



**Our P.U.R.P.L.E. Curriculum Intent, Implementation and Impact Model**

P.U.R.P.L.E. is an acronym that stands for the qualities that we believe all children need to possess to be successful in life. It doesn't just involve implementing a series of learning experiences, but is a complete values set that encompasses everything that we do. It shapes every minute, of every day, for every child in every class at the school. Our aim is that every single child leaves our school, equipped with a toolbox packed full of knowledge, skills and experiences that enables them to confidently shout: 'I AM P.U.R.P.L.E.' ...and that they keep shouting it for the rest of their lives! Our Curriculum Intent, Implementation, and Impact Model for 2020-2021 describes how we plan to achieve that. Staff, children, and governors at Littleton Green Community School have all contributed to this document

**How do children become P.U.R.P.L.E in PE?**

<b>PROUD: I am Proud. I am proud of my work and the effort that I have made to produce it.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide lots of opportunities to celebrate very high quality work</li> <li>To provide lots of opportunities to celebrate effort</li> </ul>	All children are taking pride in the work that they are producing and the effort that they have put into achieving it. This is being celebrated by all adults.	We will use Class Dojo, P.U.R.P.L.E. assemblies and sports week to celebrate work and effort.	Children and adults will be proud of the work produced at LGCS and the efforts that the children have made.  Work scrutinies, pupil interviews and 'Chequebook' walks will show that all children and adults demonstrate the Proud value in every lesson.
		We will hold moderation meetings once a block to ensure that high standards are maintained in P.E.	
		We will celebrate P.E. with photo's and videos to showcase our objectives and learning and celebrate this in our books and on class dojo.	

<b>UNIQUE: I am Unique. I am an individual who offers many talents. Everybody is good at something.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To deliver a curriculum that offers children a chance to develop a wide range of skills in <b>all</b> areas of learning</li> <li>To devote plenty of time to all areas of learning, so children can showcase their talents</li> </ul>	All children are being taught a broad and balanced curriculum, which recognises and celebrates their individual strengths but also identifies and addresses any gaps that they may have.	We will use children as sport captains in P.E. in every class.	Every class will use child experts in each subject.  Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Unique value in every lesson.
		We will deliver a P.E. curriculum that provides enough time for knowledge and skills to be developed.	
		We will provide interventions to ensure that <b>all</b> children become the best that they can be	



<b>REFLECTIVE: I am Reflective. I learn from my mistakes and get better at things as a result.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide opportunities for children and adults to reflect on learning and then provide opportunities to act upon it.</li> </ul>	All children are reflecting on their learning and benefitting from high quality adult pupil dialogue, which is based on accurate AFL.	We will train all teachers and Learning Support Assistants to provide high quality feedback.	Work scrutinies, pupil interviews, and 'Chequebook' walks will show that all children and adults demonstrate the Reflective value in every lesson.
		We will recap learning to ensure that knowledge is remembered and skills applied.	
		We will teach children to peer and group assess successfully and reflect on their sporting skills.	

<b>POSITIVE: I am Positive. I always try my hardest. If at first I don't succeed, I try, try, and try again.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide lessons which really challenge a child's understanding by delivering an age related curriculum to all children all day, every day</li> <li>To teach higher order thinking skills and an "it's good to be stuck" ethos</li> <li>To provide praise, praise and more praise!</li> </ul>	All children using appropriate strategies to achieve learning objectives, which challenge them.	We will plan, deliver, and assess using Power of P.E. scheme and Cornerstones to ensure that the level of challenge is appropriate for all children in in all lessons.	Work scrutinies, pupil interviews, and 'Chequebook' walks show that all children and adults demonstrate the Positive value in every lesson.
		We will hold regular staff meetings to understand how children approach challenges that they are stuck on.	

<b>LOVING: I Love. I respect and love the world that I live in. I respect and love other people. I respect and love myself.</b>			
<u>Intent</u>		<u>Implementation</u>	<u>Impact</u>
<u>What are our aims?</u>	<u>What do we want to see?</u>	<u>What will we do?</u>	<u>What will success look like?</u>
<ul style="list-style-type: none"> <li>To provide a curriculum that places a high degree of emphasis on building mutual respect</li> <li>To provide a curriculum that enables a child to recognise that they can influence local, national and international communities</li> <li>To have high expectations about the</li> </ul>	All children are profiting from a climate of mutual respect in which Positive Behaviour Intervention Strategies are applied at all times. They feel seen, safe, soothed and secure.	We will follow a Behaviour Policy which encourages Positive Behaviour Intervention Strategies for all.	In Interviews children and staff can demonstrate that they feel seen, safe, soothed and secure at school.
		We will provide opportunities for children to represent school in sporting competitions. We will appoint sport captains to facilitate a love for sport during playtimes.	



quality of the learning environment and of the child's actions and attitudes within it		We will teach children how to support one another by working in mixed ability pairs and take care of the sports equipment.	In pupil interviews, children enjoy working in mixed ability pairs and have the skills to support each other successfully.
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**EMPOWERED: I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.**

