

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Physical Education Report Autumn Term 2022

Subject Vision

Physical Education at The Piggott School seeks to motivate all students to develop physically so that their physical and psychological skills are maximised in individual, small group and team play scenarios.

Children are provided with opportunities to improve their fitness and health in a way that promotes self-confidence, fulfilment and positive mental health.

Children at The Piggott School: Charvil Primary will have the chance to participate in sports and other endeavours that foster virtues, such as fairness and respect.

'Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out

how to climb it, go through it, or work around it' Michael Jordan

Teaching and Learning

Physical Education	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Me and Myself: Spatial awareness – bubble space and safely moving around the space, co-ordination, using our bodies	Movement Development: Balance, co-ordination and agility, awareness of others, moving safely with control	Ball Skills: ball control, moving with a ball, stopping and collecting, bouncing and rolling	Working with Others: Co-operation and teamwork	Throwing and Catching: Rolling and sending, throwing and catching, use of power, safety	Fun and Games: Sports day practice, parachute games
Year 1 Unit 1	Fitness	Gymnastics	Golf	Dance	Badminton	Rounders
Year 1 Unit 2	Handball	Tag rugby	Orienteering	Volleyball	Basketball	Athletics
Year 2 Unit 1	Gymnastics	Dodgeball	Dance	Fitness	Tennis	Orienteering
Year 2 Unit 2	Football	Hockey	Netball	Tag Rugby	Cricket	Athletics
Year 3 Unit 1	Handball	Dance	Gymnastics	Yoga	Badminton	Swimming
Year 3 Unit 2	Tennis	Orienteering	Tag Rugby	Rounders	Hockey	Athletics
Year 4 Unit 1	Dodgeball	Gymnastics	Football	Cheerleading	Outdoor Adventurous Activities	Swimming
Year 4 Unit 2	Hockey	Netball	Tennis	Cricket	Rounders	Athletics
Year 5 Unit 1	Dance	Handball	Fitness	Gymnastics	Outdoor Adventurous Activities	Swimming
Year 5 Unit 2	Football	Cricket	Hockey	Netball	Orienteering	Athletics
Year 6 Unit 1	Dance	Volleyball	Badminton	Football	Fitness	Cricket
Year 6 Unit 2	Netball	Rugby	Basketball	Tennis	Rounders	Swimming

Our Physical Education units have been obtained through the company, 'PE Planning', who provide quick, easy, and engaging lesson plans in detailed, relevant, and differentiated information together with sport specific assessment. Lessons are designed by PE specialists to ensure progressive and national curriculum specific learning objectives are met. The PE scheme of work progressively builds on key knowledge, skills, and techniques.

Delivery of lessons are by every class teacher from EYFS up to Year 6 to ensure the needs of the class are met. Lessons are inclusive, with detail on how to stretch and support children where necessary. However, children are set individual and group tasks to develop various skills such as teamwork, communication, and leadership.

In addition to curriculum-based PE lessons, all pupils are given the opportunity to represent the school in a sporting event at inter-school level (competitions and festivals). Further to this, a range of after-school sports clubs that cover a range of sports so that there is something for everyone.

Assessment

Our approach to assessment, which includes formative assessment through questioning and observations, enables teachers to scaffold and deepen learning properly for students who need it. Assessment is an important component of the teaching and learning cycle.

Summative assessments are also recorded to show how well students have learned over time, and subject leaders utilise these to how modifications to lessons can be made to enhance learning and promote improved outcomes.

pe planning		unit assessment (whole class) // year 4 - hockey		intent, implementation, impact		
Class Name:		Teacher:				
Learning Objectives for this Unit						
DECLARATIVE KNOWLEDGE - Displaying factual knowledge:				Most	Some	Few
Explain simple tactics in game situations.						
Recognise what you do well and what you find difficult.						
Understand the link between heart rate and breathing when exercising.						
Devise suitable warm up activities for the upcoming activity.						
PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:				Most	Some	Few
Move the ball keeping it under control whilst changing direction.						
Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success.						
Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.						
Evaluating Pupils and Adaptive Teaching						
By the end of the Unit, most pupils should be displaying Declarative and Procedural Knowledge of the skills listed above. Use this area to record any children identified as excelling or behind the expected development.						
Children who are excelling. Consider these children as More Able and signpost into extra-curricular, local clubs, etc.		Children who are behind expected development. Consider future special requirements, 1:1 intervention work, etc.				

