

St Richard's Intent, Implementation and Impact Document for PE



EYFS

Year Group /Strand	Intention	Implementation	Impact
Acorns Provision 20 – 30 Months	Work individually and with others. Engage in cooperative physical activities. Explore ways of travelling. Copy simple movements. Begin to respond to music. Catch a large ball.	Free-flow activities in class and the outside area, with a mixture of gross motor (e.g. stepping stones, bean bag throwing) and fine motor (e.g. mark making, picking up small toys in 'small world' play).	When assessed, children will be able to demonstrate /express age-appropriate skills.
Nursery 30 – 50 Months			
Reception 40 – 60 Months	Participate in team games. Understand how to use equipment safely. Move and stop confidently. Move into space. Throw and roll a ball underarm. Aim a ball at a target. Catch a ball with two hands. Explore different ways of rolling, travelling and jumping. Explore balancing. Make contrasting body shapes. Jump from an object and land safely. Combine balances, jumps and shapes in a sequence. Copy simple movements. Describe how the body feels before/after exercise.	Free-flow activities in class and the outdoor learning area. Mixture of gross motor (e.g. climbing frame, balancing challenge) and fine motor activities (e.g. picking up dry rice, mark making). Weekly adult-led PE lesson.	When assessed, children will be able to demonstrate /express age-appropriate skills/language.

KS1 and KS2

Year Group /Strand	Intention	Implementation	Impact	Enrichment
Gymnastics Year 1	Copy and explore basic movements with some control and coordination. Perform different body shapes. Perform at different levels. Perform a 2 footed jump. Use equipment safely. Balance with some control. Link 2-3 simple movements.	The same specialist staff deliver PE lessons to all year groups, including	When assessed, children will be able to demonstrate /express age-	St Richard's offers extra-curricular clubs for all-inclusive football and for girls-

<p>Units: Basic travelling and balancing. Supporting weight.</p>				
<p>Gymnastics Year 2</p> <p>Units: Travelling & balancing. Transferring weight.</p>	<p>Explore and create different pathways and patterns. Use equipment in a variety of ways to create a sequence. Link movements together to create a sequence.</p>	<p>Early Years, enabling accurate assessment and appropriate progression. Every PE lesson includes time for a class discussion about what the children have learned and appropriate next steps.</p>	<p>appropriate skills/language.</p> <p>At St Richard's, P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if the children are taught well and are allowed to succeed, then they will continue to have a physically active life.</p>	<p>only football, and for tag rugby, running, gymnastics, dance and multi-sports clubs.</p>
<p>Gymnastics Year 3</p> <p>Units: Travelling & balancing. Symmetry & asymmetry. Action sequences.</p>	<p>Work independently and with others to create a sequence. Copy, explore and remember a variety of movements and use these to create their own sequence. Describe own work using simple gymnastics vocabulary. Begin to notice similarities and differences between sequences. Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements. Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>St Richard's is fortunate enough to have a large playing field and our own indoor swimming pool with specialist swimming instructors who also teach and assess all year groups.</p>		<p>St Richard's is part of the Richmond Borough League/ tournament structure for both boys and girls senior football (Year 5 and 6), as well as participatory football festivals for children as young as Year 2.</p>
<p>Gymnastics Year 4</p> <p>Units: Travelling & balancing. Flight. Action sequences.</p>	<p>Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Begin to use gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Create sequences using various body shapes and equipment. Combine equipment with movement to create sequences.</p>	<p>Accurate assessment allows us to identify areas of strength and concern, both individually and as a school. Both sports coaches and teaching staff provide extra-</p>	<p>A high-quality physical education curriculum inspires all children to become physically confident in a way which supports their on-going health and fitness.</p>	<p>We have an annual 'Footballer of the year' awards assembly.</p>
<p>Gymnastics Year 5</p> <p>Units: Travelling & balancing.</p>	<p>Select and combine skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to</p>			<p>The school competes in the annual Richmond Borough Sports Day at St Mary's University, with children from years 4, 5 and 6.</p>

