



# *Physical Education*

## Intent

At Ditton Lodge our vision statement is that 'Together we succeed as lifelong learners'. This is carried throughout every area of the curriculum including PE.

Our values are that children LEARN (Listen, Enjoy & take risks, Aim high & achieve, Respect and Never give up) these values will be demonstrated by students within each lesson.

Students will gain an understanding of different religions and practises of worship and life around the world. Students will use and develop their reasoning and discussion skills and learn to respond to others' ideas and points of view appropriately.

# Intent

## Physical Education



At Ditton Lodge Community Primary School, Physical Education is an integral part of our curriculum that is inclusive and engages all pupils. We want the pupils to be inspired and develop a lifelong passion for Sport and Physical Activity within our children.

Children develop the knowledge, skills, and competence to excel in a broad range of sports and physical activities. We aim to deliver high-quality teaching and learning opportunities that enables all children to achieve their personal best.



# Intent



## Physical Education



Children regularly participate in competitive sports via intra house and inter school competitions through the Schools Sport Partnership. P.E lessons require children to be physically active for sustained periods of time, increasing strength stamina and flexibility and be able to make informed decisions to lead healthy and active lives. Swimming is an important life skill, by Year 6 we aspire for all children to leave primary school being able to swim at least 25 metres to meet national curriculum attainment target. Where possible, physical activity will be present in wider areas of the curriculum to re-enforce the importance of physical health and wellbeing.

# Physical Education



## Aims

**The national curriculum for physical education aims to ensure that all pupils:**

- 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
- lead healthy, active lives.

**(The National Curriculum, 2014)**



# Physical Education

National Curriculum (KS1)



Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, 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
  - perform dances using simple movement patterns



# Physical Education

## National Curriculum (KS2)



Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
  - perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



# Physical Education



## Why is PE important?

Children learn to appreciate the significance of exercising for a lifetime.

Consistent, physical activity is the best way for us to eradicate obesity and sustain a suitable body weight. It also offers a positive alternative to watching television or playing on computers and mobile phones.

Children learn the fundamental motor skills that will allow them to develop the physical capability that in turn will produce confidence and leads to safe and successful involvement in a wide range of sports.

Children are encouraged to increase their fitness levels during PE including muscular and cardiovascular endurance, strength and flexibility.

Youngsters can learn valuable lessons about accepting responsibility for their individual development leading to greater self-discipline.

PE gives chances for children to be creative, cooperative and competitive and to face up to diverse challenges both as individuals and in groups.

A 'good workout' helps ease anxiety, tension and stress and will result in improved attention in class.

Movement can be used to strengthen the understanding of several subjects taught in the classroom e.g. mathematics. Movement has also been shown to heighten the function of our brain.

Many activities taught in PE require children to work in groups to solve problems. These opportunities are outstanding for learning both leadership and teamwork.





## Cross Curricular Links



Physical Education provides opportunities for pupils to develop the key skills of:

- **Communication and teamwork**
- **Music and Dance**
- **PSHE**
- **Science**
- **Math**
- **Geography**





## Progress



Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns



## Progress



Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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)
- perform safe self-rescue in different water-based situations.



## Implementation



- Children participate in high-quality PE lessons timetabled for 2 hours a week covering two different sports/skills per term.
- Teachers use, and adapt, Cambridgeshire Scheme of Work and other P.E specific resources such as LTA school youth tennis scheme for planning lesson content and to ensure lessons across years show progression and all aspects of the National Curriculum are met.
- Classes follow the PE long term plan overview to ensure pupils participate in a variety of sports and games with progression through the year groups.
- Early Years children are taught physical development in the early year framework
- Key Stage 1 children are taught a range of fundamental skills to develop agility, balance, and coordination
- Key Stage 2 plays modified competitive games and apply and develop a broader range of skills as well as learn how to evaluate and recognise their own success.
- Key Stage 2 Residential Trips provide extra outdoor and adventurous activities and team building skills for their well-being and enhance social and independent skills.
- Children attend swimming lessons in year groups at the local swimming pool to meet the aim of the national curriculum guidelines of every pupil who can swim at least 25m by the time they leave year 6.



