

# PE

## Curriculum Design Document

Springside Rules  
Safe  
Respectful  
Ready

# Springside Primary School

Where every child matters and is  
prepared for a future of possibilities



RESPECT



RESPONSIBILITY



RELATIONSHIPS



RESILIENCE



RESOURCEFULNESS



REFLECTION  
& ASPIRATION

# Curriculum Design Document

## School Context

- ▶ School- Context of our school including data and pupil profile
- ▶ Brief Context- One-page Context drawn from Context slides
- ▶ Curriculum Drivers- 5 key Drivers drawn from the previous slides (Confident Communicators, Life-Long Learners, Global Citizens, Real-Life Specialists, Inquisitive Thinkers)
- ▶ Keeping Children Safe in Education- specific details for this subject

## Curriculum

- ▶ Intent- Core intent of the subject (drawn from previous SoW)
- ▶ Induction Guide- key information for staff
- ▶ Steps to Success/Model lesson- Demonstrating what an average lesson in this subject would look like
- ▶ Vocab and Concepts- detailing long-term plans, key vocabulary and concepts taught at each stage
- ▶ Flashback 4- Highlighting key recall and retention questions for each stage
- ▶ End Points- Detailing what pupils need to achieve to be end stage ready at key points

## Area Context

- ▶ Bury- Historical and Geographical information about Bury
- ▶ Walmersley- Context, Statistical, Historical and Geographical information about Walmersley

Number on Roll -  
Oct 24  
246 pupils

SEN summary-  
Oct 24  
14.3% All SEN  
3.7% EHCP  
10.6% SEN Support

Free School  
Meals summary  
Oct 24  
25.6%

Looked After  
Children  
Summary  
Oct 24  
1.2%

|                             | 2021             | 2022             | 2023                |
|-----------------------------|------------------|------------------|---------------------|
| School % stability          | N/A 83           | N/A 83           | Close to average 81 |
| Pupil base deprivation      | Close to average | Close to average | Close to average    |
| School location deprivation | Below average    | Below average    | Below average       |

| Ethnicities                        |          |            |
|------------------------------------|----------|------------|
| Ethnicity                          | School % | National % |
| White - British                    | 80       | 63         |
| Asian or Asian British - Pakistani | 7        | 4          |

|                            | % Pupils |
|----------------------------|----------|
| White - British            | 77.2%    |
| Pakistani                  | 8.9%     |
| Any Other Asian Background | 2.8%     |
| Any Other Mixed Background | 2.4%     |
| White and Asian            | 2.4%     |
| White and Black Caribbean  | 1.6%     |
| Any Other White Background | 1.2%     |
| Any Other Black Background | 0.8%     |
| Black - African            | 0.8%     |
| Bangladeshi                | 0.4%     |
| Chinese                    | 0.4%     |
| White and Black African    | 0.4%     |

# 2023-24 OFSTED Inspection Dashboard

|                       | 2021                | 2022                | 2023                |
|-----------------------|---------------------|---------------------|---------------------|
| School number on roll | Close to average246 | Close to average245 | Close to average241 |
| School % FSM          | Above average26     | Above average27     | Close to average25  |
| School % SEND support | Close to average13  | Close to average13  | Below average12     |
| School % EHC plan     | Above average2      | Close to average2   | Above average2.9    |
| School % EAL          | Above average11     | Close to average9   | Close to average11  |

|                                          | EHC plan (7) |    |    |    |    |    |    |       |
|------------------------------------------|--------------|----|----|----|----|----|----|-------|
| SEND primary need                        | R            | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Severe Learning Difficulty               | 1            | 0  | 0  | 0  | 0  | 0  | 0  | 1     |
| Social, Emotional and Mental Health      | 0            | 0  | 0  | 0  | 1  | 1  | 1  | 3     |
| Speech, Language and Communication Needs | 1            | 0  | 0  | 0  | 0  | 0  | 0  | 1     |
| Physical Disability                      | 0            | 0  | 0  | 0  | 0  | 0  | 1  | 1     |
| Autistic Spectrum Disorder               | 0            | 0  | 1  | 0  | 0  | 0  | 0  | 1     |
| Year group totals                        | 2            | 0  | 1  | 0  | 1  | 1  | 2  | 7     |

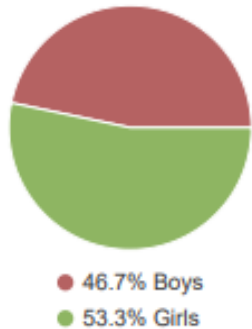
|                                          | SEND support (27) |    |    |    |    |    |    |       |
|------------------------------------------|-------------------|----|----|----|----|----|----|-------|
| SEND primary need                        | R                 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Moderate Learning Difficulty             | 0                 | 0  | 0  | 0  | 0  | 1  | 2  | 3     |
| Social, Emotional and Mental Health      | 0                 | 0  | 0  | 1  | 1  | 2  | 0  | 4     |
| Speech, Language and Communication Needs | 0                 | 2  | 5  | 0  | 3  | 1  | 4  | 15    |
| Hearing Impairment                       | 0                 | 0  | 0  | 1  | 0  | 0  | 0  | 1     |
| Visual Impairment                        | 1                 | 0  | 0  | 1  | 0  | 0  | 0  | 2     |
| Autistic Spectrum Disorder               | 0                 | 0  | 0  | 0  | 2  | 0  | 0  | 2     |
| Year group totals                        | 1                 | 2  | 5  | 3  | 6  | 4  | 6  | 27    |

## School Demographics

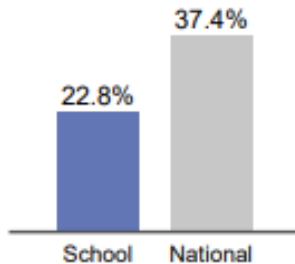
### Demographics of Springside Primary School

2024-2025: 246 Pupils

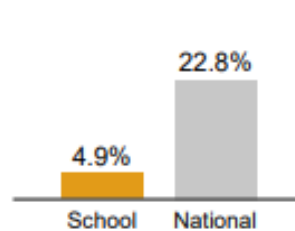
Gender



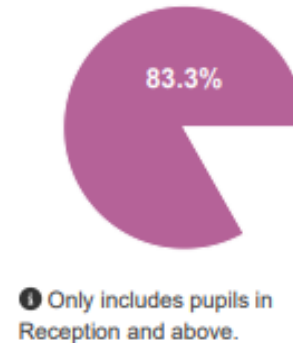
Minority Ethnic Background



EAL

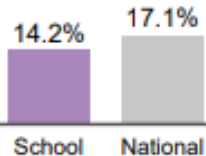


Homegrown Pupils

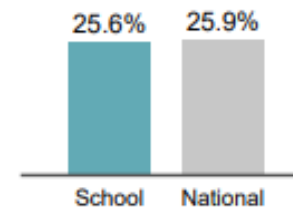


Pupils with SEND

|             | # Pupils | % Pupils | National |
|-------------|----------|----------|----------|
| SEN Support | 26       | 10.6%    | 14.1%    |
| EHC Plan    | 9        | 3.7%     | 3.0%     |



Ever 6 FSM



Only includes pupils in Reception and above.

