

# What does 'PE' look like at Adswood Primary?

## 1. Curriculum mapping

PE Curriculum Map						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1
First PE	Multi Skills & FUNS	Multi Skills & FUNS	Kwik Cricket	Kwik Cricket	Football	Football
	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Quicksticks	Quicksticks
Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2
Gymnastics	Ball Skills	Ball Skills	Football	Football	Netball	Netball
	Jungle Yoga	Jungle Yoga	Dodgeball KS2 Y3-4	Dodgeball KS2 Y3-4	Dodgeball KS2 Y5-6	Dodgeball KS2 Y5-6
Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1	Spring 1
Chinese New Year (EY)	Ball Games	Ball Games	Netball	Netball	Tag Rugby	Tag Rugby
Multi Skills	Social Dodgeball	Social Dodgeball	Multi Skills	Multi Skills	Multi Skills	Multi Skills
Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2	Spring 2
Football FU Ndamentals	Football FU Ndamentals	Football FU Ndamentals	Basketball KS2 Y3-4	Basketball KS2 Y3-4	Basketball KS2 Y5-6	Basketball KS2 Y5-6
	Indoor Athletics	Indoor Athletics	Handball	Handball	Handball KS2 Y5-6	Handball KS2 Y5-6
Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1	Summer 1
Athletics	Rugby FUNdamentals	Rugby FUNdamentals	Tag Rugby	Tag Rugby	Athletics	Athletics
	Athletics	Athletics	Athletics	Athletics	Kwik Cricket	Kwik Cricket
Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2	Summer 2
Olympic Dance	Kwik Cricket	Kwik Cricket	Rounders Yr 3/4	Rounders Yr 3/4	Rounders Yr 5/6	Rounders Yr 5/6
	Olympic Dance	Olympic Dance	Science Dance	Dance	Gymnastics	Gymnastics



For the past 2 years we have followed a whole school overview which informs staff of the teaching and learning that will take place in each half term.

The yearly overview ensures that learners have the best chance to progress within a sport. We combine sports of similar rules to encourage metacognition skills to develop. For example, benchball & netball and handball & basketball. Sports are revisited each year to ensure learners build on prior learning.

At Adswood we use PrimaryPEPlanning platform to support in the delivery of high quality PE lessons.

## 2. Progression of Learning (Sticky Knowledge)

Knowledge organisers and progressions of skills and vocabulary documents are used throughout EYFS, KS1 and KS2 to ensure progression of learning and national curriculum coverage. Learning follows a clear sequence in each year group and throughout school.

Gymnastics Knowledge Organiser - Year 3

**Prior Learning:** In Year two, children continued to master their basic gymnastic shapes. They also continued to master jumps such as Straight, Star and Tuck. They progressed from log rolls to dish/arch rolls and a forward roll. They developed their bunny hops on the floor and then on small apparatus. Children developed sequences, linking 3 skills together. Challenge lessons encouraged them to transfer key physical skills onto apparatus.

**Inspirational Athlete**  
Nadia Comăneci:  
Born November 12, 1961, Romanian gymnast who was the first gymnast (at 14) to be awarded a perfect score of 10 in an Olympic event.

Physical Me	Key Skills	Thinking Me	Gymnastic Events								
<ul style="list-style-type: none"> <li>Jumps with turns (1/4, 1/2, 3/4 &amp; Full)</li> <li>Rolls</li> <li>Bunny hops</li> <li>Balances</li> </ul>	<ul style="list-style-type: none"> <li>Movement onto Apparatus</li> <li>Sequences</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordination</li> <li>Agility</li> <li>Power</li> <li>Strength</li> <li>Flexibility</li> <li>Balance</li> </ul>	<ul style="list-style-type: none"> <li>Floor</li> <li>Vault</li> <li>Rhythmic</li> <li>Tumbling</li> <li>Acrobatic</li> </ul>								
<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Jumps With a turn</b> - Look around arm when turning. Use arms to rotate in a 1/4, 1/2, 3/4, or full turn. Land on the same spot/bending at the knees.</li> <li><b>Bunny Hops</b> - Flat hands first, then feet - static and moving.</li> <li><b>Point Balance</b> - Using small body parts such as feet, hands, head or knees.</li> <li><b>Patch Balance</b> - Use large body parts, such as legs, bottom, back or stomach.</li> <li><b>Sequence</b> - Linking together a series of elements (skills).</li> <li><b>Teddy bear roll</b> - Start in straddle, roll onto shoulder, back, shoulder and then sit up.</li> </ul>	<p><b>Key Vocabulary</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Quarter turn</td> <td>Half turn</td> </tr> <tr> <td>Patch</td> <td>Point</td> </tr> <tr> <td>Teddy Bear</td> <td>Travelling</td> </tr> <tr> <td>Perform</td> <td>Create</td> </tr> </table>			Quarter turn	Half turn	Patch	Point	Teddy Bear	Travelling	Perform	Create
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## 3. Learner voice

Learner voice informs staff that learners are enjoying their P.E lessons and are engaged. It also provides learners suggestions for future lesson planning.