<p>Action sequences.</p>	<p>describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences.</p>	<p>curricular clubs for both Key Stage 1 and 2.</p>	<p>Although enjoyment is the priority, we deliver a progression of the general and specific skills needed for a child to advance into later life with the sports and activities they love. We provide opportunities for children to participate in competitive sport, learning from both victory and defeat, to build character and nurture values such as fairness, cooperation and respect.</p>	<p>For all St Richard's sports teams, selection is based primarily on ability, with each child's commitment, consistency and behavioural attitude then taken into account. We impress upon the children the responsibility that comes with representing the school within the wider community. These factors are assessed on an on-going basis through the year, during PE lessons, clubs and training sessions.</p>
<p>Gymnastics Year 6</p> <p>Units: Travelling & balancing. Action sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner or a small group. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p>	<p>We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We have a strong record of inclusivity and adaptation, as we believe all children have a right to high quality Physical Education, regardless of individual requirements or difficulties.</p>	<p>We are delighted with the growing enthusiasm for sport within the school, as reflected by the increased demand for places in the various football, tag rugby, running, gymnastics, dance and multi-sports clubs.</p>	<p>Each year we invite an external specialist dance instructor to work with each year group.</p>
<p>Games Year 1</p> <p>Units: Rolling, throwing & catching 1. Kicking and handling. Dribbling & dodging. Hitting the target. Balls, hoops & beanbags.</p>	<p>Travel in a variety of ways including running and jumping. Begin to perform a range of throws. Receive a ball with basic control. Begin to develop hand-eye coordination. Participate in simple games.</p>			
<p>Games Year 2</p> <p>Units: Rolling, throwing & catching 2.</p>	<p>Confidently send the ball to others in a range of ways. Begin to apply and combine a variety of skills (to a game situation). Develop strong spatial awareness. Begin to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Begin to develop an understanding of attacking/ defending.</p>			

<p>Where's the goal? Running, kicking and dribbling (football). Uni-hockey. Short Tennis 1.</p>				
<p>Games Year 3</p> <p>Units: Football 1. Basketball 1. Rounders. Short Tennis.</p>	<p>Understand tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Begin to communicate with others during game situations. Use skills with coordination and control. Develop own rules for new games. Make imaginative pathways using equipment. Work well in a group to develop various games. Begin to understand how to compete with each other in a controlled manner.</p>			
<p>Games Year 4</p> <p>Units: Mini tag-rugby. Hockey 1. Kwik cricket. Short Tennis 2.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Work well in a group to develop various games. Compare and comment on skills to support creation of new games. Make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Use running, jumping, throwing and catching in isolation and combination.</p>			
<p>Games Year 5</p> <p>Units: Invasion games. Basketball 2. Netball 1. Kwik cricket.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. Use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Use</p>			<p>We have arranged inspirational visits from Olympic athletes and also run trips to experience major sporting events such as the 2019 Women's FA Cup Final at Wembley Stadium.</p>

<p>Net/Wall games. Tennis.</p>	<p>running, jumping, throwing and catching in isolation and combination.</p>			
<p>Games Year 6</p> <p>Units: Hockey 2. Netball 2. Volleyball. Badminton. Rounders.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keep possession of balls during games situations. Consistently use skills with coordination, control and fluency. Take part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modify competitive games. Compare and comment on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.</p>			
<p>Dance Year 1</p> <p>Units: Responding to Stimuli. Exploring Actions.</p>	<p>Copy, explore and remember basic movements and body patterns. Link movements to sounds and music. Respond to a range of stimuli.</p>			
<p>Dance Year 2</p> <p>Units: Levels, direction & speed. Dynamic elements.</p>	<p>Copy and explore basic movements with clear control. Vary levels and speed in sequence and the size of body shapes. Add change of direction to a sequence. Use and negotiate space clearly. Describe a short dance using appropriate vocabulary. Respond imaginatively to stimuli.</p>			
<p>Dance Year 3</p>	<p>Begin to improvise both independently and with a partner to create a simple dance. Translate ideas from stimuli into movement with support. Begin to compare and adapt</p>			