### Information for consideration in our curriculum

- 13 different languages spoken in school
- 11 out of 17 different ethnic groups
- 9 international new arrivals from Sep 22 to May 23
- Above average free school meals
- School locality is classed as 'less deprived' of all schools (NB, this is because the school is classed as being in the Tottington and Ramsbottom ward which is misleading)
- 83% White British
- 8% Asian/ Asian British/Pakistani
- Speech, Language and Communication Needs is by far the highest SEND primary area of need

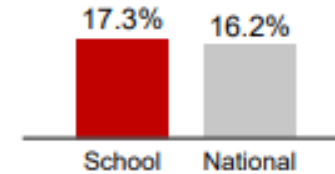
# School Demographics

## Absence Rates



❗ School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

## Persistent Absence



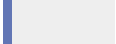
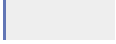
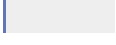
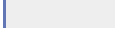
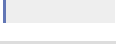
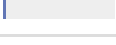
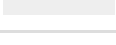
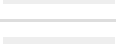
❗ Percentage of Y1 to Y6 pupils who miss 10% or more sessions

## Year Groups

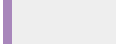
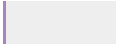
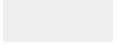
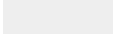
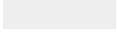
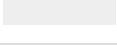
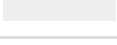
|           | Pupils | Boys                      | Girls                     | EAL                      | Summer Born               | Ever 6 FSM                | SEN Support              | EHC Plan                 | Absence Rate                |
|-----------|--------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|--------------------------|--------------------------|-----------------------------|
| Nursery 2 | 19     | 8 <div><div></div></div>  | 11 <div><div></div></div> | 0 <div><div></div></div> | 2 <div><div></div></div>  | 2 <div><div></div></div>  | 0 <div><div></div></div> | 0 <div><div></div></div> | 5.5% <div><div></div></div> |
| Reception | 30     | 19 <div><div></div></div> | 11 <div><div></div></div> | 0 <div><div></div></div> | 15 <div><div></div></div> | 1 <div><div></div></div>  | 2 <div><div></div></div> | 1 <div><div></div></div> | 5.7% <div><div></div></div> |
| Year 1    | 34     | 20 <div><div></div></div> | 14 <div><div></div></div> | 0 <div><div></div></div> | 14 <div><div></div></div> | 5 <div><div></div></div>  | 2 <div><div></div></div> | 1 <div><div></div></div> | 5.2% <div><div></div></div> |
| Year 2    | 35     | 15 <div><div></div></div> | 20 <div><div></div></div> | 0 <div><div></div></div> | 16 <div><div></div></div> | 8 <div><div></div></div>  | 5 <div><div></div></div> | 3 <div><div></div></div> | 5.3% <div><div></div></div> |
| Year 3    | 25     | 10 <div><div></div></div> | 15 <div><div></div></div> | 3 <div><div></div></div> | 5 <div><div></div></div>  | 8 <div><div></div></div>  | 3 <div><div></div></div> | 0 <div><div></div></div> | 3.0% <div><div></div></div> |
| Year 4    | 35     | 17 <div><div></div></div> | 18 <div><div></div></div> | 3 <div><div></div></div> | 5 <div><div></div></div>  | 17 <div><div></div></div> | 7 <div><div></div></div> | 1 <div><div></div></div> | 4.8% <div><div></div></div> |
| Year 5    | 33     | 12 <div><div></div></div> | 21 <div><div></div></div> | 4 <div><div></div></div> | 14 <div><div></div></div> | 6 <div><div></div></div>  | 4 <div><div></div></div> | 1 <div><div></div></div> | 6.7% <div><div></div></div> |
| Year 6    | 35     | 14 <div><div></div></div> | 21 <div><div></div></div> | 2 <div><div></div></div> | 10 <div><div></div></div> | 13 <div><div></div></div> | 3 <div><div></div></div> | 2 <div><div></div></div> | 4.2% <div><div></div></div> |

## School Demographics

### Ethnicities

|                            | # Pupils                                                                              | % Pupils |
|----------------------------|---------------------------------------------------------------------------------------|----------|
| White - British            | 190  | 77.2%    |
| Pakistani                  | 22   | 8.9%     |
| Any Other Asian Background | 7    | 2.8%     |
| Any Other Mixed Background | 6    | 2.4%     |
| White and Asian            | 6    | 2.4%     |
| White and Black Caribbean  | 4    | 1.6%     |
| Any Other White Background | 3    | 1.2%     |
| Any Other Black Background | 2    | 0.8%     |
| Black - African            | 2   | 0.8%     |
| Bangladeshi                | 1  | 0.4%     |
| Chinese                    | 1  | 0.4%     |
| N/S                        | 1  | 0.4%     |
| White and Black African    | 1  | 0.4%     |

### SEND Specific Needs

|                                          | # Pupils                                                                               | % Pupils |
|------------------------------------------|----------------------------------------------------------------------------------------|----------|
| Speech, Language and Communication Needs | 20  | 8.1%     |
| Social, Emotional and Mental Health      | 7   | 2.8%     |
| Autistic Spectrum Disorder               | 4   | 1.6%     |
| Moderate Learning Difficulty             | 4   | 1.6%     |
| Vision Impairment                        | 2   | 0.8%     |
| Hearing Impairment                       | 1   | 0.4%     |
| Severe Learning Difficulty               | 1   | 0.4%     |
| Specific Learning Difficulty             | 1  | 0.4%     |

| School Data 2022-23 |      |      |      |      |          |      |      |      |      |                             |            |          |            |          |            |          |            |          |
|---------------------|------|------|------|------|----------|------|------|------|------|-----------------------------|------------|----------|------------|----------|------------|----------|------------|----------|
| EYFS                |      |      |      |      | Phonics  |      |      |      |      | Year 4 Multiplication Check |            |          |            |          |            |          |            |          |
|                     | 2022 | 2023 | 2024 | 2025 |          | 2022 | 2023 | 2024 | 2025 |                             | 2022 25/25 | 2022 15+ | 2023 25/25 | 2023 15+ | 2024 25/25 | 2024 15+ | 2024 25/25 | 2024 15+ |
| School              | 70%  | 69%  | 68%  | 73%  | School   | 76%  | 95%  | 40%  | 86%  | School                      | 56%        | 97%      | 28%        | 73%      | 24%        | 93%      | 24%        | 76%      |
| Nat.                | 65%  | 67%  | 68%  | 68%  | National | 76%  | 79%  | 80%  | 80%  | National                    | 30%        |          | 29%        |          | 34%        |          | 37%        |          |

| Key Stage 1        |      |      |      |      |                  |      |      |      |      |                      |      |      |      |      |                           |      |      |      |      |
|--------------------|------|------|------|------|------------------|------|------|------|------|----------------------|------|------|------|------|---------------------------|------|------|------|------|
| Reading - expected | 2022 | 2023 | 2024 | 2025 | Reading - higher | 2022 | 2023 | 2024 | 2025 | Writing - exp./above | 2022 | 2023 | 2024 | 2025 | Writing - higher standard | 2022 | 2023 | 2024 | 2025 |
| School             | 63%  | 64%  | 67%  | 54%  | School           | 19%  | 15%  | 29%  | 9%   | School               | 48%  | 55%  | 58%  | 17%  | School                    | 0%   | 6%   | 17%  | 0%   |
| National           | 67%  | 69%  | 71%  | 71%  | National         | 18%  | 19%  | 19%  | 19%  | National             | 58%  | 60%  | 62%  | 64%  | National                  | 8%   | 8%   | 8%   | 9%   |
| Maths exp.         | 2022 | 2023 | 2024 | 2025 | Maths - higher   | 2022 | 2023 | 2024 | 2025 | Comb RWM             | 2022 | 2023 | 2024 | 2025 | RWM high                  | 2022 | 2023 | 2024 | 2025 |
| School             | 63%  | 67%  | 67%  | 40%  | School           | 22%  | 12%  | 21%  | 11%  | School               | 48%  | 52%  | 46%  | 17%  | School                    | 0%   | 6%   | 17%  | 0%   |
| National           | 68%  | 70%  | 71%  | 73%  | National         | 15%  | 10%  | 16%  | 17%  | National             | 53%  | 56%  | 57%  | 59%  | National                  | 6%   | 6%   | 6%   | 6%   |

