



PE at Bridge Primary School.

When children enter the school, the majority have already begun to develop the fundamental, transferrable skills that were taught in KS1. The scheme of work used in Green Lane infants is mirrored by Bridge Junior, which enables a smooth transition between the two schools. Many children have previously had little access to green spaces and sports facilities outside of school, for example, many children have never been swimming before.

At Bridge we widen children's experiences of physical activity and further develop children's physical skills and knowledge in a sequential and progressive manner. Throughout their time in school, children will develop a broader understanding of physical activity and learn about how to lead a healthy and active lifestyle. We have a robust long term plan which ensures breadth, core knowledge and skill to match the ambition of the National curriculum. Children will learn the knowledge and skills required to take part in a wide variety of sports ensuring they develop the fundamental skills of agility, balance and coordination and can apply these in gameplay. We support children to develop key skills such as water safety. We develop the "whole Child" by teaching children the transferable skills needed to work independently, in pairs and teams and think tactically so that these can be applied in PE and across the wider curriculum areas. Ultimately, children leave the school with an understanding of physical activity that can be applied throughout their life. They have an awareness and understanding of a variety of sports that will allow them to participate competitively and further develop their skillset during their time in secondary school.

The organisation.

At Bridge Junior School we follow the PE Programme of Study from the 2014 National Curriculum. This is supplemented with the GetSet4PE and real PE curriculums which allows us to cover all the statutory areas of the National Curriculum. We have devised, using these programmes, our own Medium-term plans, to make learning more meaningful for our children incorporating sports from local competitions and sporting providers, wherever possible within units. Teachers use it to plan engaging and active lessons.

Our Long Term Plan maps out the units of work the children learn throughout each year group across the school. The units are taught throughout the year at a time which fits with other areas of the curriculum and local competitions. Where possible, purposeful links between subjects are made and explored. Throughout their time at Bridge, children take part in a wide variety of sports so that they have experience of Target games, Net and Wall games, Striking and Fielding games and Invasion games, as well as dance, gymnastics, athletics and swimming. This is also enhanced by extra opportunities and exposure to a wider variety of sports such as archery in Year 3 and Fencing in Year 6 in both lessons and extra-curricular enrichment. In Year 3, children spend more time developing the fundamental skills needed for gameplay such as ball control and begin to implement game play during a variety of invasion games. In Year 4, these skills are built upon and applied to a wider variety of sports and children take part in OAA and learn how to swim. In Year 5, children develop their technique and tactical understanding during competitive play. In Year 6, children develop their fluency and control to become more precise in their movements and develop the application of skills across a variety of sports such as the application of agility and aiming and striking a target in fencing.

At Bridge, all children take part in personal and interpersonal competitions with opportunities within and outside of school. We offer a wide variety of clubs led by both teachers and specialist sports coaches to foster a sense of joy within sports and develop good sportsmanship. Children are given the opportunity to participate in a variety of competitions via the School Sport and Physical Activity Network (Inspire) irrelevant of background or ability.

The impact.

As the children progress through the school, they develop a knowledge and understanding of how to be physically active and how to participate successfully in various sports. The children understand the rules and skills required to take part in competitive sport. We instil in the children a positive attitude to keeping healthy and active and build their confidence when participating in physical activity so that they can be active and healthy throughout their life. Physical Education at Bridge will give the children a grounding for them to develop in secondary school and in adulthood, allowing to make informed choices, leading active and healthy lifestyles.



The National Curriculum Expectations.

Key Stage One Expectations.

Prior Learning

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.

Key Stage 2 Expectations.

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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.