## Implementation



- We invite pupils to attend and to participate in extracurricular activities that are inclusive, enjoyable and increase children's physical activity. Sports clubs are offered to EYFS, KS1 and KS2 pupils. External sports coaches provide extracurricular activities such as football, dance, netball, balance ability and bike ability programmes. We also run clubs that are free of charge run by our own staff to make sure every child can take part in clubs out of school hours. Clubs are also set up aimed at a targeted group of children through the year, this may be targeted group with low self-belief/self-esteem or children that have been identified as working below expectation or needing to increase physical activity and exercise as part of a balanced and healthy lifestyle.
- Forest Schools led by our Forest School Teacher enables children in EYFS to engage in a wide range of outdoor physical activities weekly. It also provides a safe and sensory area for our SEND children to spend some time in during the day.
- Annual whole-school Sports day and key stage 2 multi skills festival highlight the skills the children have acquired during the year



## Implementation



- Competitions between house teams and year groups and inter school competitions through Forest Heath Suffolk Schools Partnership
- Sports Board provides links to community clubs and events and celebrates school performances through photos and match reports. School sports ambassadors regularly update the display
- All children participate in the daily mile for at least 15 minutes every day.
- Sport Premium money used to provide additional equipment for break time/lunch time
- Pupil play leaders run lunchtime games for other children. Sports ambassadors from year 6 promote activity and clubs and provide pupil voice at meetings with staff.
- Annual entry into Schools Games Mark – achieving Platinum award for 2 years running and ‘school of the year 2019’ awarded by living sport
- ICT is used for video analysis and peer assessment.
- Use of I-Abacus as a tool to support assessment and pupil development
- Pupils make use of STEP (Space, Task, Equipment, People) to differentiate activities.
- Teachers use target questioning to assess pupils understanding and give live feedback during the lessons. Teacher use sport specific terminology and set high expectations, learning objectives and success criteria for pupils to refer to during the lesson.

## Learning in EYFS



The most relevant early years outcomes for PE are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design







## Learning in EYFS



PE			
30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>• To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• To mount stairs, steps or climbing equipment using alternate feet.</li> <li>• To walk downstairs, two feet to each step, while carrying a small object.</li> <li>• To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• To stand momentarily on one foot when shown.</li> <li>• To catch a large ball.</li> <li>• To draw lines and circles using gross motor movements.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>• To observe the effects of activity on their bodies.</li> <li>• To understand that equipment and tools have to be used safely.</li> </ul>
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> <li>• To enjoy joining in with dancing and ring games.</li> <li>• To begin to move rhythmically.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> </ul>
		Being Imaginative	<ul style="list-style-type: none"> <li>• To develop preferences for forms of expression.</li> <li>• To use movement to express feelings.</li> <li>• To create movement in response to music.</li> <li>• To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>



## Learning in EYFS



40-60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>• To experiment with different ways of moving.</li> <li>• To jump off an object and land appropriately.</li> <li>• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• To travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>• To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To practice some appropriate safety measures without direct supervision.</li> </ul>
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> <li>• To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul>
ELG	Physical Development	Moving and Handling	<ul style="list-style-type: none"> <li>• To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> </ul>
		Health and Self-Care	<ul style="list-style-type: none"> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> <li>• To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>



# Units of work: EYFS



Intent

Reception Curriculum Map for Physical Education

	Term 1 (1)	Term 1_(2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	3 days + 6 Weeks Sept-Oct	<u>8 Weeks</u> Oct- Dec	6 Weeks Jan-Feb	6 Weeks Feb-April	5 Weeks April-May	7 Weeks June-July
Year R	Fundamentals <u>CSoW</u>	Fundamentals <u>CSoW</u>	<b>Gymnastics</b>	<b>Playground games and parachute</b>	<b>Sports Day games</b>	<b>Racket games</b>
	Yoga	Yoga/Dance	<b>Yoga/Dance</b>	<b>Gymnastics</b>	<b>Yoga/Dance</b>	Yoga/Games



# Units of work: Key Stage One



# Intent



Key Stage 1 Curriculum Map for Physical Education						
	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	3 days +6 weeks	8 weeks	6 weeks	6 weeks	5 Weeks	7 Weeks
Year 1	Fundamentals of Movement) Playground games	Football and tag skills	Gymnastics Large apparatus <u>Z.L</u>	Athletics- <i>running jumping and throwing</i>	Sports day games	Striking and Fielding Field Games Cricket skills
	Games Fundamentals <u>CSoW</u> Unit 1 and 2 (C.H)	Dance Toys	Gymnastics Scheme of work	( <u>Pre</u> Tennis) Throwing and catching Racket/Ball skills	Net Games Tennis DVD	Striking and Fielding Rounder skills Multi skills festival
Year 2	Multi- skill games Football	<u>Fundamentals</u> <u>Gymnastics</u> Points of contact	<u>Gymnastics Floor</u> and large apparatus	Tri Golf	Athletics skills and drills Sports day practise	Field games Modified rounders games
	Games Fundamentals <u>CSoW</u> Unit 1 <u>Z.L</u>	Games <u>CSoW</u> unit 2	Dance <i>Fire of London</i>	throwing/catching Racket/ball skills	Net Games Tennis	Striking and Fielding Diamond Cricket