| Key Stage 2        |      |      |      |      |                  |      |      |      |      |                     |      |      |      |      |                  |      |      |      |      |
|--------------------|------|------|------|------|------------------|------|------|------|------|---------------------|------|------|------|------|------------------|------|------|------|------|
| Reading - expected | 2022 | 2023 | 2024 | 2025 | Reading - higher | 2022 | 2023 | 2024 | 2025 | Writing - exp/above | 2022 | 2023 | 2024 | 2025 | Writing - higher | 2022 | 2023 | 2024 | 2025 |
| School             | 69%  | 60%  | 74%  | 86%  | School           | 20%  | 20%  | 23%  | 43%  | School              | 60%  | 71%  | 66%  | 80%  | School           | 0%   | 6%   | 6%   | 11%  |
| National           | 75%  | 73%  | 74%  | 75%  | National         | 28%  | 29%  | 28%  | 33%  | National            | 69%  | 71%  | 72%  | 72%  | National         | 13%  | 13%  | 13%  | 13%  |
| Maths - expected   | 2022 | 2023 | 2024 | 2025 | Maths - higher   | 2022 | 2023 | 2024 | 2025 | Comb RWM            | 2022 | 2023 | 2024 | 2025 | RWM higher       | 2022 | 2023 | 2024 | 2025 |
| School             | 74%  | 57%  | 74%  | 71%  | School           | 6%   | 20%  | 34%  | 29%  | School              | 57%  | 47%  | 54%  | 66%  | School           | 0%   | 6%   | 6%   | 9%   |
| National           | 71%  | 73%  | 73%  | 74%  | National         | 22%  | 24%  | 24%  | 26%  | National            | 59%  | 59%  | 61%  | 62   | National         | 7%   | 8%   | 8%   | 8%   |

### ► Curriculum Offer

We have spent a lot of time on this over the last couple of years but everything needs pulling together and have a similar format for all subjects. This is going to be the main area we are working on this year and Prestolee are supporting us with this. We have been linked to Krystyna Forester at Bowness Primary.

### ► Pastoral Offer

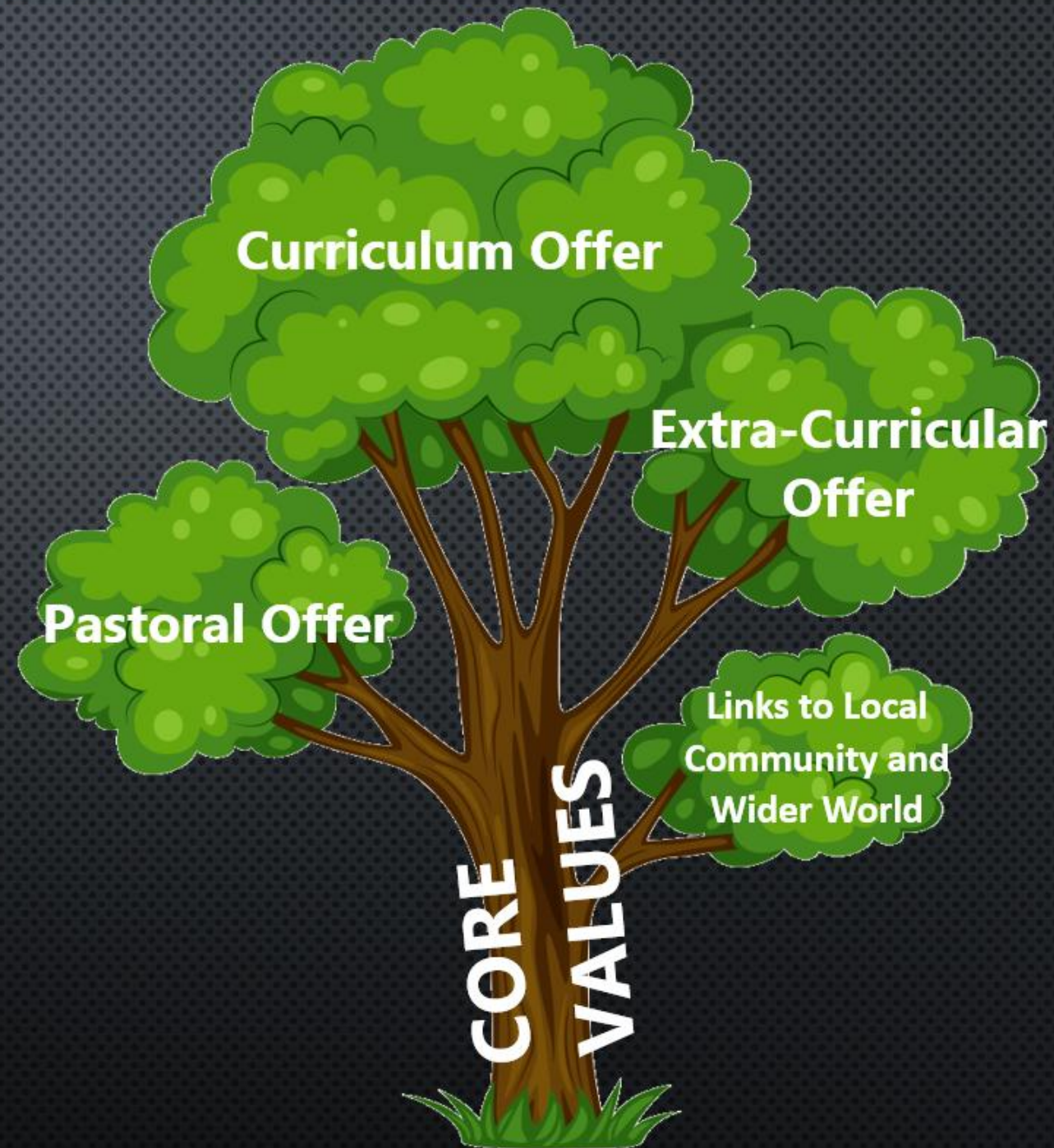
This area of our provision is very strong. We have Mrs. Griffiths who is our Pastoral Lead and staff have attended training. There are also 2 fully qualified SENCOs in school.

### ► Extra-Curricular Offer

This area of our provision is strong (Gold Award this year for Sports Mark). We need some more provision which is not sport as we only have the Art Club and Choir.

### ► Links with Community and Wider World

All schools in the MAT are working on developing this further. We have just started developing more links with the Local Church. We want to get some more community groups using our grounds and community room.



# Curriculum Drivers

At Springside, we are committed to providing a high quality education for all our pupils, which reflects the culture and home backgrounds of our pupils.

To this end, we have identified key areas of need within our school community, based on EYFS baseline assessments, local statistical data and staff knowledge.

The Curriculum Drivers provide focus for any Curriculum development, ensuring that not only does our Curriculum meet the needs of the EYFS statutory framework and Primary National Curriculum 2014, it also meets the need of our community.

We are designing our Curriculum to create a school experience so that our pupils become:



## Curriculum Drivers



### What are Curriculum drivers?



Curriculum Drivers reflect the needs of our school community, they are the focus of our Curriculum and the ambition we have for our pupils when they leave Springside.

