



# Moorside Primary School, Lancaster EYFS & National Curriculum 2022 – 2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is...	I wonder what is out there...	I wonder who lives there...	I wonder how things grow...	I wonder how things change...	I wonder how people help us...
Year 1	Under the Sea	Seasonal Change	Castles	Wild Things	Explorers	Growing
Year 2	Coasts	People in the Past		China	Plants and Habitats	
Year 3	Stone Age	World Food	Ancient Civilizations		Birds	Underground
Year 4	Engineering	Lancaster City Study		British Invaders and Settlers	Forests and Rainforests	
Year 5	Space	Vikings	Water		20 <sup>th</sup> Century	
Year 6	World War I		Survival		Human Body	

**Do I know more? Do I remember more?**

**Rationale for the order in which knowledge is taught from year group to year group:**

The PE curriculum at Moorside is based upon the Lancashire PE Passport APP which is a professionally designed scheme of work approach sequential in its progression and development of key skills. It was adopted by the school because of the breadth of experiences it provides and its sequential nature.

At KS1 the main focus is for all children is to master **10 Key Fundamental Movements Skills** through a variety of thematic titles, covering most areas of study, yet the outcomes of the sessions are similar throughout to ensure that plenty of opportunity is offered to master those early skills.

At Lower KS2 the children will continue to use those learnt skills and be introduced to a variety of equipment and games, where the teaching of generic taught skills can be adapted to suit the needs of each game. These are taught through invasion games, net and wall games and striking and fielding games. The gymnastics/dance units are progressive throughout the year group and again a variety of titles are included to offer a range of thematic approaches to link to year group topics but sometimes these will have to be taught separately, due towards the nature of the activity.

At Upper KS2 the children PE sessions take a more sports themed approach to learning and preparing the children for school competitions and events, but early key skills are common throughout and practiced regularly throughout the progressive Lancashire scheme.

**Rationale for the order in which knowledge is taught within each year group:**

The New Lancashire PE passport APP is progressive and sets out simple objectives to be completed at appropriate time frames, using the expertise of PE specialists to ensure that progression is made. Once key skills and knowledge have been established, most children will be able to access and succeed in a number of different games and sports specific activities through the acquisition of transferable skills.

Where activities are repeated within the different year groups, the objectives and skills expectation is again progressive. Although if the activity is specific to one year group, the skills developed through earlier activities will often support the needs of a new activity/game again through the transferable nature of many skills. Children will be encouraged to make links between the different skills and games they have been taught and encounter.

**How the curriculum has been designed to meet the needs of Moorside learners:**

At school we aim to offer the children a wide variety of opportunities to be active and engage within a wide variety of sports and activities to development a healthy awareness of leading an active life-style, allowing them all to make progress and succeed through a varied, creative and imaginative curriculum.

**How teachers are expected to teach this subject:**

All teachers will have access to the Lancashire PE passport APP where detailed plans, videos and assessment tools are readily available to track children's attainment and progress through a highly successful (regularly updated scheme).

Less confident teachers have the opportunity to work alongside expert PE specialists for CPD and courses/Zoom (monthly) meetings are available to update their understanding and ask questions.

**How is this subject assessed? How do teachers make a judgement?**

Each lesson within the PE passport APP has key set objectives (usually 2) as a focus and each child is graded on their attainment at the end of each session with bronze, silver, gold or platinum dependent on their level of success. With short videos and success criteria shown for anyone who is less confident or doesn't quite understand a concept. These can be accessed within the package. There is opportunity within the APP to take photos and/or videos to evidence progression and at the end of each term's completed work all children will be awarded a level of achievement in this area of study, using the weekly attainments to award a final judgement accordingly, which can be monitored by the Subject Leader, targeting specific groups if necessary.

**What is expected in terms of recording and evidencing:**

Within the PE passport APP, each child is expected to be awarded an assessment for all lessons completed with an overall judgement made at the end of each half-term and in some areas of study there is an opportunity for a self-assessment to be completed by the child. Evidence of Bronze, Silver, Gold and Platinum are not expected for all children for each lesson but at least 1 good example of each would be beneficial to see the differences in the expected levels.

**How do you know that end points are met?**

If the children successfully complete all objectives to a good level, they will be graded accordingly with a silver standard.

Children who achieve above will be awarded the gold, with exceptional/gifted children awarded platinum.

Children not yet achieving the expected standard will be graded bronze and these children will be highlighted and encouraged to access OSHL clubs or given additional opportunities to master these skills in future sessions, through adaption of games and activities.

**How is ambition for all promoted within this subject?**

PE is a statutory subject and all children should have the opportunity to engage within at least 2 hours of PE/physical activity per week with HA children encouraged to access OSHL clubs/guided towards local clubs to further their opportunities.

**How does the subject leader(s) evaluate impact to know how well the subject is taught?**

With the implementation of the Lancashire PE passport APP it will make it a lot easier for the PE Subject Leader to track pupils progress and identify significant areas of need through its detailed analysis. Video opportunities will give an insight into each lesson. I believe that with this more rigorous assessment program, it will focus the teachers' minds on specific objectives and target specific groups of children when gathering evidence making the whole process of assessment within PE lessons more in-depth and in the long-run should up-skill all staff in the delivery and assessment in this subject.