# Units of work: Lower Key Stage Two



# Intent

Key Stage 2 Long Term Curriculum Map for Physical Education						
	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	4 Sept-19 <sup>th</sup> Oct	28 <sup>th</sup> Oct-20 <sup>th</sup> Dec	8 <sup>th</sup> Jan-15 <sup>th</sup> Feb	24 <sup>th</sup> Feb-3 <sup>rd</sup> April	20 <sup>th</sup> April-22 <sup>nd</sup> May	1 <sup>st</sup> June-17 <sup>th</sup> July
Year 3	Quickstick hockey Mrs Heffer	Gymnastics floor work CSoW Unit	Tag Rugby	Netball	Athletics Sports day games	Rounders/cricket
	Tennis DVD	Invasion Games Football/ Ball CSoW	Gymnastics with large apparatus	Dance	Swimming / O&A	Swimming Sports day
Year 4	Cross country/running	Netball	Quicksticks	Tag rugby *1 <sup>st</sup> April	Athletics Sports day activities	Striking and Fielding Cricket/Rounders
	Net Games Tennis DVD H.I	Invasion Games CSoW Ball on the ground H.I	Gymnastics H.I	Dance H.I	Swimming/O&A (PGL residential trip May) H.I	Swimming H.I



# Units of work: Upper Key Stage Two



# Intent

Key Stage 2 Long Term Curriculum Map for Physical Education						
	Term 1 (1)	Term 1 (2)	Term 2 (3)	Term 2 (4)	Term 3 (5)	Term 3 (6)
Time	4 Sept-19 <sup>th</sup> Oct	28 <sup>th</sup> Oct-20 <sup>th</sup> Dec	8 <sup>th</sup> Jan-15 <sup>th</sup> Feb	24 <sup>th</sup> Feb-3 <sup>rd</sup> April	20 <sup>th</sup> April-22 <sup>nd</sup> May	1 <sup>st</sup> June-17 <sup>th</sup> July
Year 5	Cross country *24 <sup>th</sup> Sept Football SP *1 <sup>st</sup> Oct	<u>Sportshall</u> athletics * 21 <sup>st</sup> Nov <u>S.P</u>	Gymnastics SP *7 <sup>th</sup> March	Tag rugby SP 1 <sup>st</sup> April*	Netball SP *18 <sup>th</sup> May	Rounders SP <u>S.P</u>
	Net Games Tennis DVD	<u>Quicksticks</u> *13 <sup>th</sup> Nov	Basketball (coach) *4 <sup>th</sup> Feb	Dance	Athletic games *11 <sup>th</sup> June	Striking and Fielding Cricket
Year 6	Football *1 <sup>st</sup> Oct PGL 7-11 Oct	Hockey *13 <sup>th</sup> Nov	Basketball (coach) *4 <sup>th</sup> Feb	Dodgeball *16 <sup>th</sup> Jan	High 5 netball *19 <sup>th</sup> May	Cricket? (coach) *2 <sup>nd</sup> June
	CROSS COUNTRY SP *24 <sup>th</sup> Sept	<u>Sportshall</u> <u>SP</u> 21 <sup>st</sup> Nov Gymnastics	Gymnastics large apparatus SP	Tag Rugby SP *1 <sup>st</sup> April	<u>Quadkids</u> SP *11 <sup>th</sup> June Sports day games	Striking and Field games, Rounders, S.P

CSoW **Cambridgeshire SCHEME OF WORK** Published by Cambridgeshire County Council 2015





## Example of planning



Although we follow the same syllabus for Key Stage One and Two, we do adapt the plans in order that they are sufficient for both teachers to teach from and for students to learn.

Teachers are non-specialists and the plans have therefore been set out to ensure that staff have the information and training they need in order that they can successfully deliver the lessons to our students.