### Inquisitive Thinkers



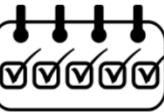
- Solve Problems through logical thinking
- Apply learning in different contexts
- Have a thirst for knowledge
- Are resilient in the face of set-backs
- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

### Global Citizens



- Understand their place and position in the world
- Have strong knowledge of their local area
- Have pride in themselves and their local area
- Have a sense of community
- Show respect and empathy towards other cultures, beliefs and religions
- Have a good understanding of British values
- Can demonstrate respectful, suitable behaviour in a range of settings

### Real-life Specialists



- Are ready to face the challenges of the "real world"
- Can communicate effectively
- Can apply their numeracy skills to everyday problems
- Demonstrate good organisational skills
- Demonstrate practical life-long skills
- Understand positive choices which represent a healthy lifestyle and wellbeing

### Confident Communicators



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
- Are engaged and motivated to learn
- Are ambitious and want to further their life choices
- Fail well, responding to set-backs by continuing to work hard and face challenges

### Life-long Learners



- Passionately continue independent learning outside the classroom
- Are avid readers who read fiction and non-fiction to continuously learn more about the world
- Are engaged and motivated to learn
- Are ambitious and want to further their life choices
- Fail well, responding to set-backs by continuing to work hard and face challenges

## Confident Communicators



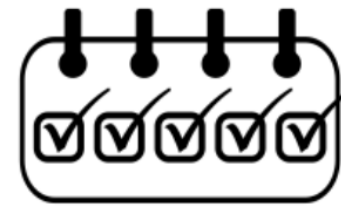
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## Inquisitive Thinkers



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- Apply learning in different contexts
- Have a thirst for knowledge
- Are resilient in the face of set-backs
- Try to solve the problem but ask for help if needed
- Work independently, applying knowledge to new challenges

# How does this subject meet the needs of KCSIE?

In all lessons, pupils are taught that adults in the classroom are there to keep them safe and that they have adults in and out of the classroom who can help them with any issue.

Elements of PE focus on children understanding how to keep themselves healthy, and the important parts of their bodies.

## SEND Pupils

Pupils with SEND take part in all lessons, where appropriate.

Reasonable adjustments are made, for example giving pupils extra physical support or time to complete tasks.

Where possible, modified equipment will be used.

If necessary, SEND pupils will be introduced to new knowledge, skills or vocabulary prior to a new unit, with pre teaching so that they are able to access the lesson if appropriate.

# PE at Springside

Where every child matters and is prepared for a *future* of possibilities

Physical education (PE) can be defined “as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, [which] provides a learning gateway to grow the skills required for success in the 21st Century” (United Nations Educational, Scientific and Cultural Organisation).

Physical Education is the planned, progressive, inclusive learning experience that forms part of the curriculum in EYFS, KS1 and KS2. In this respect, PE acts as the foundation for a lifelong engagement in physical activity and sport. The progressive development of skills offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life.

The intent of the PE curriculum at Springside is to ensure all children are receiving their right of access to a subject, which is essential for rounded development. We also aim to develop a lifelong love of physical activity, sport and PE in all young people. Our intention is to help ensure a positive and healthy physical and mental outlook in the future and help our children to develop essential skills like leadership and teamwork through 2 hours of planned progressive physical education each week.

# PE at Springside

Where every child matters and is prepared for a *future* of possibilities

## PE Intent Statement

To achieve this, Springside offers a coherently planned sequence of lessons, which ensure we progressively cover the development of skills as required by the PE National Curriculum. Our well mapped out PE curriculum also provides the opportunity for the progression of skills across the full breadth of primary education (EYFS, KS1 and KS2) for both indoor and outdoor PE. This progression of skills are clearly identified on the progression maps overleaf.

To support the enhancement and development of the progression of skills in quality PE, we also strive to ensure that learning is tailored and inclusive. Our aim is to give every child the opportunity to develop their skills in PE, consider the impact on their health and fitness, compete/perform and evaluate their own and other's performances.

We intend that children will leave Springside with measurable learning and the skills, knowledge and values to become responsible, active and productive members of society.

# PE at Springside

Where every child matters and is prepared for a *future* of possibilities

## Induction Guide

|                       |                                                         |                                 |                        |
|-----------------------|---------------------------------------------------------|---------------------------------|------------------------|
| Subject Leadership    | Subject Lead                                            | Subject Team                    | Previous Lead          |
|                       | Hannah Chick                                            | Libby Neary                     | EN<br>CD               |
| Equipment             | Equipment                                               |                                 |                        |
|                       | <i>PE Cupboard in Hall</i>                              | <i>Outside narrow shed</i>      | <i>Outside shed</i>    |
| Curriculum Resources  | Vocabulary/Progression Maps                             | Scheme of Work                  | Planning               |
|                       | <i>PE Passport</i>                                      | <i>PE Passport</i>              | <i>PE Passport</i>     |
| Recall and Vocabulary | Flashback                                               | Vocabulary                      | Display                |
|                       | <i>Start of lesson</i>                                  | <i>Recapped start of lesson</i> | No current PE displays |
| Assessment            | Individual Lesson                                       | End of Unit/Term                | End of Year            |
|                       | Formative assessment<br><i>Questioning, paired work</i> | <i>PE Passport</i>              | <i>PE Passport</i>     |

Where every child matters and is prepared for a *future* of possibilities

### 1. Purpose (Why *this*? Why *now*?)

- Share the Learning Question and intention of lesson verbally
- Orient the learning in what this will help them to do in the future. What job could this lead to? What careers use this skill?

### 2. Vocabulary (What language do they need to express their learning?)

- Share 4 key terms with the children (identified by the Subject Lead)
- Give them an opportunity to recall and define these

### 3. Recall (How are you supporting pupils to learn more/remember more?)

- Where does this fit with the last lesson, unit, term?
- Help the children to remember the work from last lesson.
- Create concrete links to previous learning in this subject from the rest of the unit, previous units or previous terms/year groups. Where does it fit?
- Repeat a game or task from the previous lesson

### 4. Presentation (How are children going to demonstrate their work effectively and with pride?)

- Demand high standards of behaviour and movement around the space, and expect pupils to demonstrate these.

### 5. Learning Behaviours (How will you demonstrate high expectations for attention and focus on work?)

- Ensure that pupils are effectively sharing resources
- Regular mini-plenary breaks to ensure pupils are on task and understand the work
- Use effective behaviour management methods to ensure pupils engage with teacher-led parts of each lesson

### Pre-Lesson

1. Ensure that all equipment is prepared

### Lesson

2. Ensure equipment is laid out ready for the lesson
3. Either in class or in the hall/outside, explain the learning intention of the lesson
4. Remind children of previous lessons/units to support recall of previous knowledge and skills
5. Introduce or recap the vocabulary of the unit
6. Carry out Warm-up Activity
7. Introduce the main activity. Demonstrate or ask pupils to demonstrate the key skills
8. Carry out main activity
9. Ensure lesson ends with warm-down activity

