



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT
PHYSICAL EDUCATION

Together Everyone Achieves More

INTENT



How to communicate using appropriate vocabulary

At Corsham Regis, we aim to deliver high-quality physical education which inspires all pupils to leave us physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We understand that pupils need to be taught to use appropriate vocabulary in order to achieve this.

About Corsham and the local area

On occasions, our sports teams or classes of children are invited to compete or participate in Corsham cluster sports festivals or competitions. These take place in and around Corsham, for example Corsham Rugby and Cricket Club, The Corsham School, Stanley Park in Chippenham and the Springfield Campus.

Through experience inside and beyond the classroom.

Children experience physical education in our school hall, on our school playgrounds and on our school field. Swimming lessons take place in our local swimming pool, which can be found at the Springfield Campus.

New knowledge and understanding appropriate to their age

The children are taught the National Curriculum for each year group with the Chris Quigley Milestones linking to their topic. This is split over a two year rolling program to ensure coverage and gives the children the opportunity to deepen their knowledge and skills.

How to keep themselves safe

Physical Education lessons are risk assessed and children are taught how to engage in activities safely. They are expected to dress in appropriate PE kit and remove unsafe jewellery. Pupils in Years 5 &6 are also taught aspects of water safety as part of their swimming lessons.

Assessment Progression Map

PE		
ELGs	Essential opportunities Key stage 1	Essential opportunities Key stage 2
<p>Gross Motor Skills: Children will- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>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:</p> <ul style="list-style-type: none"> • 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.

Assessment Progression Map


Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
Games	<p>- Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.</p>	<p>Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.</p>

PROGRESSION MAPPING



Dance	<p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practicing moves and stretching.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>
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Gymnastics	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing and hang from equipment safely (using hands).</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>
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PROGRESSION MAPPING

Assessment Progression Map

Athletics	<p>Athletic activities are combined with games in Years 1 and 2.</p>	<p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <p>Compete with others and aim to improve personal best performances.</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>
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Swimming	<p>Pupils in Years 1 & 2 do not go swimming.</p>	<p>Pupils in Years 3 & 4 do not go swimming.</p>	<p>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)</p> <p>Perform safe self-rescue in different water-based situations.</p>
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Outdoor and Adventurous activities	<p>Not applicable.</p>	<p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Understand the need to show accomplishment in managing risks.</p> <p>Show an ability to both lead and form part of a team.</p> <p>Support others and seek support if required when the situation dictates.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Remain aware of changing conditions and change plans if necessary.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
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PROGRESSION MAPPING



IMPLEMENTATION – PLANNING OVERVIEW



Corsham Regis PE Planning overview 24-25



Wiltshire Cricket

Up and Under

Springfield Leisure Centre

	Autumn 1		Autumn 2		Spring 3		Spring 4		Summer 5		Summer 6	
Fox	Basic Skills Spatial awareness Baseline	Gymnastics/ movement	Basic Skills Movements/ REAL PE	Gymnastics	Gymnastics	Dance	Basic Skills Rolling, throwing, catching	Real PE	Striking and Fielding	Basic Skills Rolling, throwing, hitting a target	Athletics	Basic Skills Recap all skills
Dickens	Cricket	Basic Skills rolling, throwing, catching Yr2 striking and fielding	Gymnastics	Hockey	Dance	Basic Skills rolling, throwing, catching, hitting a target	Healthy Heroes	Healthy Heroes	Striking and Fielding	Team Games	Athletics	Team Games
Mason	Cricket	Gymnastics	Orienteering (Outdoor)	Gymnastics	Rugby	Dance	Healthy Heroes	Healthy Heroes	Striking/Fielding	Athletics	Athletics	Cricket (Striking/Fielding)
Millward	Cricket	Hockey	Team Games	Gymnastics	Rugby	Swimming	Dance	Swimming	Athletics	Hockey (Invasion Games)	Athletics	Rounders (Striking/ Fielding)
Turner	Cricket	Swimming	Invasion games	Swimming	Rugby	Invasion games	Team games		Netball	Rounders	Athletics	Rounders
		Gymnastics		Dance			Athletics					