## Example of planning



Week	Learning objective/ <u>Success Criteria</u>	Main teaching activities	Resources	Evaluation
1	<p>To be able to control the <u>ball</u> by dribbling and using a stick.</p> <p><i>I can dribble a ball using a hockey stick.</i></p> <p><i>I can dribble a large ball using a hockey stick.</i></p> <p><i>I can dribble a large ball using a hockey stick.</i></p>	<p><b>Perform a warm up as a whole class – see quick warm up activities on shared area.</b></p> <p>Show the <u>ch</u> how to hold a hockey stick Set up cones randomly around a netball court. The <u>ch</u> will move around the court, being spatially aware and dribble the ball with control around the obstacles. Remind <u>ch</u> to watch where they are going and to keep the ball under as much control as possible. Allow 5-10 mins for this. Allow some <u>ch</u> to demonstrate their technique to the others. Make sure they are holding the stick correctly. <b>If <u>ch</u> are struggling, allow them to use a larger ball and a smaller area.</b></p> <p>Ch get into groups of 4 or 5 and stand at one end of the netball court in a line. They will each have a stick and one ball per group. They will number themselves 1-5. Set up some cones in front of each group along the length of the court. Number 1s will go first and dribble the ball in and out of the cones until they reach the end of the court. They will then return the ball to their lines as quickly and as controlled as possible.</p>	<p>Hockey sticks 1 each Tennis balls 1 between 2 Cones Bibs</p> <p>Quick warm up activities on shared</p>	



# Implementation



# Example of planning



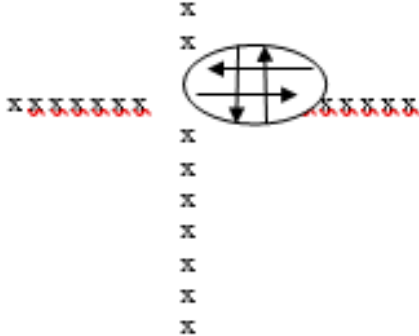
		<p>When each member has had a turn, that group must raise their hands and the winners are the first to finish.</p> <p><b>Cool down</b></p>		
2	<p>To pass to the right and left whilst travelling.</p> <p><i>I can pass the ball from right to left whilst static.</i></p> <p><i>I can pass the ball from right to left whilst walking.</i></p> <p><i>I can pass the ball from right to left whilst jogging.</i></p>	<p><b>Warm up and stretch (see quick warm ups on shared area)</b></p> <p><i>If there are any ch that need to develop dribbling, allow them to pair up together and continue with last week's activity and using larger balls.</i></p> <p>Show children how to pass the ball by sliding. The ball stays with the stick and then it is flicked to their partner. Ch will partner up and then stand a distance apart from each other. They ch will slide the ball to each other using the technique shown.</p> <p>Ch will partner up and use two courts (make your own up.) They will spread themselves out on the outer lines and stand opposite each other. They will then walk in a clockwise direction dribbling and controlling the ball. They will then slide the ball to their partner who will then dribble and control the ball before they slide it back. The pairs will travel around the edges of the court (make sure they are well spaced out!) <b>Once the ch are happy with walking, build it up to a light jog</b> (you may need to split the less and more able ch to two different courts in order to increase speed). <b>The less able ch may need to pass from a static position.</b> Change directions. Choose ch to demonstrate the technique learned today.</p> <p><b>Cool Down</b></p>	<p>Quick warm up activities on shared area.</p> <p>Hockey sticks 1x each and tennis balls 1/ pair</p>	
3	<p>To pass the ball whilst travelling up the court and to shoot with speed from appropriate positions.</p> <p><i>I can continue moving as I shoot into a goal.</i></p>	<p><b>Warm up –</b> Split the ch into groups of 6/7 and they will stand in a cross (see diagram) around a large circular space. They will each have a stick and <u>a two balls</u>. They have to dribble the ball close to their partner and then pass it to them by sliding it. They then have to sprint across the circle to the back of the line. The ch have to pass the ball without it being hit by the opposite team and they have to wait if someone is sprinting through the circle. It is good for spatial awareness, speed and control.</p> <p style="text-align: center;">x x x x x</p>	<p>Cones</p> <p>Sticks 1x each</p> <p>Balls</p> <p>Camera</p>	