### Post-Lesson

15. Ensure that equipment is returned to where they are stored.

# Learning Overview

|                 | Nursery                 | Reception                         | Year 1                                                | Year 2                                                          | Year 3                                             | Year 4                 | Year 5               | Year 6                                       |
|-----------------|-------------------------|-----------------------------------|-------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------|------------------------|----------------------|----------------------------------------------|
| <b>Autumn 1</b> | Dance:<br>ourselves     | Games for<br>Understanding        | EYFS Health<br>and Wellbeing<br><br>Dance:<br>Growing | Games for<br>Understanding<br><br>Dance:<br>explorers           | Tennis<br>Mindfulness                              | Tennis                 | Hockey               | Hockey                                       |
| <b>Autumn 2</b> | Locomotion:<br>Walking  | Dance:<br>Nursery<br>Rhymes       | Gymnastics:<br>Body parts                             | Gymnastics:<br>Linking                                          | Hockey<br>Gymnastics:<br>Symmetry and<br>Asymmetry | Mindfulness            | Dance: The<br>Greeks | Dance:<br>Prejudice<br>and<br>Discrimination |
|                 | Nursery                 | Reception                         | Year 1                                                | Year 2                                                          | Year 3                                             | Year 4                 | Year 5               | Year 6                                       |
| <b>Spring 1</b> | Gymnastics:<br>Moving   | Play: Playing<br>through<br>games | Play: Playing<br>Games<br>Ball skills:<br>Hands 1     | Play:<br>Creating<br>games<br>Locomotion:<br>Dodging            | Dodgeball<br>Gymnastics:<br>Canon and<br>unison    | Dodgeball<br>Swimming  | Swimming<br>Handball | Gymnastics:<br>Matching<br>and<br>mirroring  |
| <b>Spring 2</b> | Ball Skills:<br>Hands 1 | Gymnastics:<br>High and low       | Locomotion<br>Jumping<br>Ball skills:<br>Feet         | Dance: Mr<br>Candys<br>Sweet<br>Factory<br>Ball skills:<br>Feet | Football<br>Dance: Wild<br>Animals                 | Gymnastics:<br>Bridges | Dodgeball            | Netball                                      |

# Learning Overview

|          | Nursery                             | Reception                             | Year 1                                                                      | Year 2                                                | Year 3                                  | Year 4                                              | Year 5                               | Year 6    |
|----------|-------------------------------------|---------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------|-----------------------------------------------------|--------------------------------------|-----------|
| Summer 1 | Locomotion:<br>Jumping              | Ball Skills: Feet                     | Gymnastics:<br>wide, narrow<br>and curled<br><br>Rackets, bats<br>and balls | Gymnastics:<br>Pathways<br><br>Team Building          | Game Sense<br>Invasion<br><br>Tag Rugby | Games Sense<br>Invasion<br><br>OAA:<br>Orienteering | Netball<br><br>Gymnastics:<br>Flight | Athletics |
| Summer 2 | Ball Skills:<br>Hands and<br>Feet 2 | Rackets Bats<br>Balls and<br>Balloons | Locomotion:<br>Running<br><br>Dance: The<br>Zoo                             | Locomotion:<br>Jumping<br><br>Health and<br>wellbeing | Athletics<br><br>Rounders               | Athletics<br><br>Cricket                            | Athletics<br><br>Rounders            | Cricket   |

| KS1 National Curriculum                                                                                                                                                                                                               | Springside Curriculum Links                                                                                                                               |                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                       | Year 1                                                                                                                                                    | Year 2                                                                                                                |
| <ul style="list-style-type: none"><li>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</li></ul> | Play: Playing Games<br>Locomotion: Jumping/Running<br>Ball Skills: Hands 1/Feet<br>Rackets, Bats and Balls<br>Gymnastics: Body Parts/Wide, Narrow, Curled | Games: Games for Understanding<br>Gymnastics: Linking/Pathways<br>Play: Creating Games<br>Locomotion: Jumping/Dodging |
| <ul style="list-style-type: none"><li>participate in team games, developing simple tactics for attacking and defending</li></ul>                                                                                                      | Play: Playing Games                                                                                                                                       | Balls Skills: Feet<br>Team Building                                                                                   |
| <ul style="list-style-type: none"><li>perform dances using simple movement patterns</li></ul>                                                                                                                                         | Dance: Growing/The Zoo                                                                                                                                    | Dance: Explorers/Mr Candy's Sweet Factory                                                                             |

| KS2 National Curriculum                                                                                                                                                                                           | Springside Curriculum Links                           |                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------|
|                                                                                                                                                                                                                   | Year 3                                                | Year 4                            |
| use running, jumping, throwing and catching in isolation and in combination                                                                                                                                       | Athletics<br>Rounders<br>Dodgeball                    | Athletics<br>Cricket<br>Dodgeball |
| 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 | Football<br>Tennis<br>Hockey<br>Rounders<br>Tag Rugby | Tennis<br>Cricket                 |
| develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]                                                                                                     | Gymnastics: Symmetry and Asymmetry/Canon and Unison   | Gymnastics: Bridges               |
| perform dances using a range of movement patterns                                                                                                                                                                 | Dance: Wild Animals                                   | Dance: World War 2                |
| take part in outdoor and adventurous activity challenges both individually and within a team                                                                                                                      |                                                       | OAA: Orienteering                 |
| compare their performances with previous ones and demonstrate improvement to achieve their personal best                                                                                                          | Game Sense Invasion<br>Athletics                      | Game sense invasion<br>Athletics  |

**Peel Tower** - Built in 1852 this well known Bury landmark was erected in tribute to one of Bury's most famous sons, Sir Robert Peel; founder of the Police force and Prime Minister 1841-1846. The tower stands 128ft high and offers stunning views over Manchester and North Wales.

**East Lancashire Railway** - The East Lancashire Railway is a 12-mile heritage steam railway line through the Irwell Valley in northwest England. With its scenic blend of rolling countryside and post-industrial landscapes, the journey gives a taste of what train travel was like in Victorian England. The route stretches between the towns of Rawtenstall and Heywood, stopping off at six stations and skirting the edge of the West Pennine Moors. The original track opened in 1846 at the peak of England's 'railway mania' and is today preserved by more than 600 volunteers. It has access to the mainline too, allowing for a constant turnover of celebrated steam and diesel engines. Journeys for the Railway depart from Bolton Street station in the town of Bury, 10 miles (16km) north of Manchester. To get there, it's a 30 minute tram journey from Manchester Victoria station. Manchester is 2 hours 10 minutes by train from London.

**Bury Market** - A large Multi-Award Winning Market located at the heart of Bury. The Market has over 350 stalls open every Wednesday, Friday and Saturday. Winner of many Awards including NABMA's Market Attraction of the year in 2009, 2012 & 2015, Bury Market is a great venue for day visitors either on its own or as part of a visit to Bury's other attractions.

**Fusilier Museum** - Bury was the regimental town of the Lancashire Fusiliers, a line infantry regiment of the British Army active from 1688 to 1968 when it was amalgamated with three other regiments. Those 300 or so years are remembered at this well-designed museum, which offers deep insights about some world-changing conflicts.

**Bury Transport Museum** - The Grade II-listed Castlecroft Goods Warehouse went up in 1846 for the East Lancashire Railway, and since the 1970s has housed a fabulous collection of vintage vehicles. The building was restored in 2010 and contains 19th-century steam tractors, buses and trams.

**Bury Black Pudding** - If there is one product synonymous with Bury Market is the town's famous black pudding and Chadwick's Original Black Puddings is a Bury institution. The recipe dates back to 1865 and the black puddings have been sold on the market since 1929. Occurring every September, the Black Pudding Throwing Competition is launched by the Mayor of Bury throwing the first black pudding. Entrants must donate £1 to charity to get their turn at throwing the puddings and the winner receives a grand prize of £100.

**Industrial Revolution** - Bury, just north of Manchester, is mainly known for its textile industry, initially woollens and later cotton. One reason for this is that the two rivers in the town, the Roch and the Irwell, provided power for early spinning mills and also supplied the large amounts of water needed for textile finishing, such as bleaching and dyeing. Several paper mills also took advantage of the plentiful water supply. The Manchester, Bolton & Bury canal provided a transport link to Manchester from 1808, and from there goods could be exported worldwide.

