



Physical Education

Fairfield Spencer Academy

Intent

Our aim is for all children to:



Engage in regular physical activity

Be active across the curriculum and throughout the school day

Receive high quality PE lessons

Receive a broad range of sports and activities

Participate in competitive sport

At Fairfield Spencer Academy we aim to provide a high-quality physical education curriculum which inspires all pupils to be successful in competitive and non-competitive sports and physical activities. We provide a broad and balanced curriculum, which progressively develops children's FMS (Fundamental Movement Skills), supports them in becoming physically confident, competent and active in a way that supports their health, fitness and mental wellbeing.

We follow the guidance of the National Curriculum making sure that a high level of physical education is taught throughout the school. At Fairfield, we use 'real PE' alongside a wide range of high-quality sporting activities, which engage and develop our children both physically and mentally. Real P.E is much more than a scheme of work, it is an approach, a philosophy and a way of thinking. At the heart is the belief that P.E is much more than a curriculum subject, it is about how we enrich children with skills, knowledge and positive learning behaviours that will equip and empower them to want to be physically active beyond the classroom and for the rest of their lives. Real P.E is a child centred and holistic approach, inclusive and

engaging to all children regardless of ability. Through this approach, children develop health, fitness and physical movement skills, as well as achieving more holistic whole child objectives in the areas of; personal, social, cognitive and creative development. This approach ensures that every child is valued and can be successful in P.E.

Personal - To encourage children to take responsibility for their own learning plan and act upon critical feedback to make positive changes.

Social - To encourage children to involve others and motivate those around them to perform better.

Cognitive - to be able to review, analyse and evaluate their own strengths and weakness and to react to different game situations as they develop.

Creative - To anticipate and disguise a variety of actions/ techniques to apply to a game situation to engage the audience.

Physical - To effectively transfer skills and movements across a range of activities, sports, challenges and competitive situations.

Health and Fitness - To gain an understanding of their own level of health and fitness in their activity, role and event.

All children at Fairfield are physically active for sustained periods of time each week. This is achieved through P.E. lessons, activities led by sports coaches, Drumba lessons, break and lunchtime activities including daily mile opportunities, extra-curricular sports clubs and KS2 swimming lessons. Pupils are given opportunities and experiences, including participation in competitive sports, that build character, embedding core values such as fairness, respect, courage, resilience and teamwork; which promote life skills and encourage them to lead healthy, active lives.

<i>I am a Fairfield sportsperson because...</i>					
					
...I respond well to challenges and respond positively when things become difficult. ...I am motivated to improve.	...I communicate and cooperate well with others. ...I guide and lead my friends through a task. ... I receive and give feedback to improve myself and others.	...I explain what I do well and areas for improvement. ...I know and share strategies to increase chances of success.	...I respond imaginatively to different situations. ...I adapt and adjust my skills, movements or tactics.	...I perform a range of skills fluently and accurately. ...I select and apply a range of skills with good control and consistency.	...I can describe how and why my body changes during and after exercise. ...I can explain how often and how long I should exercise to be healthy.

Implementation

We recognise that during their time at primary school, our pupils will encounter many of life's challenges for the first time; as a school we feel the resources 1decision provide prepares them for this in the best possible way. The resources and lessons have been created by PSHE and Safeguarding experts, together with schools, and most importantly children. The lessons are mapped to the PSHE Association's Programme of Study and support children to develop the skills needed to manage different influences and pressures as part of their personal development. This is done by allowing our pupils to experience and discuss challenging situations in a safe environment thus providing them with the knowledge and skills needed to help our pupils to lead safe, healthy and happy lives.

Evidence of P.E.

	P.E is a subject that involves practical activity. We are currently implementing pupil Showbie accounts to support evidence collation. Assessment is integrated within every PE lesson: including self/peer evaluation, in the moment feedback, observation, photo and video evidence of pupil's learning.
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Impact

Children have good 'Fundamental Movement Skills', enabling them to access other sports. All pupils understand the values and importance of fair play and being a good sportsperson. Children enjoy sport and seek additional extra-curricular activities, both in school and external to the school environment. We motivate children to participate in a variety of sports through quality first teaching that is engaging and fun. In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child to motivate, engage and improve pupil's health. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 meters competently.