Use this document to assess classes, consider future PE topics and report progress to next year's class teacher.

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Autumn 1 Assessments

ATTAINMENT %	Sport	Working towards the expected standard	Expected standard	Above the expected standard
EYFS	Fun and Games	10%	90%	0
Year 1	Handball	13%	87%	0
	Fitness			
Year 2	Football	7%	80%	13%
	Gymnastics	7%	76%	17%
Year 3	Handball	10%	65%	25%

	Tennis			
Year 4	Hockey	10%	80%	10%
	Dodgeball			
Year 5	Football	23%	44%	33%
	Dance	14%	76%	10%
Year 6	Dance	13%	65%	22%
	Netball			

Autumn 2 Assessments

Year group	PE type	All pupils
Foundation ARE+		
Foundation GDS		
Year 1 ARE+	Gymnastics	87%
Year 1 GDS	Gymnastics	0
Year 1 ARE+	Tag Rugby	87%
Year 1 GDS	Tag Rugby	0
Year 2 ARE+	Dodgeball and Hockey	88%
Year 2 GDS	Dodgeball and Hockey	11%
Year 3 ARE+	Dance	94%
Year 3 GDS	Dance	10%
Year 3 ARE+	Orienteering	90%
Year 3 GDS	Orienteering	13%
Year 4 ARE+		
Year 4 GDS		
Year 5 ARE+	Cricket	97%
Year 5 GDS	Cricket	6%
	Handball	87%
	Handball	16%
Year 6 ARE+	Tag Rugby	87%
Year 6 GDS	Tag Rugby	13%
Year 6 ARE+	Handball	87%
Year 6 GDS	Handball	13%

Summative assessment aims to highlight children excelling (above the expected standard) and children who are behind (work towards the expected standard). Indication to the factual knowledge and practical understand is highlighted in the assessment model.

Pupil Participation in school fixtures

Year 3 – 11 children 35%

Year 4 – 16 children 53%

Year 5 – 20 children 67%

Year 6 – 23 children 77%

Total for Key Stage 2 – 57% of pupils have represented the school in external competition

Fixtures and Results

Sporting Events

Competition/ Fixture	Venue	Date	Results
Girls football tournament	Cantley Park Wokingham	14.10.22	Last 16
Gorse Ride Mixed League Fixture	Gorse Ride Primary School	19.10.22	2-2
Claycots Mixed League Fixture Football	Primary School	3.11.22	1-4
Cross Country	St Helen and St Katharine	10.11.22	1 st in under 11 Top 5 in under 10
School Games Sportshall athletics (School Games)	Maiden Erlegh School, Silverdale Road	18.11.22	Top 10 out of 24 teams
School Games Boccia (School Games)	Bohunt school	24.11.22	Medalists – no positioning
School Games Sportshall athletics (School Games)	Maiden Erlegh School, Silverdale Road	5.12.22	Position outside top 10
School Games KS2 New Age Kurling (School Games)	Bohunt School	6.12.22	Medalists – no positioning
St Doms Football Fixture (Mixed)	Charvil	6.12.22	2-2
Willowbank Football Fixture (Girls)	Charvil	9.12.22	0-1

Monitoring

In term 1, PE was observed in Key Stage 1 and 2 by Head of PE at The Piggott School: Wargrave Secondary (Daniel Carter) alongside the PE coordinator at The Piggott School: Charvil Primary (Neal Bhadye). Lessons highlighted the following headlines from Dan Carter:

- Children showed excellent levels of independence and were able to take an instruction self-sufficiently organise an activity
- Teaching showed modelling from practitioners and children to promote learning
- Children utilised key vocabulary where appropriate
- Children were stretched and supported to accommodate for all learners
- PE planning allowed for consistency of teaching and progression of skill
- Learning statements could be displayed on mini whiteboards outside to remind and reflect on objective