## Famous People from Bury

- John Kay (1704-c.1779), the inventor of the flying shuttle, one of the key inventions of the Industrial Revolution.
- Sir Robert Peel (1788-1850), the 19th century Prime Minister of the United Kingdom best known today for the repeal of the Corn Laws and his introduction of the modern police force (hence the terms "Bobbies" and "Peelers"), was born in Bury. He is also notable for forming the famous British Police division, 'Scotland Yard' in London.
- Andrew Higginson, businessman and chairman of Wm Morrison Supermarkets Plc.
- Cherie Blair, barrister and wife of former Prime Minister Tony Blair.
- Gary Neville, former Manchester United F.C. captain.
- Phil Neville, former Everton F.C. midfielder and captain, and younger brother of Gary Neville.
- Kieran Trippier, footballer for Newcastle United and England international.
- Victoria Wood, comedian, composer and actor. Although from nearby Prestwich, Bury has the honour of hosting a statue of the celebrated comedian and writer, which stands opposite Bury's central library.

### Information for consideration in our curriculum

- Robert Peel to be part of our local history curriculum
- Steam Trains and Transport Museum to be part of our local history curriculum
- Bury Market be part of our local Geography curriculum
- Look for opportunities to learn about the Black Pudding - link to Sport curriculum?
- Industrial revolution to be part of local history curriculum - cotton mills/steam/John Kay
- Victoria Wood to be part of learning about influential women in the world of work

## Walmersley

Historically in Lancashire, the name Walmersley is said to be derived from Old English, and translates as Waldmer's wood, or clearing. Once a rural village in the wilds, in recent decades, it has become a northern suburb of Bury. Old stone cottages remain in the area, but much of the district's housing is of post-war construction.

The Walmersley conservation area was designated in November 2003. It covers Christ Church, its churchyard, the former school and school master's house, together with the adjacent Spur Petroleum site which contains the former Walmersley Brewery buildings. The whole site is an excellent record of a small but important part of Walmersley, and illustrates generally well preserved elements of stone built ecclesiastical and industrial architecture from the mid to late 19th century.

Christ Church, Walmersley is located on Walmersley Road. In 1838 the Walmersley parish was formed by sub-dividing the ancient, larger Bury parish. A church was built beside what was then the 'new' road but in 1883 the present church, a neo-gothic design by Maxwell and Tuke was built. The east window of the first church was preserved and built into the new building. Amongst other buildings Maxwell & Tuke designed Blackpool Tower and, in 1894, the Technical School, Broad Street, Bury now housing the Fusilier Museum, which is dedicated to the Lancashire Fusiliers.

### Walmersley



Walmersley Post Office



Location within Greater Manchester

|                      |                    |
|----------------------|--------------------|
| Metropolitan borough | Bury               |
| Metropolitan county  | Greater Manchester |
| Region               | North West         |
| Country              | England            |
| Sovereign state      | United Kingdom     |

|                   |      |
|-------------------|------|
| Post town         | BURY |
| Postcode district | BL9  |

|           |                    |
|-----------|--------------------|
| Police    | Greater Manchester |
| Fire      | Greater Manchester |
| Ambulance | North West         |

|               |            |
|---------------|------------|
| UK Parliament | Bury North |
|---------------|------------|

List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 53°6′166″N 2°3′W﻿ / ﻿

## Walmersley

Springside is within walking distance of Burrs Country Park - Burrs Country Park lies on the River Irwell covering an area of 36 hectares of scenic countryside, one mile north west of Bury town centre. Burrs has been awarded a Green Flag. Burrs features a wide variety of different wildlife habitats - woodland, open space, wetland, ponds and waterways. The park owes part of its existence to Bury's industrial past, many remnants of which still exist today. Burrs Country Park is overlooked by Castlesteads, a raised area where a settlement was established in pre-Roman times. In 1792 a group of entrepreneurs, Peel, Howarth and Yates built a water powered spinning mill at Burrs along with a manager's house, smithy, workers' cottages and ash pit. During the Second World War Burrs Mill and the associated buildings were used as a billet and then to house Italian prisoners of war. In 1952 the earliest part of Burrs Mill was demolished. The rest of the mill followed in 1982 leaving only the workers cottages and the chimney. The site was acquired by Bury Metro in 1986 and work started on redeveloping the site as a country park.

Clarence Park opened as a public park in 1888 and is the largest urban local community public park in the Borough. The park is located just over a mile from Bury town centre in an area named Moorside. Clarence Park is adjoined by Miss Walkers Field and Clarence Lido. It is also bordered by Chesham Woods and Chesham Local Nature Reserve.

### Walmersley



Walmersley Post Office



Location within Greater Manchester

|                      |                    |
|----------------------|--------------------|
| Metropolitan borough | Bury               |
| Metropolitan county  | Greater Manchester |
| Region               | North West         |
| Country              | England            |
| Sovereign state      | United Kingdom     |

|                   |      |
|-------------------|------|
| Post town         | BURY |
| Postcode district | BL9  |

|           |                    |
|-----------|--------------------|
| Police    | Greater Manchester |
| Fire      | Greater Manchester |
| Ambulance | North West         |

|               |            |
|---------------|------------|
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|---------------|------------|

List of places: [UK](#) · [England](#) · [Greater Manchester](#)

 53.6166°N 2.3°W

At the bottom of Walmersley Road is Fernhill Traveller Site. Many Traveller children have attended Springside in the past and have integrated very well into the school population. Permission has been granted to Bury Council to demolish the existing 30-year-old Fernhill caravan site in Every Street which currently contains 17 pitches and other associated buildings. In its place 12 permanent Gypsy and Traveller pitches will be created including new amenity buildings and a management block.

### Information for consideration in our curriculum

- Christ Church Walmersley is a church which contains lots of traditional features and was designed by the same people who designed Blackpool Tower. This church has a lot of history and is located very close to school.
- Old brewery buildings can be seen very close to school.
- Burrs Country Park has a lot of industrial history before becoming a country park. A lot of this history can still be seen. It is within walking distance of school.
- Clarence park is the largest park in Bury. It contains the Lido and a nature reserve and is within walking distance of school.
- Fernhill Traveller Site. Good opportunity to study the different ways people live and the traveller culture. Although no traveller children attend Springside today, we have a long association with traveller children.