Our PE offer...

			
Real PE	Sporting Activities	Daily Mile	Participation in inter-school competitions (local, regional, national)
			
Drumba	Swimming	Extra-Curricular Clubs	Break and lunchtime opportunities for PE

Enrichment Opportunities

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drumba	Around the world dance	Archery	Wheelchair basketball	Outdoor adventure- Caythorpe	Bikeability	Outdoor adventure - Kingswood

Activities for PE at lunch and breaktimes					
EYFS/KS1 Playground highlights include:					
					
Adventure Trim Trail	Zoned spaces for ball games and active play	Staff trained to support an active playtime	Areas for Creative Play	Drumba	Pupil Play Makers
KS2 Playground highlights include:					
					
Adventure Trim Trails	Zoned spaces for ball games and active play	Staff trained to support an active playtime	An outdoor theatre (often used for dancing!)	Drumba	Pupil Play Makers

Extra opportunities planned throughout the year to celebrate P.E.



Throughout the year we have regular competitions held and ran by the school games organisation. The School Games, which is funded by Sport England National Lottery funding and delivered by the Youth Sport Trust.



George Spencer
Academy

Throughout the year we have regular inter house sporting competitions with all the primary schools that are in the Spencer Trust, which allows the children to be active and compete against other children, but to also build relationships with children from other schools within the trust which can often prove useful for their secondary school friendships.



Every year we support the cause of sports relief by doing various sporting activities and events to raise money for charity and improve children's understanding of wider issues. We do this by:

- ♣ An assembly to understand the cause
- ♣ Come to school in sports clothes or something red
- ♣ Fun run or Daily Mile
- ♣ Bring in 50p
- ♣ Sports competitions at break and lunchtimes through the week (with healthy snack prizes to be given out in SHINE assembly)



At Fairfield, we aim for our school's sports day to be inclusive, fun and competitive. We have a wide range of sporting activities and events on this day which are accessible and suitable for all ages and abilities. In the summer term, sports coaches and school staff, plan P.E lessons based on track and field events to give the children an understanding of the type of activities and events that will take place on the day and equip the children with the skills to participate.

Statutory Framework for EYFS						
Physical Development	ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
	ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Coverage and Progression (National Curriculum and real PE)						
Real PE – Teacher access to Real PE online platform						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn 1 - real PE- Personal ...I respond well to challenges and respond positively when things become difficult. ...I am motivated to improve.					
Core real PE- Personal Context: Footwork and one leg balance Develop fundamental movement skills to support balance, coordination and control, including balancing, walking, running and other foundation movement patterns. Develop the ability to navigate space, change direction and speed safely.	Core real PE- Personal Context: Footwork and one leg balances -Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Core real PE – Personal Context: Footwork and one leg balances -Master basic movements including running, jumping, as well as developing balance, agility begin to apply these in a range of activities.	Real Gymnastics- Personal Context: Travel, rotation, flight and balance develop flexibility, strength, technique, control and balance (NC)	Core real PE- Personal Context: Footwork and one leg balances -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Core real PE- Personal Context: Ball skills and reaction and response jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Core real PE- Personal Context: Ball skills and reaction and response jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)