Intent		Implementation	Impact
What are our aims?	What do we want to see?	What will we do?	What will success look like?
<ul style="list-style-type: none"> <li>To equip children with a wide range of skills that they can use throughout their life</li> <li>To ensure that every single stakeholder at the school's sole focus is making sure that every single child leaves our school being 'the best that they can be'</li> </ul>	All children are fully focused on their learning and either acquiring new knowledge/skills or applying knowledge/skills that have been previously taught.	We will ensure that all teaching and support staff complete a research project designed to improve subject knowledge.	Knowledge and skills are progressive, demanding and match the aims of the P.U.R.P.L.E. curriculum for all pupils in all classes.
		We will hold regular Subject Leader meetings to ensure that high standards are maintained and to ensure that the development of knowledge and skills is progressive in P.E.	Children make good progress in all subjects.
		We will ensure that every child in the school completes a P.U.R.P.L.E. Passport.	Children increase the range of P.U.R.P.L.E. experiences that they have had.
		We will teach children how to be P.U.R.P.L.E.	In pupil interviews, children can talk with confidence about being P.U.R.P.L.E.

**How do we teach PE?**

PE is taught as a discrete subject at LGCS

- We follow the Power of PE scheme of work and track progress using Cornerstones.
- Children complete a weekly lesson in PE which focuses on either Games, Swimming, Athletics, Gymnastics or Dance
- To promote healthy lifestyles, children also compete a daily walk a mile challenge. Children will complete a daily sports lunchtime activity.
- To promote outdoor and adventurous activities children also complete a weekly forest schools and/or Commando Joes activity (see also P.U.R.P.L.E./ PSHE at LGCS document)
- Each lesson is based around a question which is designed to stimulate curiosity and promote discussion.
- During PE lessons, children are referred to as Athletes and are taught the knowledge and skills identified in the Power of PE Curriculum.



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**Progression of knowledge and skills**

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor or adventurous activities	Follow a simple route around the school grounds or a given outdoor space. Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of travelling to get from one place to another, such as walking, jogging, skipping or jumping.	Move over, under and through spaces and obstacles outdoors. Obstacles can be overcome by moving into spaces around, over, under or through them.	Work outdoors effectively as part of a team to safely navigate familiar places and solve problems. Working effectively as a team means working within a group to complete an activity well or achieve a shared goal. It involves following instructions, listening to others, taking turns and using people's strengths to achieve the goal.	Respond positively to challenges and other team members, showing the ability to listen to and act on feedback. A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.	Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team. Orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents.	Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities. When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone.
Athletics	Practice basic running, jumping, throwing and catching techniques. Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands.	Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination. Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.	Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence. A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.	Run a range of distances, varying pace and for extended periods. Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy.	Understand how power and stamina are developed and how this improves performance. Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance. Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.



## PE at Littleton Green Community School

Gymnastics	Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely. Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.	Demonstrate a sequence of linked balances, creating a variety of body shapes. Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab.	Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance. A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.	Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine. A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence.	Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength. A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction.	Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine. A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions.
Sending and striking	Pat, throw, kick, stop and catch a ball. Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked.	Confidently send or receive an object, such as a beanbag or ball. There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.	Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy. Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.	Throw, catch, strike and field with control and accuracy. Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket.	Use striking, fielding and racket skills confidently and consistently. Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points.	Use ball skills confidently and with some precision in a wide variety of competitive games. When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.
Team games	Participate in simple playground games, following the rules. Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.	Play simple team games, understanding the rules and developing basic tactics to score points. A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points.	Compete in a team game, communicating with others and using tactics. Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.	Play a well-known or invented competitive game, communicating with others, and developing and using team tactics. Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.	Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together	Develop and refine strategies and tactics for attacking and defending during competitive team games. Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback.



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					effectively. Control is being able to direct the body to perform precise movements.	
Dance	Copy, create and remember simple movement patterns, showing awareness of rhythm. Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.	Perform movements to express ideas, emotions or feelings, varying level, speed and direction. Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction.	Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece. Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.	Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli. Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic.	Improvise and move with precision, control and fluency in response to a range of stimuli. Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly.	Vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group. In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky.
Evaluation	Comment on their own or others' performance, routine or game. Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.	Use appropriate vocabulary to comment on performance and opportunities for improvement. Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.	Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.	Reflect on their own and others' skills, identifying and working on areas for improvement. A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.	Comment on tactics, techniques and skills, and learn from others to help improve performance. There are a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adults, peer modelling, listening to comments from others and acting upon feedback.	Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement.
Data analysis	Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled. Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and	Collect data over time to show how repetition improves overall performance. Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.	Explain how a 'personal best' can improve over time. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.	Examine how changing variables can refine skills. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.	Estimate and investigate improvements in performance over time. Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and	Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as



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	seconds.				centimetres) and analysed after each repetition of the activity.	illness or injury, which have affected the outcome.
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