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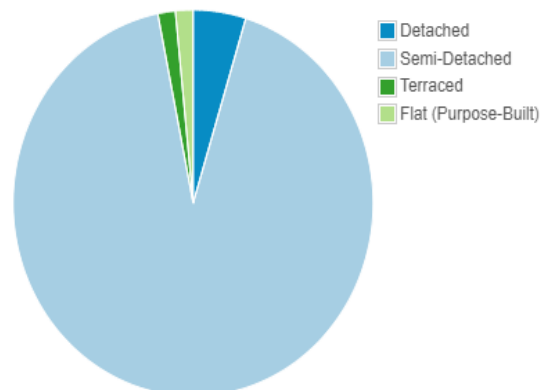
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# Walmersley Road Statistics

## Housing Types

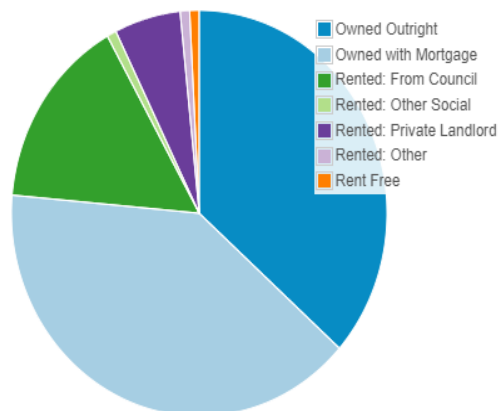
|                      |            |
|----------------------|------------|
| Detached             | 6          |
| Semi-Detached        | 117        |
| Terraced             | 2          |
| Flat (Purpose-Built) | 2          |
| Flat (Converted)     | 0          |
| <b>Total</b>         | <b>127</b> |



Are these numbers higher than you expected? [Click here for explanation.](#)

## Housing Tenure

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| Owned Outright                                                         | 45         |
| Owned with Mortgage                                                    | 49         |
| Shared Ownership                                                       | 0          |
| Rented: From Council                                                   | 19         |
| Rented: Other Social<br><i>inc. charities and housing associations</i> | 1          |
| Rented: Private Landlord<br><i>inc. letting agents</i>                 | 7          |
| Rented: Other                                                          | 1          |
| Rent Free                                                              | 1          |
| <b>Total</b>                                                           | <b>123</b> |

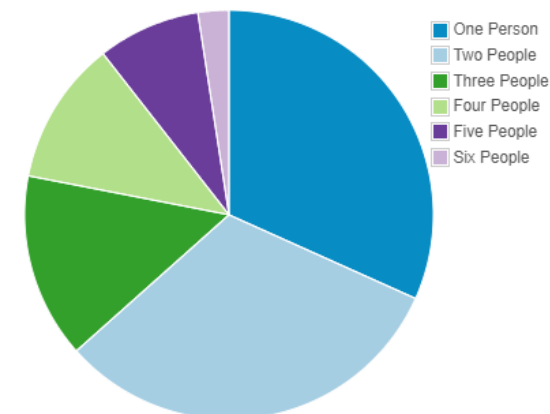


## Housing Occupancy

This data lists the total number of residents normally resident within each household. The figures do not record under- or over-occupancy.

### Housing Occupancy

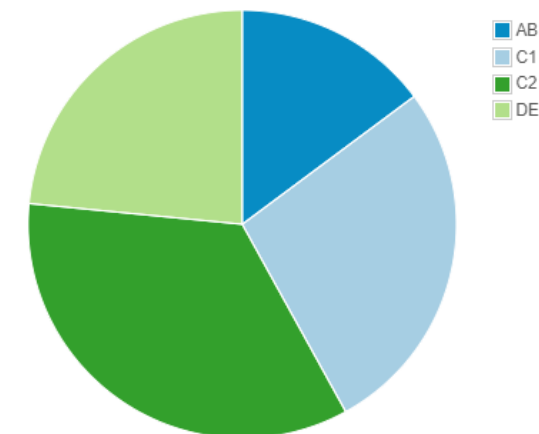
|              |            |
|--------------|------------|
| One Person   | 39         |
| Two People   | 39         |
| Three People | 18         |
| Four People  | 14         |
| Five People  | 10         |
| Six People   | 3          |
| Seven People | 0          |
| 8+ People    | 0          |
| <b>Total</b> | <b>123</b> |



[Back to Top](#) [Embed This](#)

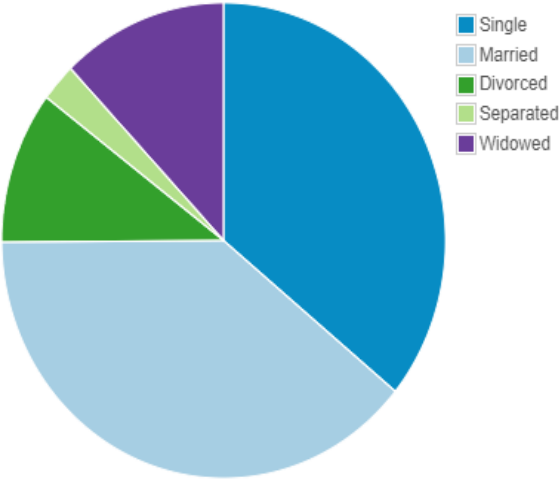
## Social Grade

|                                                                                                           |           |
|-----------------------------------------------------------------------------------------------------------|-----------|
| AB - Higher and intermediate managerial, administrative, or professional positions                        | 12        |
| C1 - Supervisory, clerical, and junior managerial/administrative/professional positions                   | 22        |
| C2 - Skilled manual workers                                                                               | 28        |
| DE - Semi-skilled and unskilled manual workers; those on state benefit/unemployed, & lowest grade workers | 19        |
| <b>Total</b>                                                                                              | <b>81</b> |



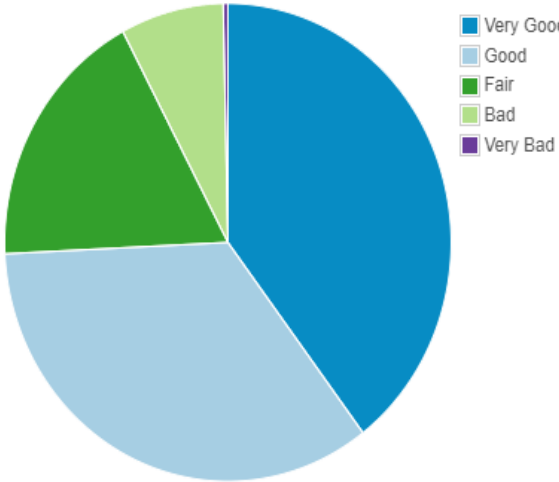
Relationship Status

|           |     |
|-----------|-----|
| Single    | 83  |
| Married   | 90  |
| Divorced  | 24  |
| Separated | 6   |
| Widowed   | 28  |
| Same Sex  | 0   |
| Total     | 231 |



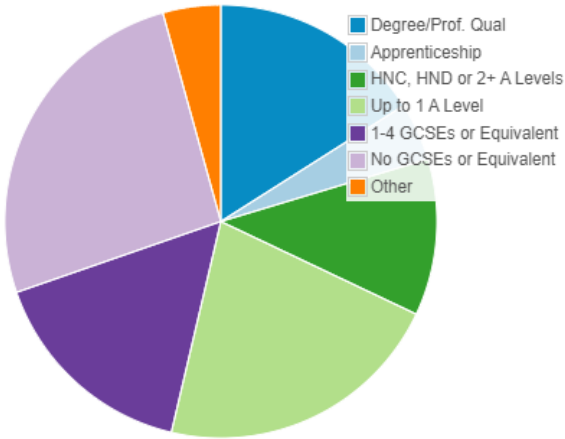
Health

|           |     |
|-----------|-----|
| Very Good | 117 |
| Good      | 102 |
| Fair      | 53  |
| Bad       | 22  |
| Very Bad  | 1   |
| Total     | 295 |