 Autumn 2 - real PE- Social ...I communicate and cooperate well with others. ...I guide and lead my friends through a task. ... I receive and give feedback to improve myself and others.						
Core real PE- Social Context: Jumping and landing and seated balance Develop fundamental movement skills to support balance, coordination and control, including core stability, jumping and landing, as well as other foundation movement patterns. Develop the ability to control take-off, flight and landing, and maintain control of core muscles in a range of situations.	Core real PE- Social Context: Jumping and landing and seated balances -Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Real Dance- Social Context: Artistry, partnering, circles and shapes Perform dances using simple movement patterns	Real Dance- Social Context: Artistry, partnering, circles and shapes perform dances using a range of movement patterns (NC)	Real Gym - Social Context: Balance, rotation, flight and travel develop flexibility, strength, technique, control and balance (NC)	Core real PE Combined with Drumba - Social Context: Dynamic balances and counter balances running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Real Gymnastics Combined with Drumba – Social Context: Using hand apparatus, low apparatus, large apparatus and partner work develop flexibility, strength, technique, control and balance (NC)
 Spring 1- real PE- Cognitive ...I explain what I do well and areas for improvement. ...I know and share strategies to increase chances of success.						
Real Gym- Cognitive Context: Shape, travel, flight and rotation Reinforce the development of fundamental movement skills to support balance, coordination and control, including balancing, walking, running and other foundation movement patterns. Develop the ability to navigate space and obstacles safely.	Real Gym- Cognitive Context: Shape, travel, flight and rotation Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Core real PE- Cognitive Context: Sending, receiving and reaction and response -Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -Participate in team games, developing simple tactics for attacking and defending	Core real PE- Cognitive Context: Dynamic balance and ball skills -use running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Real Dance- Cognitive Context: Artistry, partnering, circles and shapes perform dances using a range of movement patterns (NC)	Real Gymnastics- Cognitive Context: Using hand apparatus, low apparatus, large apparatus and partner work develop flexibility, strength, technique, control and balance (NC)	Core real PE- Cognitive Context: Static balance (stance) and coordination (footwork) Running in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)

 Spring 2- real PE- Creative ...I respond imaginatively to different situations. ...I adapt and adjust my skills, movements or tactics.						
Real Dance- Creative Context: Perform a diverse range of different standing and floor shapes with a partner (Summer 2) Develop fundamental movement skills to support balance, coordination and control, including balancing, walking, running and other foundational movement patterns. Develop the ability to navigate space, change direction and speed safely.	Real Dance- Creative Context: Artistry, partnering, circles and shapes Perform dances using simple movement patterns	Real Gym- Creative Context: Balance, travel, flight and rotation Developing balance, agility and co-ordination, and begin to apply these in a range of activities	Core real PE- Creative Context: Coordination and balancing with a partner -Use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Core real PE- Creative Context: Coordination (sending and receiving) and counter balances with a partner -use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Real Dance- Creative Context: Making shapes, artistry (muscularity and abstraction) and partnering with lifts perform dances using a range of movement patterns (NC)	Core real PE- Creative Static balance (seated and floorwork) throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)
 Summer 1- real PE- Physical ...I perform a range of skills fluently and accurately. ...I select and apply a range of skills with good control and consistency.						
Core real PE- Applying Physical Context: Sending and receiving and action and response Develop fundamental movement skills to support a good starting position and coordination and control with a ball. Develop control with a ball to prepare for activities and games using equipment.	Core real PE- Applying Physical Context: Sending and receiving and action and response -Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -Participate in team games	Core real PE- Applying Physical Context: Dynamic and static balances Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities	Core real PE- Applying Physical Context: Agility (reaction and response) and floor balancing -Use running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	<i>Repeated Cog for children who have been swimming.</i> Real Gym - Social Context: Balance, rotation, flight and travel develop flexibility, strength, technique, control and balance (NC)	Core real PE- Applying physical Context: Dynamic balance to agility (jumping and landing) and one leg static balance running, jumping, throwing and catching in isolation and in combination (NC) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Real Dance – Applying physical Context: Making shapes, artistry (muscularity and abstraction) and partnering with lifts perform dances using a range of movement patterns (NC)



Summer 2- real PE- Health and Fitness

...I can describe how and why my body changes during and after exercise.

...I can explain how often and how long I should exercise to be healthy.

