that are customarily contained within the repertoire of the caring, responsible teacher.

Throughout the key stages, pupils will be taught with an emphasis on the following 4 strands:

- Acquiring and developing skills
- Selecting and applying skills
- Knowledge and understanding of fitness and health
- Evaluating and improving performance

Ultimately the quality of teaching is assessed by its impact upon learning and progress attained

### **Primary PE & Sports Premium**

Extra funding has been provided to make additional and sustainable improvements to the quality of PE and Sport we offer at Holly Lodge Primary Academy. We are committed to ensuring that this invaluable source of funding is allotted to areas of the PE & Sports programme that guarantee the further raising of Subject Leader management and professional teaching standards; increased resourcing and learning opportunities for our pupils. We also want to build capacity and Capability within our school to ensure that improvements are made which will benefit our pupils joining in future years. Other outcomes that we wish to subsequently address are:

- Evidence of healthier lifestyles
- Improved physical fitness levels
- Enhanced pupil confidence and application to other academic subjects

The school applies the following Department for Education Vision Statement to the core of all planned initiatives associated with the Primary PE & Sport Premium.

### Impact

To achieve a self-sustaining improvement in the quality of PE & Sport at Holly Lodge Primary Academy. The focus of our spending must therefore lead to a long-lasting impact against our vision.

Holly Lodge Primary School expect to see an improvement against the 5 key PE and Sport Premium indicators set by the Department for Education.

1. The engagement of all pupils in regular physical activity – 60 minutes of physical activity a day, 30 minutes of which should be in school
2. The profile of PE and Sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff and PE & Sport
4. Broader experience of a range of Sports and activities offered to all pupils
5. Increased participation in competitive Sport

Holly also complies with meeting the statutory requirement, as instructed by DfE and HMI, to ensure that information on the use of the Primary PE and Sport Premium is made available to parents on its school website. Whilst accountability rests with all schools by way of how the funding is spent, it is the case that all schools must annually provide online evidence of actual spend and long-term impact based upon the following areas:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

### Long term planning

Holly Lodge is committed to delivering a broad and balanced range of activities. The areas of activity for **Key Stage 1** are:

#### Games

- Simple, competitive games, as individuals, pairs and small groups
- To develop and practise the skills of competitive games, including a variety of ways of sending (throwing, striking, rolling and bouncing), receiving and travelling with a ball, and other simple games equipment
- Elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players.

#### Gymnastics

- Different ways of travelling on hands and feet, turning, rolling, jumping, balancing, swinging and climbing, both on floor and apparatus
- Link series of actions both on the floor and using apparatus, and how to repeat them

#### Dance

- Control, co-ordinate, balance, poise and elevation in basic actions of travelling, jumping, turning, gesture and stillness
- Perform movement or patterns including some existing dance traditions
- To explore moods and feelings, develop response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

Areas of activity for **Key Stage 2** are:

#### Games

- Small sided versions i.e. invasion games – football, hockey, rugby, netball, floorball
- Common skills and principles needed: striking/fielding - cricket, rounders, net - short tennis and basketball,
- To improve the skills of sending, receiving, striking and travelling with a ball

#### Gymnastics

- Different means of travelling on hands and feet and how to adapt, practise and refine these actions on floor and apparatus
- Emphasise change of shape, speed and direction
- Practise, refine, repeat increasingly complex sequences

### **Dance**

- Compose, control, vary level, speed, continuity, size and shape
- Traditional British and multi-cultural dances
- Dance forms from different times and places
- Express feelings, moods and ideas and respond to music and create simple characters and narrative

### **Athletics**

- Refine techniques in running, throwing and jumping using a variety of equipment
- Measure, compare and improve performance

### **Outdoor and Adventurous Activities**

- Perform activities in different environments
- Problem solving
- Receive skill instruction for activity
- Daily Mile
- Adventure area
- Outside Gym

### **Swimming (Years 5/6 )**

- Swim 25m unaided
- Develop confidence in water
- Principles of safety and survival

### **Planning**

We follow the National Curriculum programmes of study. This is supplemented using a range of support material including:

- Rising Stars Champions programme: Sport, Health, Fitness – a holistic approach to teaching of PE
- Tops Cards - Athletics, Gymnastics, Dance and Games
- Active Surrey – PhysiFun
- Drama through Play
- Your School Games

### **Extra-Curriculum Activities**

The school provides a range of PE-related activities for children before, during and at the end of the school day. These encourage children to further develop their skills in a range of activities. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and competes in Borough tournaments. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed within their lessons. The School encourages the use of outside agencies, staff and parents to help develop different aspects of the P.E. curriculum.

There are extra- curricular opportunities and professional coaching available to interested pupils, these include:

- Football
- Tennis
- Netball
- Athletics - Gymnastics
- Cross Country

- Cricket
- Judo
- Dance
- Floorball
- Dodgeball
- Benchball
- Rugby
- Multiskills Games
- PhysiFun Games

### **Typical Lesson Structure:**

Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.

- There may be a 'hook' drawing child into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.