



The Complete PE package to support effective use of funding for sustainable impact



## What will this webinar cover?

- An introduction to Complete P.E. our online resource.
- Understand how the planning, which embeds TOP PE, will enable the delivery of high quality Physical Education.
- Drive the personal development of the whole child through using the sequences of learning combined with MY Personal Best.
- Focus on how to assess formatively and complete summative assessment across the physical, cognitive, social and emotional elements of learning.
- Explore assessment tools used to track and monitor pupils physical activity levels and PE attainment.
- Explore the Subject Leaders' area and how this area will ensure you can execute your role with ease.
- Learn how our resource is a sustainable programme, offering continued and on-going training and development.

## An introduction to Complete P.E. our online resource:

- An interactive planning and assessment resource which supports high quality teaching and learning in all areas of Physical Education for **EYFS**, **KS1** and **KS2**.
- Written by Primary Physical Education Teachers (QTS) and PE Advisors.
- Working in partnership with the **Youth Sport Trust** and recognised as one of their key partners.
- Complete P.E. has been developed over the past 11 years to ensure that everything has been well thought out and considered to make an impact in schools across the UK.



## What makes Complete P.E. so unique?

- Our online resource ensures that the **physical**, **social**, **cognitive** and **emotional** elements of learning are embedded through structured and progressive sequences of learning for all key stages.
- All of the learning in Complete P.E. is **horizontally** and **vertically** aligned to allow for **progression** of learning within a year and through a child's education.
- Complete P.E. will facilitate and ensure **sustainable** and **on-going CPD**.
- Member schools have access to unlimited educational **one-to-one support**.
- We are partnered with the **Youth Sport Trust** ensuring you can trust this is a resource that is honest, genuine and supported by experts.



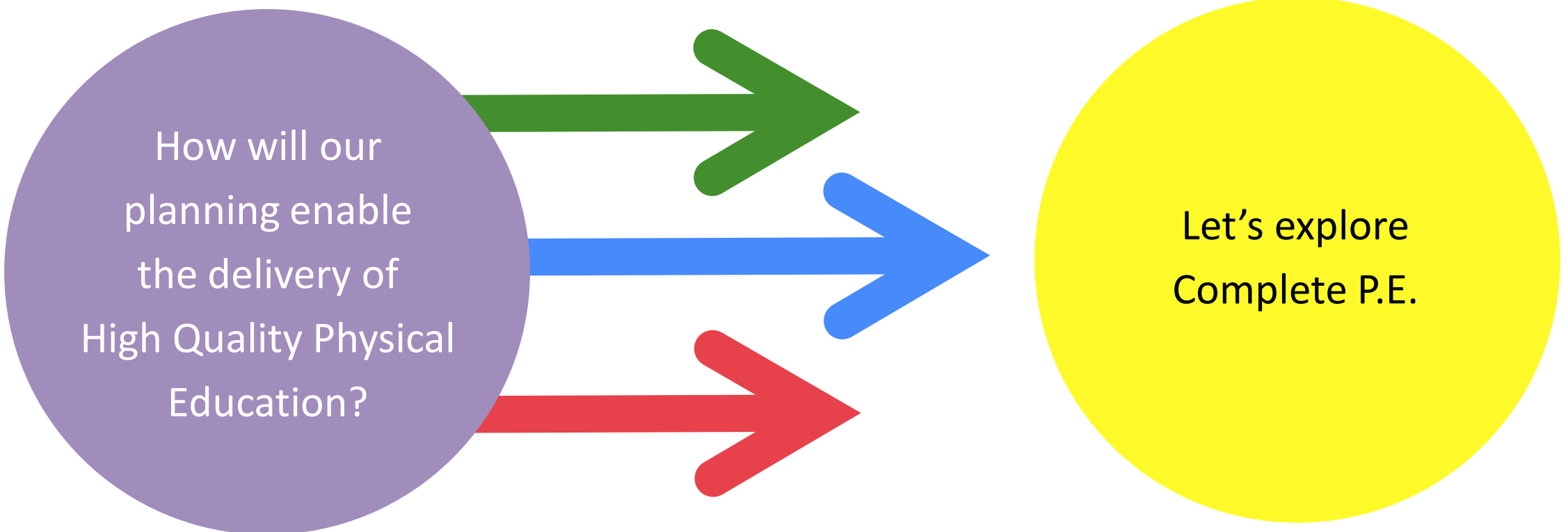
## What impact will Complete P.E. have on our school?