### Learner voice Autumn



Has your confidence in P.E increased this year? If so why? If not what else could help?

"Yes, because Ben has taught me some new skills in football that I did not know how to do before." BM

"Yes, I feel better at dodgeball because Mr Smith has taught us new skills about dodging and rebounds and it has boosted my skills so I feel better." SRF

"It has increased a lot for me because we get to do more training and implement our existing skills and knowledge with some new ones." RW

"No it has always been the same. Sometimes I am confident but sometimes I am not, it depends on the sport." KP

## 4. Evidence of Learning

From 2024/2025, each year group will share an e-book to evidence the learning throughout the Year (UKS2 will share one e-book which evidences the learning during the Foundation 5 lessons). At the beginning of each half term, each class will assess the learners on their understanding of key vocabulary and understanding of the sports/activities they will be taking part in. Each week, the lessons will progress and introduce a new skill while reflecting on skills from previous sessions. Pictures and pupil voice will be recorded from the sessions to evidence the learning and progress made by the learners. At the end of a half term, teachers will assess the learners understanding of key vocabulary and skills learnt within that particular sport/activity to assess progress. The PE lead completes the impact form at the end of every academic year to evidence where the PE Premium budget is spent and how it is used to support learners learning.

## 5. Adaptive Teaching

Inclusion is vital in the success of our school. To ensure inclusion in PE we provide PE kits for ALL learners from Nursery through to Year 6. If a child is recognised as someone who can be reluctant to engage in learning during PE sessions, lessons can be adapted to encourage all. We use the PE budget to support FSM families in engaging with after school activities. Adaptive teaching allows all pupils to access learning and achieve age related expectations. We have adapted UKS2 lessons in the form of creating ability groups in the Foundation 5 sessions - ensuring all learners are able to participate and have the opportunity to enjoy PE. This Foundation 5 also ensures a smooth transition into high school.

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## 6. Theme Weeks

Each year we will conduct a PE and Sports theme week. They will be planned and organised close to sports day. If there is a key sporting event in that academic year, for example 'The European Championships' or 'The Olympics', the sports week will reflect this event. We will encourage all learners to participate in sporting opportunities that week and discuss and develop an understanding of a healthy balanced lifestyle. We approach external agencies to help inspire the next generation of sports stars.



## 7. Learning beyond the classroom education.

Learners have the opportunity to represent the school in intra and inter competitive activities. For example, football matches/tournaments and gymnastics. Sports coaches have been used at lunchtime to encourage participation outside of the classroom. Sports equipment is provided for the learners to use during break times and lunchtimes to encourage physical activity throughout the school day.

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## 8. Self- Assessment

Learners are encouraged to self assess and peer assess across all PE lessons. In addition, with our expert coaches for Invasion Games and Gymnastics, we encourage self and peer assessment while watching other learners's perform skills/routines.

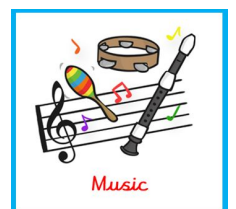
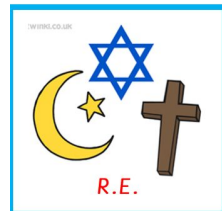
## 9. Staff CPD

PE lead monitors CPD by assessing teachers levels of confidence through conducting questionnaires. These are allowing targeted CPD to be planned for the teachers wanting some support in the delivery of PE lessons.

## 10. Foundation 5



Foundation 5 is unique to Adswood Primary School. It is aimed at Year 5 and 6 learners in order to aid their transition between year groups and primary to secondary school. Beliefs and Values, P.E, Computing, Music and M.F.L are taught three afternoons a week by subject leads. This allows learners to move from class to class, develop relationships with numerous members of staff and enhance their knowledge and understanding of that subject. It is an excellent way to accelerate progress within these subjects. Furthermore, it is directly increasing the level of engagement in PE across the two year groups.



Summer 2 - Foundation 5 Timetable

	Monday	Wednesday	Thursday
Mr Lennon - R.E	YR 5 Yellow	YR 5 Green	YR 5 Blue
Mr Smith - PE	YR 6 Blue (Netball)	YR 5 Yellow (Netball)	YR 6 Green (Dodgeball)
Miss Richardson - Computing	YR 5 Blue	YR 6 Blue	YR 5 Yellow
Miss Tracy - Music	YR 6 Green	YR 5 Yellow	YR 6 Blue
Madame Holland - M.F.L.	YR 6 Yellow	YR 6 Green	YR 5 Yellow
Adam/Ben PE	YR 5 Green	YR 5 Blue	YR 5 Blue