# Implementation



# Example of planning



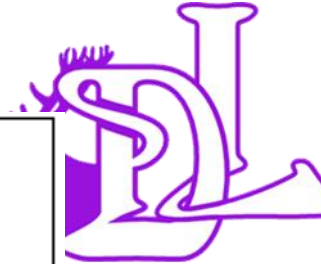
	<p><i>I can work with a partner and pass the ball. I can shoot the ball into a goal.</i></p> <p><i>I can work with a partner and pass the ball. I can shoot the ball into a goal.</i></p>	 <p>Ch will practise shooting into a goal today. They will be split in half. One half of the class will do target practise against a wall and the other will dribble the ball with a partner close to the goal and shoot. To shoot is the same as passing although you can flick the ball (may not be possible with the plastic sticks). The point is to hit the ball with as much speed and control as possible and hit the target area.</p> <p>The ch partner up. Place four cones at different points up the court (these will act as the defending players.) The 1<sup>st</sup> person in the pair has to dribble the ball to the first defender position and control the ball. The 2<sup>nd</sup> player then sprints to the second defender position and the 1<sup>st</sup> player passes it to them. Player 2 then has to stop the ball, control it and player 1 sprints to the 3<sup>rd</sup> defender position and so on and so forth. Once the players are closer to the goal and they have overcome each defender, one of the players can shoot for the goal. This is then repeated for the next pair.</p> <p>The other group will place two cones about 6 ft apart at one end of the court. They will then practise dribbling the ball up to the cones (the goal) and as they reach it, they will shoot to score. You will need more than one goal to ensure all ch are taking part.</p> <p>Swap the groups over. <b>Less able children will need to continue to practise moving up the court independently and continue to move as they shoot.</b></p> <p>Take pics for PE file.</p> <p><b>Cool down</b></p>		
4	To use tackling to take possession of	<p><b>Warm up</b></p> <p>Split the class in half. Both halves will form a large circle with one person in the middle. Middle player will pass the ball to an outer</p>	Sticks Balls Bibs	



# Implementation



## Example of planning



	<p>the ball.</p> <p><i>I can take possession of the ball by tackling.</i></p>	<p>person who has to stop the ball and pass it back to middle player. Middle player passes to next person etc... Start off static first then build up to a jog. Middle person will then decide who to pass to, call out their name and pass it. It's important that they control the ball by stopping it when it is passed to them and then pass accurately with speed. <b>Use a more able player as the middle player and change.</b></p> <p>Explain that Hockey is a non-contact sport and the only contact should be with the ball and the stick. Today we shall be learning how to tackle without <u>making contact with</u> the other player.</p> <p>Demonstrate how to tackle the ball e.g. get up close and try to get control of the ball or simply stay on the player until they have to pass. Ch will work in pairs. One will dribble the ball from one end of the court to the other and their partner has to try and get the ball off them. Swap over and then change partners.</p> <p>Ch will play a game in a group of 5. 2 ch will tackle the 3 players who are trying to shoot the ball into goal. The three players must use each other effectively when passing etc. The aim of the game is to score as many goals as possible.</p> <p>Swap over</p> <p><b>Cool down</b></p>	<p>Cones (goals) 6ft apart.</p>	
5	<p>To refine passing and shooting skills.</p> <p><i>I can refine my dribbling and passing skills working with a partner.</i></p> <p><i>I can work with a team and pass, dribble and shoot.</i></p> <p><i>I can work with</i></p>	<p><b>Warm up</b></p> <p>Split the class into groups of 5/6. Groups line up at one end of the court and at the opposite end are cones and a ball. Player 1 sprints to the cone and collects the ball and dribbles it back to player 2. Player 1 stops about 6ft from player 2 and passes it. Player 2 has to stop it, control it and then dribble to the cone and leaves the ball. Player 2 sprints back to the back of the line and player 3 sprints to cone etc... Make sure each member is jogging on the sport whilst they wait their turn</p> <p><i>*Note any ch who need to develop basic skills and allow them time to practise by performing any of the activities done so far*</i></p> <p>Ch will play in groups of 6 against 6. They will have a goal keeper at each end. Explain to the goal keepers that they can use any body part to stop the ball as well as their sticks. The goal posts must be 6ft apart. Ch wear bibs to show their team. Remind children to spread themselves out so as their team mate can pass the ball to them. Ch must keep</p>	<p>Bibs Sticks Tennis balls Cones</p>	

# Example of planning



## Implementation

	<i>a team and practise passing, dribbling, shooting and tackling.</i>	<p>moving and control the ball at all times.</p> <p><i>*If ch are losing the ball regularly, they need to practise their dribbling skills. The other team must try to gain control of the ball. Encourage ch to shoot when they are close to the goal using as much speed as possible.</i></p> <p><i>*If ch are not using their team mates, they must practise passing skills*</i></p>		
6	<p>To practise and refine skills learned so far.</p> <p><i>I can practise and refine all skills learned so far and evaluate others' work</i></p>	<p><b>Warm up</b></p> <p>Ask ch what areas they need to improve on/ what do they find most challenging about hockey. Set up areas around the playground that allow ch to refine their skills e.g. dribbling, passing, tackling, shooting, goal keeping etc. Rotate the activities and observe and make notes for assessment.</p> <p>At the end of the lesson, allow the ch to play a match against each other 6/7 in each group.</p>	<p>Bibs</p> <p>Sticks</p> <p>Balls</p> <p>Camera</p>	