- Complete P.E. will **increase teachers' confidence** in delivering all areas of the Physical Education curriculum.
- Complete P.E. supports schools to ensure that their Physical Education provision is of the **highest quality**.
- Pupils' attainment can be tracked and evidenced, demonstrating that every pupil is developing their **physical**, **cognitive**, **social** and **emotional** learning.
- This directly links to your school meeting the requirements of the **Ofsted** framework as well as meeting the outcomes of the national curriculum.



Schools using Complete P.E. will be able to:

- Access over **450** suggested sequences of learning with new units and content added every academic year.
- View over **6,500** bespoke interactive videos showing successful, age related learning.
- Use over **850** differentiation cards to challenge or further support learning.
- Use our **assessment** tool to accurately record pupils PE (and swimming) attainment and **track** pupil's levels of physical activity.
- Access the **TOP PE** card collection and **My Personal Best** Primary resource, both of which are fully integrated into the sequences of learning.




How will our  
planning enable  
the delivery of  
High Quality Physical  
Education?

Let's explore  
Complete P.E.



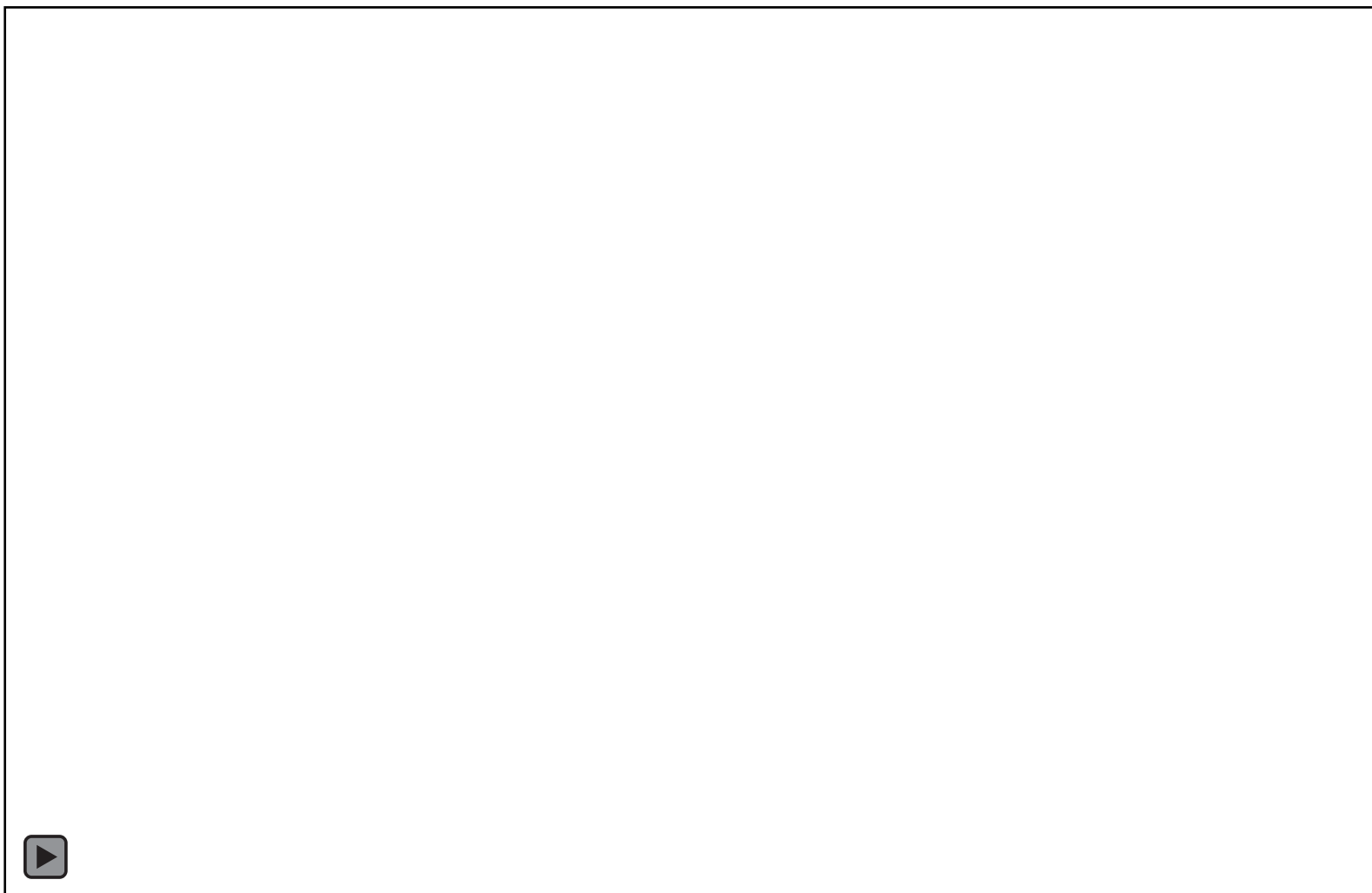


Explore throwing			
Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
<p>The focus of the learning is to explore different ways of throwing a beanbag.</p> <p>Pupils will start to learn why we need to aim when we are throwing.</p>	<p>How many different ways can we throw?</p> <p>Where do we throw?</p> <p>Why do we throw?</p> <p>Describe how we throw.</p> <p>How do we aim?</p> <p>Why do we aim?</p> <p>Describe how we aim.</p> <p>What does the word, 'accuracy,' mean?</p> <p>Why do we need to be accurate when throwing the beanbag?</p>	<p><b>Show What You Know</b></p> <p>Ask pupils to show you the different ways that they can throw a beanbag. Can pupils throw the beanbag underarm? Can pupils throw the beanbag overarm? Can pupils throw the beanbag in different directions?