



Caring

Positive

Stimulating



Athlete Intent	To develop competence to excel in a broad range of physical activities.	To ensure children are physically active for a sustained period of time.	To engage in competitive sports and activities.	To ensure children lead healthy, active lives.	To promote a love of reading through the eyes of an athlete
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Implementation	What	<p>In KS1, Children should:</p> <ul style="list-style-type: none"> Master basic movement through developing Agility, Balance and Coordination. Master basic movement patterns—such as running, jumping, throwing and catching, as well as dance. Participate in team games, developing attacking and defending tactics. 	<p>In KS2, Children should:</p> <ul style="list-style-type: none"> Develop a broader range of skills, linking them to actions and sequences of movement. Enjoy communicating, collaborating and competing and be able to evaluate, improve and recognise their own success. Use running, jumping, throwing and catching in isolation and in combination Play competitive games. Develop flexibility, strength, technique, control and balance. Perform dance, using sequences. Take part in outdoor and adventurous activity, individually and as a team. 		<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently at least 25m. Perform self-rescue in different water based situations. Use a range of strokes effectively.
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Implementation	How	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Two hours of high quality of PE taught per week. Use of PE Hub and REAL PE planning. Progression of agility, balance and coordination taught through use of gymnastic apparatus and creating sequences. These include changing speed, preparation for beam balancing, use of the springboard, and higher apparatus. Progression of basic movements e.g. running, jumping, throwing and catching taught through opportunities in lessons e.g. 'Hit, catch, run' and 'Run, jump, throw' schemes of work which develop from year groups. Progression of dance movements in dedicated units. Children develop attacking and defending tactics 2v2 moving onto 6v6 games as they become more aware of teamwork and cooperation. Progression of skills build over the years, linking them to actions and sequences and developing team sports. Children use communication skills supporting others, evaluating and improving their own success. PE is linked to other curricular areas where possible 	<p>Swimming</p> <p>Swimming happens in year 3 and 4 at the local leisure centre.</p> <p>Children progress through the appropriate skills to allow them to become competent swimmers,</p> <p>Beginner, Intermediate and Advanced planning.</p> <p>Opportunities for catch up swimming in year 5 and 6, funded by the school.</p>	<p>Additional Opportunities</p> <ul style="list-style-type: none"> Use of outside agencies (Up and Under/In2Sport, Bath Rugby) for sports teaching and before-school, lunch times and after-school clubs. Opportunities for children to participate in Inter-sport competitions against other schools in our cluster. Recognised through articles in school newsletter. Intra-sport competitions within school against pupils and against the other schools in our PAT. Use of Sports Leaders. Residential trips—Osmington Bay and Grittleton (Outdoor Adventurous Activity) More able club and opportunities to attend More Able course Pupil Premium invite to a before or after school club or a Pupil Premium Club Linking with the wider community - e.g. Bath Rugby Foundation 	<p>Building Cultural Capital and Inspiring Curiosity</p> <ul style="list-style-type: none"> Variety of untraditional sports in the curriculum e.g. handball, OAA Before and after school clubs of untraditional sports e.g. archery, fencing Participating in Central Venue League events against other schools including event for children with disabilities e.g. boccia Promoting personal and social development e.g. Sports Leaders, team leaders Making links between wellbeing and exercise Promoting good team spirit 	<p>Supporting all learners to aspire and achieve (including disadvantaged learners)</p> <ul style="list-style-type: none"> Differentiation of lessons including equipment, skills, time Opportunities for funded clubs Progression of skills through the year groups Opportunities to attend Central Venue League fixtures—Lead Athletes driving children to and from the event to remove barriers
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Impact	<p>Assessment</p> <ul style="list-style-type: none"> Ongoing Formative Assessment Pupil Conferencing Traffic Light Data 	<p>Monitoring</p> <ul style="list-style-type: none"> Participation in lunchtime, before and after school clubs Learning walks Feedback from outside agencies Data outcome Teaching and Learning Observations 	<p>Quality of Education</p> <p>Learners make progress in line with, or better than national expectations. They are given a wide range of opportunities which allow them to develop confidence and enjoyment in physical education.</p>	<p>Behaviour and Attitudes</p> <p>Learners have an opportunity to enjoy success across a range of sports and activities. This is particularly important for children who have lower attainment in other subjects. Children are taught, respect, fairness and teamwork.</p>	<p>Personal Development</p> <p>Learners are given the tools which enable them to both acquire skills and to build on what they already know. They are able to discuss attacking and defending tactics, rules and world sport events (Olympics, World Cup etc)</p>
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