<p>Units: Creating structure. Control & fluency</p>	<p>movements and motifs to create a longer sequence. Use simple dance vocabulary to compare and improve work.</p>			
<p>Dance Year 4</p> <p>Units: Linking shape sections. Speed & action.</p>	<p>Confidently improvise with a partner or independently. Begin to create longer dance sequences in a larger group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to compare and improve work.</p>			
<p>Dance Year 5</p> <p>Units: Ideas into movement. Performance & composition.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving). Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs. Begin to show a change of pace and timing in movements. Use the space provided effectively. Improvise with confidence, still demonstrating fluency across the sequence. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.</p>			
<p>Dance Year 6</p> <p>Units: Evaluate, refine & develop. Performance & composition.</p>	<p>Exaggerate dance movements and motifs (using expression when moving). Perform with confidence, using a range of movement patterns. Demonstrate a strong imagination when creating own dance sequences and motifs. Demonstrate strong movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Begin to show a change of pace and timing in movements. Move accurately to the beat. Improvise with confidence, still demonstrating fluency across the sequence.</p>			

	Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.			
Athletics Year 1 Units: Rolling, throwing & catching 1. Kicking and handling. Dribbling & dodging. Hitting the target. Balls, hoops & beanbags.	Can run at different speeds. Can jump from a standing position. Perform a variety of throws with basic control.			
Athletics Year 2 Units: Rolling, throwing & catching 2. Where's the goal? Running, kicking and dribbling.	Can change the speed and direction whilst running. Can jump from a standing position with accuracy. Perform a variety of throws with control and coordination. Can use equipment safely.			
Athletics Year 3 Units: Indoor athletics. Athletics 1.	Begin to run at speeds appropriate for the distance. Can perform a running jump with some accuracy. Perform a variety of throws using a selection of equipment. Can use equipment safely and with good control.			

<p>Athletics Year 4</p> <p>Units: Athletics 2. Athletics 3.</p>	<p>Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Demonstrate accuracy in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>			
<p>Athletics Year 5</p> <p>Units: Athletics 4. Athletics 5.</p>	<p>Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Begin to record peers performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>			
<p>Athletics Year 6</p> <p>Units: Athletics 6.</p>	<p>Begin to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Begin to record peers performances, and evaluate these. Demonstrate accuracy and confidence in throwing and catching activities. Describe good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>			
<p>Healthy lifestyle KS1</p>	<p>Begin to describe the effect exercise has on the body. Begin to explain the importance of exercise and a healthy lifestyle.</p>			
<p>Healthy lifestyle KS2</p>	<p>Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understand the need to warm up and cool down. Demonstrate an understanding of how to stay safe.</p>			
<p>Improvement of skills KS1</p>	<p>Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.</p>			
<p>Improvement of skills KS2</p>	<p>Watch and describe performances accurately. Begin to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions</p>			

	on how to improve their work, commenting on similarities and differences.			
SWIMMING				
EYFS	Basic water skills (Floatation, submerging, etc).	St Richard's is fortunate enough to have our own indoor swimming pool with specialist swimming instructors who also teach and assess all year groups.	Children will learn vital life skills including how to keep themselves and others safe in the water.	St Richard's has a weekly 'Elite Swimmers' club to extend the progress of the most able swimmers.
Level 1* *Children are taught in ability groups, but roughly speaking, Level 1 = KS1 Level 2 = LKS2 Level 3 = UKS2	Basic water skills (Floatation, submerging, etc). Perform safe self-rescue in different water-based situations. Introduce technical strokes for Front crawl. Swimming across the width.	Within each year group, each class is split into two or three smaller groups according to current attainment levels, with each group having their own session in the pool. This helps to ensure that teaching and learning is tailored to the children's needs. Children can be moved to a higher or lower-ability group at any point if their progress or needs change.	They will learn to use efficient strokes that enable them to swim confidently for both speed and/or distance.	The school has a strong record of participation in the annual Richmond Borough swimming gala, with several children reaching individual finals in recent years.
Level 2	Swimming across the width. Building up the technical proficiency of the strokes for Front crawl and Backstroke. Strengthening the water skills. Introduce skills for life-saving in pyjamas.		Their overall fitness and stamina will improve.	
Level 3	Swimming across the length: Reinforcing technical skills for Front crawl and Backstroke for greater speed and/or across a longer distance (25m+). Pace oneself. Developing advanced water skills to enhance strokes (surface dives, rotations, sculling etc) Life-saving in pyjamas.			

		There are also individual 1:1 occupational therapy sessions for specific children with special physical needs.		
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