</p> <p><b>Bullseye</b> </p> <p>Explore different ways of sending (throwing) a beanbag towards a target. Each pupil has a beanbag and a target (hoop or a cone.) How many different ways can pupils throw the beanbag towards the target? Each time a pupils' beanbag hits the target they shout, 'bullseye,' and score a point. Ask pupils to describe the way they found the most successful way to throw. What happens if we take a step back? Does this change the way we throw?</p> 	<p>(P) Can pupils throw a beanbag with their dominant hand? </p> <p>(C) Can pupils focus on the target? <b>Concentration</b> YST MY PB</p> <p>(S) Can pupils play by the rules? <b>Fairness</b> YST MY PB</p> <p>(W) Can pupils throw a beanbag with increasing control? </p> <p><b>Self Belief</b> YST MY PB</p> <p>(P) Can pupils throw a beanbag with control? </p> <p>(C) Do pupils understand the meaning of, 'control'? </p> <p>(C) Do pupils understand the meaning of, 'aiming'? </p> <p>(S) Do pupils listen to others ideas? <b>Empathy</b> YST MY PB</p> <p>(W) Do pupils keep trying even if they are missing? <b>Self Belief</b> YST MY PB</p>
<p><b>Pupil Observations and Assessment</b></p>	<p><a href="#">Click here to make notes</a></p>	<p><b>Bullseye: Ready Steady Aim</b></p> <p>Structure the game as above. Encourage pupils to point (aim) their non-throwing arm towards the target. Ask pupils why we need to aim when we are throwing. Explain to pupils that they need to look at and concentrate on the target. Can pupils tell you any sports where they need to throw a small ball?</p>	
EYFS	KS1	Lower KS2	Upper KS2

Key questions,  
directly linking learning  
intentions and success criteria  
- encouraging  
physical, cognitive  
and social learning

Carefully sequenced age  
related suggested games  
and activities to  
challenge learning

Success criteria allows  
for mastery learning,  
supporting schools  
evidence towards the  
personal development  
of all pupils