Core real PE- Health and Fitness Context: Ball chasing and balancing floor work (Spring 2) Develop fundamental movement skills to support balance with a partner, and coordination and control with a ball. Develop the ability to control counterbalance and control a ball to prepare for activities and games using equipment.	Core real PE- Health and Fitness Context: Ball chasing and balancing floor work -Master basic movements including running, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -Participate in team games	Core real PE- Health and fitness Context: Ball chasing and floor balances -Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -Participate in team games, developing simple tactics for attacking and defending	Core real PE- Health and fitness Context: Agility (Ball chasing) and static balances -Use running, jumping, throwing and catching in isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Repeated Cog for children who have been swimming. Real Dance- Cognitive Context: Artistry, partnering, circles and shapes perform dances using a range of movement patterns (NC)	Core real PE- Health and fitness Context: Coordination (sending and receiving) and agility (ball chasing) Running, throwing and catching in isolation and in combination (NC) - play competitive games (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	Core real PE- Health and fitness Context: Coordination (sending and receiving) and agility (ball chasing) Running, throwing and catching in isolation and in combination (NC) - play competitive games (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)
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Skill Application within Sport

<i>Opportunities to apply skills throughout the school day within continuous provision/challenge time.</i>	Autumn 1- Play ground games (Sports Coach) Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Autumn 1- Play ground games Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Autumn 1 – Handball (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Autumn 1- Tennis - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Autumn 1 – Handball (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Autumn 1- Tennis - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)
<i>Opportunities to apply skills throughout the school day within continuous provision/challenge time.</i>	Autumn 2- Fundamental skills (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in	Autumn 2- Fundamental skills (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in	Autumn 2- Hockey - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Spring 2- Basketball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Autumn 2- Drumba - compare their performances with previous ones and demonstrate improvement - perform dances using a range of movement patterns (NC) <CLICKHERE>	Autumn 2- Drumba - compare their performances with previous ones and demonstrate improvement - perform dances using a range of movement patterns (NC) <CLICKHERE>

	isolation and in combination (NC)	isolation and in combination (NC)				
<i>Opportunities to apply skills throughout the school day within continuous provision/challenge time.</i>	Spring 1- Fundamental skills (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 1- Fundamental skills - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 1- Tag rugby (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 1- Tennis (Repeated due to classes swimming previously) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Spring 1- Tag rugby (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 1- Netball - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)
<i>Opportunities to apply skills throughout the school day within continuous provision/challenge time.</i>	Spring 2- Ball skills - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 2- Ball skills (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 2- Drumba - compare their performances with previous ones and demonstrate improvement - perform dances using a range of movement patterns (NC) < CLICKHERE >	Spring 2- Basketball (Sports Coach) (Repeated due to classes swimming previously) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Spring 2- Hockey - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Spring 2- Basketball (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)
<i>Opportunities to apply skills throughout the school day within continuous provision/challenge time.</i>	Summer 1- Ball skills (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Summer 1- Ball skills (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running, jumping, throwing and catching in isolation and in combination (NC)	Summer 1- Football (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Summer 1- Cricket (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC)	Summer 1- Football (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC) -use running and jumping in isolation and in combination (NC)	Summer 1- Cricket (Sports Coach) - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (NC)
<i>Opportunities to apply skills throughout the school day within continuous provision/challenge time.</i>	Summer 2- Athletics use running, jumping, throwing and catching in isolation and in combination (NC)	Summer 2- Athletics (Sports Coach) -use running, jumping, throwing and catching in	Summer 2- Athletics -use running, jumping, throwing and catching in isolation and in combination (NC)	Summer 2- Athletics (Sports Coach) -use running, jumping, throwing and catching in	Summer 2- Athletics -use running, jumping, throwing and catching in isolation and in combination (NC)	Summer 2- Athletics (Sports Coach) -use running, jumping, throwing and catching in

<i>*Participation in school sports day</i>	- compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	- compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	- compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)	isolation and in combination (NC) - compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC)
				Residential -take part in outdoor and adventurous activity challenges both individually and within a Team (NC)		Residential -take part in outdoor and adventurous activity challenges both individually and within a Team (NC)
Swimming						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Swimming:- 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] (NC) -perform safe self-rescue in different water-based situations. (NC)		Swimming (for children who did not meet the standard in Y4)- 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] (NC) -perform safe self-rescue in different water-based situations. (NC)
*Subject specific vocabulary included on the real PE planning and progression document for each Fundamental Movement Skill (FMS)						