**Impact**



# **Physical Education Impact**

# Impact



## Impact



At Ditton Lodge Community Primary School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has positive implications for their well-being and learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. The recent pupil voice survey data showed children enjoy PE and develop a love of sport, and physical activity, that they attend sport outside of school hours. All pupils understand the values and importance of fair play and being a good sportsperson. The PE curriculum helps children become confident to take initiative, lead activities and encourage them to become lifelong participants in sport and games. Sports Ambassadors regularly update the board.



# Impact



## Impact



# Impact



## Impact



### Ditton Lodge Primary School Sports Premium Report and Impact

The sport premium is allocated by the government to fund additional and sustainable improvements to the provision of P.E and sport for the benefit of primary aged pupils to encourage the development of healthy and active lifestyles. Allocation of the funding was calculated by using the number of pupils in year 1 to 6 as recorded in the census. The senior leadership team allocated funds in consultation with the sports leader in order to address where the biggest impact is required. Sports ambassadors and student council also are given input regarding how to make lunch time breaks more active by running a pupil surveys.

At Ditton Lodge our aims remain the same, to achieve self-sustaining improvement in the quality of PE and support in our school:








1. Engagement of all pupils in regular physical activity - kick starting healthy lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skill of staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sports



# How do you measure the impact of Physical Education teaching?

## Impact



PAST YEARS	
<b>2020/2021</b> Your school ranked Platinum	
<b>2018/2019</b> Your school ranked Platinum	
<b>2017/2018</b> Your school ranked Gold	
<b>2016/2017</b> Your school ranked Gold	
<b>2015/2016</b> Your school ranked Gold	
<b>2014/2015</b> Your school ranked Gold	
<b>2013/2014</b> Your school ranked Silver	

- Pupil voice
- Competition results
- Fitness improvement
- Observations
- CPD feedback

# Impact



## How do you measure the impact of Physical Education teaching?



Subject Leaders use iAbacus as a tool for developing their subject, as seen in this example:







## What do you consider to be the strengths of Physical Education within the school?

A well thought out and comprehensive syllabus that engages and informs students by using:

Links with the wider community through competitions

Involvement of families in competitions.

Hands on approach to experience various games.

Visits from members of different coaches to enhance students learning.

## How do you know?

Competition results

Half-termly learning walks/observations

Pupil Voice Questionnaire

# Impact



## Pledge Certificate

### Ditton Lodge Primary School.

is committed to growing girls' football in 2020/21 through providing girls with equal access to:

- Learn through football in PE lessons
- Participate in girls only football sessions
- Compete in girls' football school fixtures/events
- Lead girls' football activity for others



**GIRLS' FOOTBALL  
SCHOOL PARTNERSHIPS**  
Supported by  **BARCLAYS**



YOUTH  
SPORT  
TRUST



[www.girlsfootballnschools.org](http://www.girlsfootballnschools.org)



# Impact



**SCHOOL GAMES**

**MARK FRAMEWORK**  
2020/21

Thank You

*Ditton Lodge Primary School*

In recognition of your ongoing engagement in the School Games and for completing the School Games Mark Framework for 2020/21.

Awarded by

*[Signature]*

School Games Organiser

TEAM GB  
Paralympics GB  
Department for Digital, Culture, Media & Sport  
change 4 life  
SPORT ENGLAND  
YOUTH SPORT TRUST

# Impact



**SUFFOLK**  
**SCHOOL**  
**GAMES**

**BELONG**   
**DEVELOP**   
**COMPETE**

## OUR MISSION

Providing a range of opportunities that create positive experiences for all young people to take part in sport and physical activity.

## OUR VISION

In the 2021/22 academic year, the School Games in Suffolk will continue to enable young people to take part in and enjoy physical activity, contributing positively towards their overall physical and mental wellbeing.

**BELONG**

These events are non-competitive but participation focused, targeting students who lack confidence but want to participate because they understand the benefits of physical activity.

**DEVELOP**

These events are for students who like friendly competition but don't solely focus on winning, instead they include a School Games Value focus, giving students the opportunity for personal development.

**COMPETE**

These events are for students who are competitive in nature and thrive on performing and competing against others.