Interactive videos  
showing physical, cognitive,  
social and emotional success  
specific to age related,  
outcomes

The videos bring the  
learning to life and will  
support teachers and  
practitioners who are  
not as confident

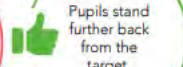
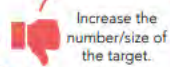
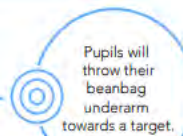
The videos can be  
used by teachers  
then for moderation,  
self and peer assessment



## Bullseye

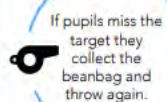
### Structure

- Each pupil has a bean bag and a target (hoop or cone).
- Pupils throw the bean bag towards their target, exploring different ways of throwing.
- If a pupils beanbag hits their target they shout 'bullseye' and score a point.
- How many different ways can pupils throw the beanbag?



### ? Key Questions

- How many different ways can we throw?
- Where do we throw?
- Why do we throw?
- How do we aim?
- Why do we aim?
- Why do we need to be accurate when throwing the beanbag?



Can pupils throw a beanbag with their dominant hand?



Can pupils focus on the target?



Can pupils play by the rules?



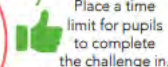
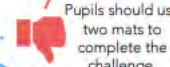
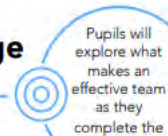
Can pupils throw a beanbag with increasing control?



## Cross the River Challenge

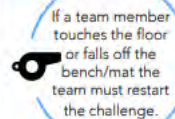
### Structure

- Split the class into four teams.
- The challenge is to cross from one side of the hall to the other (the river), using two pieces of equipment without any part of their bodies touching the floor.
- If a pupil touches the floor, the whole team must restart the challenge.
- Each team is given a choice of either using two mats or two benches or one mat and one bench as their equipment.



### ? Key Questions

- What makes an effective team?
- What strategies and tactics can we use?
- What are the consequences of not collaborating effectively?
- What is the best choice of equipment to cross the river?
- Why is this the best choice of equipment?



Can pupils keep their balance on the equipment as they cross the river?



Can pupils solve the problem and cross the river successfully?



Can pupils work as a team to complete the challenge?



Can pupils keep trying even if they make a mistake?



Access to over 850 differentiated activities and games to challenge and further support learning across all areas of the PE curriculum

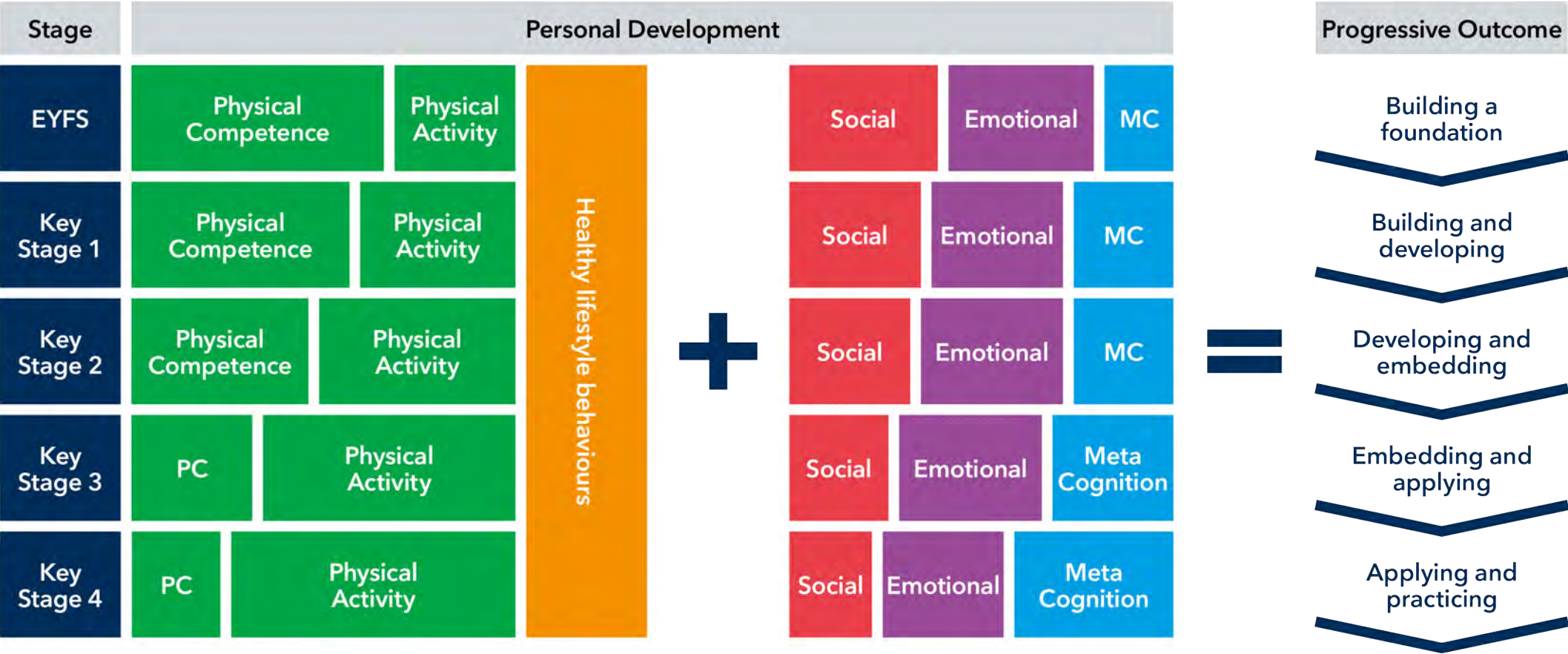
The cards add an additional layer to the learning, allow teachers to challenge every child