Corsham Regis- PE Curriculum and Clubs 2024-2025

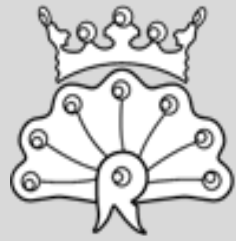


Tuesday / Thursday

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Monday						
Year Group/ class teacher	Cricket 9.20-10 Dickens 11-12.10 Mason 1.10-2.00 Millward 2.00-3.00 Turner					
Tuesday (afterschool club FS2-Year 3)	Tag rugby	Hockey	Netball	Football	Rounders	Athletics
Year Group/ class teacher	Block 1 Year 4/5 Millward	Block 1 Year 4/5 Millward	Block 1 Year 4/5 Millward	Block 1 FS2/Year 1 Fox	Block 1 Year 1/2 Dickens	Block 1 Year 6 Turner
	Block 2 Year 6 Turner	Block 2 Year 6 Turner	Block 2 Year 6 Turner	Block 2 Year 6 Turner	Block 2 Year 3/4 Mason	Block 2 Year 4/5 Millward
Wednesday						
Year Group/ class teacher	Turner Swimming 11-11.30am	Turner Swimming 11-11.30am	Turner Swimming 11-11.30am	Healthy Heroes Mason (one class practical before break the other after break and swap) Dickens		
Thursday (afterschool club Years 4-6)	Tag rugby	Hockey	Netball	Football	Rounders	Athletics
Year Group/ class teacher	Block 1 Year 1/2 Dickens	Block 1 Year 1/2 Dickens	Block 1 FS2/Year 1 Fox	Block 1 FS2/Year 1 Fox	Block 1 FS2/Year 1 Fox	Block 1 FS2/Year 1 Fox
	Block 2 Year 3/4 Mason	Block 2 Year 3/4 Mason	Block 2 Year 3/4 Mason	Block 2 Year 1/2 Dickens	Block 2 Year 6 Turner	Block 2 Year 1/2 Dickens
Friday						
Vulnerable pupils* Thursday	9-10-KS1	9-10-KS1	9-10-KS1	9-10-KS1	9-10-KS1	9-10-KS1
	10-10.40- KS2	10-10.40- KS2	10-10.40- KS2	10-10.40- KS2	10-10.40- KS2	10-10.40- KS2

*6 children per session- to be decided by SENCO and class teacher

We are a Bath Rugby Partnership school



PROVISION



- Our broad PE curriculum provides children with experiences of different sports, in the hope that they will further their interests and strengths outside of school
- Our links with external agencies enhance our provision of PE and are used to not only broaden the children's experiences and develop their skills but staff work alongside these specialists as continuous CPD
- Our PGL residential trip in Year 6 enables the children to experience outdoor and adventurous activities such as climbing , abseiling, kayaking, raft building, team games and many more.



IMPACT

- Children build their confidence in a range of sports taught by experts.
- Some children go on to join clubs outside of school, having been introduced to different sports within school.
- Children swim at the Springfield Community Campus in Corsham with the aim for all children being able to swim 25 meters by the time they leave for secondary school.
- We encourage all pupils to take part in our weekly Magic Mile Club and approximately 60% of the school attend regularly.
- We have sports clubs that are completely free to our pupils: rugby, crockery



 
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PROVISION SPORTS DAY 2024



- All children took part in non-competitive activities to develop throwing, dribbling, team work and bat and ball skills.
- Children chose to compete in a range of competitive races.
- Parents and carers are always invited to join us for sports day, this helps the children to develop their performance elements of sport and brings the whole school community together
- Sports leaders from The Corsham School join us and are aspirational for the children providing excellent role models for them.
- Children compete and are awarded points towards their team and with children from across the age ranges represented in each team, the children have to work together and encourage each other, with the older children often supporting the younger ones.

IMPACT OF SPORTS DAY





Bath Rugby
come and
we learn
new skills.
Year 3

We get to play
different games.
Year 1

I like that we
get to play
dodgeball
with Mr Peters.
Year 2

Up and
Under sports
clubs are
great.
Year 3

I like PE because it's
A lot of fun.
Year 1

We get to
learn new
skills.
Year 3

It allows us to try
a good variety of
sports so we
know what we
could do outside
of school. Year 6

PE keeps me
fit and
healthy.
Year 6

PE is healthy!
Year 5

It's just the
best
subject!
Year 6

Swimming is
great and
improves your
confidence.
Year 6

Cluster
competitions give
us more
competitive
challenges. Year
6

CHILDREN'S VOICE



Year 5/6
cricket
winners
2023!



PHOTOS/ REGIS MAGIC MOMENTS

FINAL REFLECTION/NEXT STEPS 2024-2025



Continue to use Up and Under Ltd for mentoring, coaching and extra-curricular club provision

Explore continuing with Bath Ruby Partnership to further enhance this provision

Consider other girls only sports clubs to further promote girls in sport.

Continue to provide a range of sports clubs and promote participation.

To continue our involvement with Wiltshire cricket to promote cricket in school.

Continue to use Up and Under Ltd for mentoring, coaching and extra-curricular club provision

Continue to elect a sportsperson of the year