The cards can be used by pupils to personalise their own learning and challenge themselves





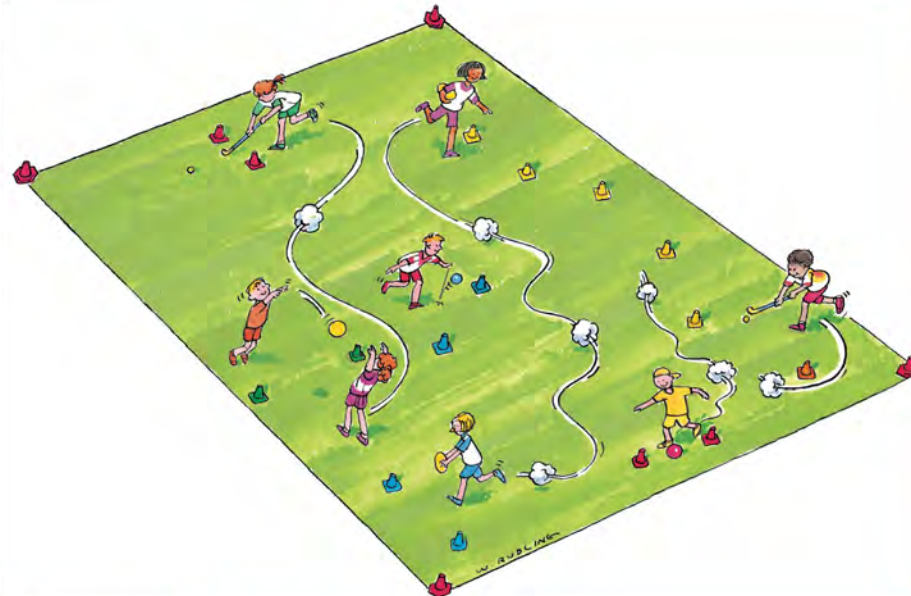
# National Curriculum Blueprint



## Gateway

### Gateway

- Eight players in each area.
- On the signal to start, each player dribbles/runs with the ball through as many different gates as possible.
- Count the number of gates gone through.
- Play again to improve the score.



#### Safety:

- Ensure children are aware of others and lift their heads as often as possible.
- Ensure there is enough space.

#### Equipment:

- Balls
- Safety markers for the gates
- Hockey sticks if playing hockey.

- ✓ TOP PE resources embedded within Complete P.E. will support the delivery of high quality PE, physical activity and school sport to young people aged 7-11.
- ✓ The TOP PE collection includes content on athletics, dance, games, gymnastics and challenge.
- ✓ Used to promote a multi-ability approach across physical, thinking, social, creative and healthy themes, TOP PE will help teachers to have the skills, knowledge and confidence to deliver high quality PE and tackle inactivity and physical wellbeing.

## Social ME... 4



**"The best way to find out if you can trust somebody is to trust them."**  
*Ernest Hemingway*

**I am developing TRUST**

**When I have trust I...**

- Share things with others (not just my belongings)
- Accept help from others
- Ask for support
- Allow others to do things
- Look for the best in people

### FOR EXAMPLE

#### In PE:

In gymnastics, my partner and I support each other physically to create more interesting balances. Afterwards, we demonstrate our balances to another pair and ask them for feedback so we can improve.

#### In school:

During circle time, we are discussing wellbeing and how we deal with sad times in our lives. I share my story about being bullied and how it makes me feel as I believe the other pupils will give me their support and advice.

#### In life:

My younger sister is always pestering me to let her play my games. I watch her the first time to see if she knows what to do then allow her to borrow my game when I am going out.

Through My Personal Best Primary, children aged 4-11 will

- ✓ develop and apply life skills that will support them to flourish in PE, school and life.
- ✓ improve health and wellbeing and personal skills.
- ✓ grow understanding and working with others (social skills).
- ✓ create opportunities, overcome challenges and make choices (thinking skills).
- ✓ increase their potential achievement and readiness for life.

**Linked words:** belief, confidence, reliance, delegate





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Using MYPB, teachers can take a deeper dive into the teaching of life skills to further develop specific learning, bespoke to the needs of the pupils

The success criteria are organised to evidence physical, cognitive social and emotional learning

Success criteria allows for mastery learning, supporting schools' evidence towards the personal development of all pupils

## Login to your account

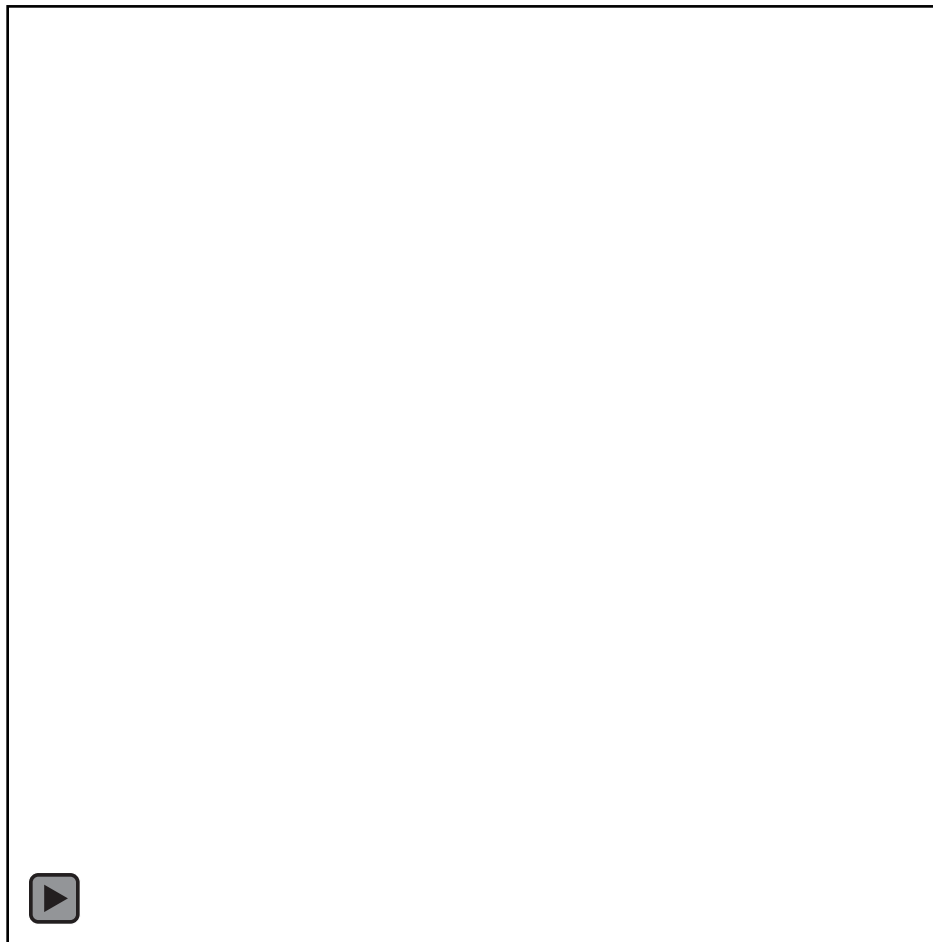
 Email

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Login

Forgot your password ?

No worries, click [here](#) to reset your password.



Mrs Wright, Head Teacher

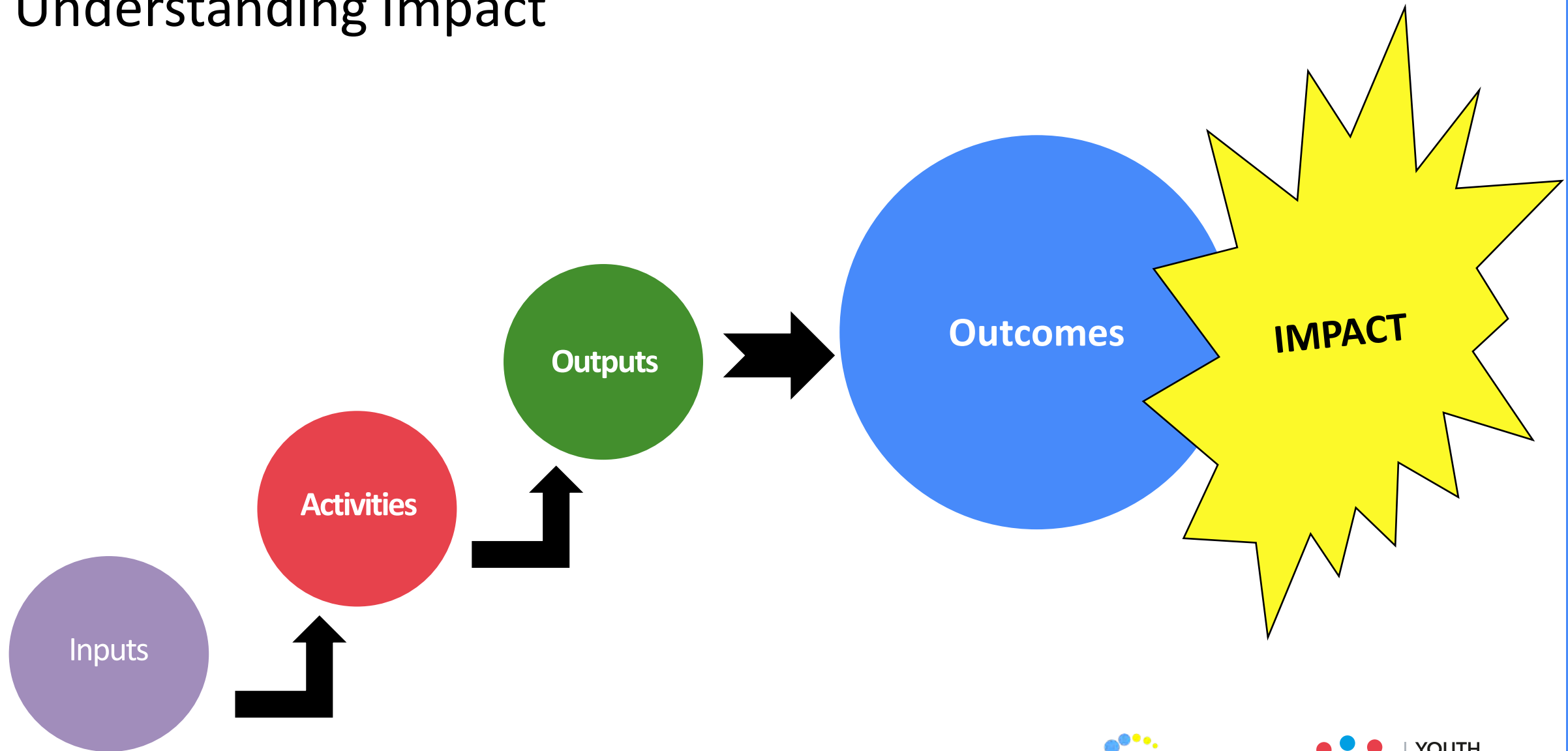


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INFANT & NURSERY AND JUNIOR SCHOOLS





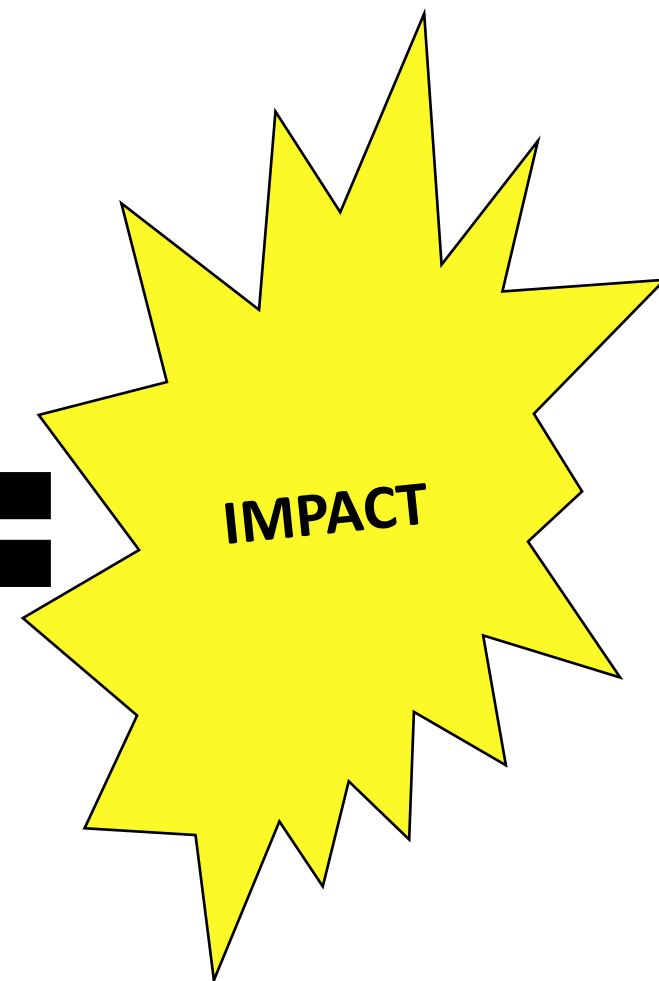
# Understanding Impact



***At the start of a year:***  
*Staff Confidence in September 2019 showed that only 30 % of teachers were confident in teaching Dance.*  
*We predict that by July 2020, 100% of staff we feel confident in teaching the Dance area of the curriculum.*



***At the end of the year:***  
*Staff Confidence in September 2019 showed that only 30 % of teachers were confident in teaching all areas of PE.*  
*As a result of effective CPD, July 2020 data shows that 100% of staff now feel confident in teaching all areas of the curriculum.*



## In summary

- Challenge the personal development of the whole child through learning that is physical, cognitive, social and emotional and meet the requirements of the new Ofsted framework through Physical Education.
- Increase teachers' confidence to deliver high quality PE lessons, with easy to follow suggested sequences of learning.
- Assess Physical Education logically and in a simple but accurate way and use this to report on your pupils' success and attainment linked to the national curriculum.
- Monitor and track pupils' physical activity levels using our built in assessment tool.
- Produce data to support the impact that Complete P.E. and your Physical Education provision is making.
- Become part of our family and feel supported whenever you need us by taking advantage of our in built training and on-going support for subject leaders.



Further  
Support

For more information and support contact,  
Catherine Fitzpatrick  
[catherine@completeperesource.com](mailto:catherine@completeperesource.com)