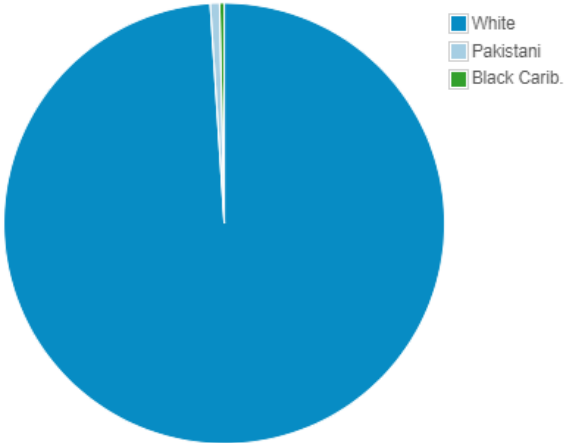
Highest Qualification Level Achieved

|                                                                               |     |
|-------------------------------------------------------------------------------|-----|
| Degree or Similar<br><i>e.g. professional qualification (accountancy etc)</i> | 37  |
| Apprenticeship                                                                | 10  |
| HNC, HND or 2+ A Levels                                                       | 27  |
| 5+ GCSEs, an A-Level or 1-2 AS Levels                                         | 50  |
| 1-4 GCSEs or Equivalent                                                       | 37  |
| No GCSEs or Equivalent                                                        | 60  |
| Other                                                                         | 10  |
| Total                                                                         | 231 |



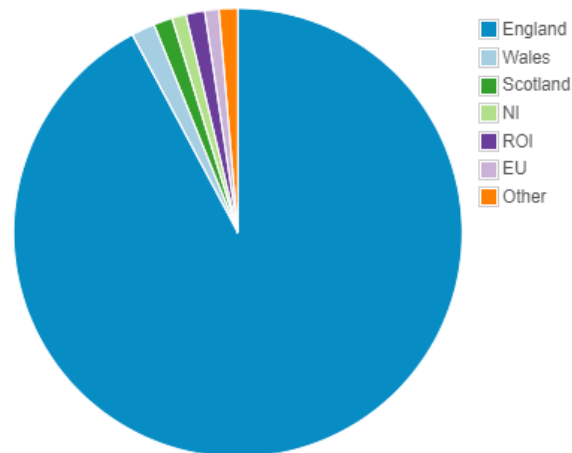
Ethnic Group

|                 |     |
|-----------------|-----|
| White           | 292 |
| Pakistani       | 2   |
| Black Caribbean | 1   |
| Total           | 295 |



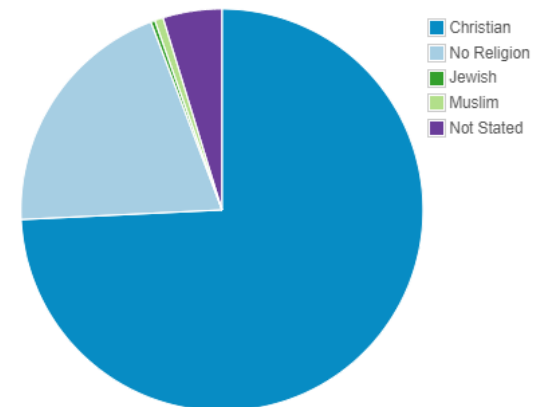
### Country of Birth

|                     |            |
|---------------------|------------|
| England             | 272        |
| Wales               | 5          |
| Scotland            | 4          |
| Northern Ireland    | 3          |
| Republic of Ireland | 4          |
| European Union      | 3          |
| Other               | 4          |
| <b>Total</b>        | <b>295</b> |



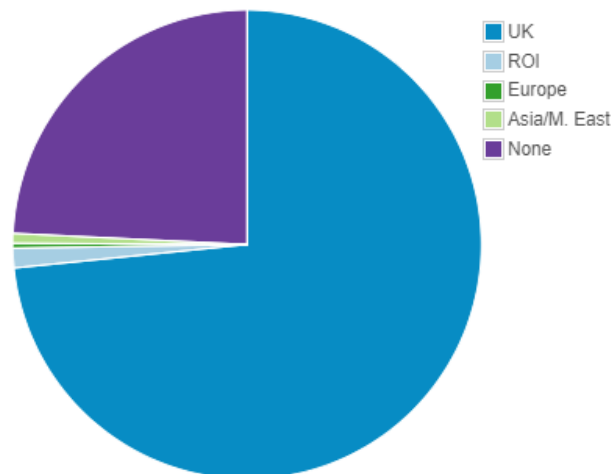
### Religion

|                |            |
|----------------|------------|
| Christian      | 219        |
| No Religion    | 59         |
| Buddhist       | 0          |
| Hindu          | 0          |
| Jewish         | 1          |
| Muslim         | 2          |
| Sikh           | 0          |
| Other Religion | 0          |
| Not Stated     | 14         |
| <b>Total</b>   | <b>295</b> |



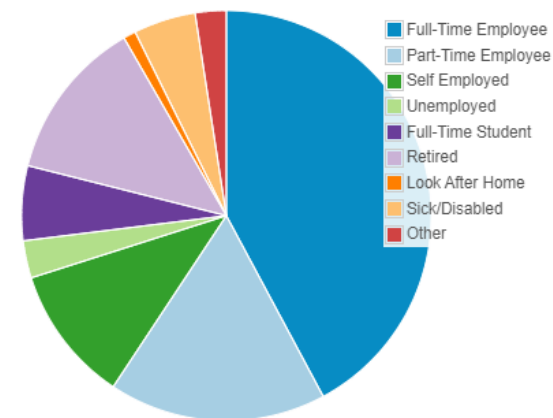
### Passport(s) Held

|                                                                   |     |
|-------------------------------------------------------------------|-----|
| United Kingdom                                                    | 218 |
| Republic of Ireland                                               | 4   |
| Europe (including European Union)                                 | 1   |
| African Countries                                                 | 0   |
| Middle East or Asia                                               | 2   |
| North America or Caribbean                                        | 0   |
| Central America                                                   | 0   |
| South America                                                     | 0   |
| Oceania<br>(Australia, New Zealand, Indonesia and nearby islands) | 0   |
| None                                                              | 72  |



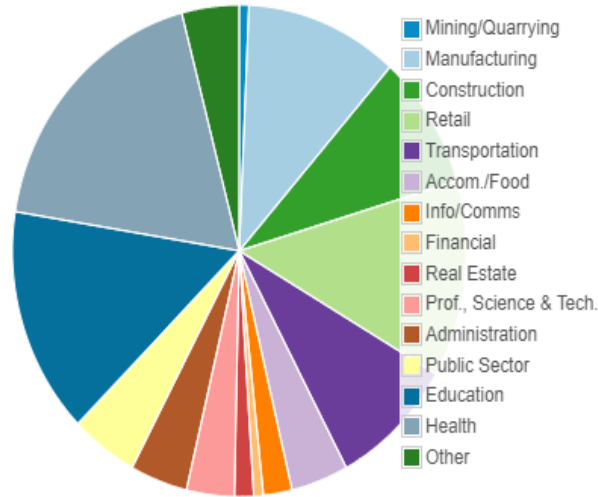
### Economic Activity

|                                                              |            |
|--------------------------------------------------------------|------------|
| Full-Time Employee                                           | 86         |
| Part-Time Employee<br>(defined as 30 hours or less per week) | 35         |
| Self Employed                                                | 22         |
| Unemployed                                                   | 6          |
| Full-Time Student<br>(with or without job)                   | 12         |
| Retired                                                      | 26         |
| Looking After Home or Family                                 | 2          |
| Long-Term Sick or Disabled                                   | 10         |
| Other                                                        | 5          |
| <b>Total</b>                                                 | <b>204</b> |



### Employment Industry

|                                                     |            |
|-----------------------------------------------------|------------|
| Mining/Quarrying                                    | 1          |
| Manufacturing                                       | 16         |
| Construction                                        | 13         |
| Retail<br><i>Inc. Wholesale</i>                     | 19         |
| Transportation<br><i>Inc. Storage and Logistics</i> | 13         |
| Accommodation and Food                              | 6          |
| Information and Communication                       | 3          |
| Financial Services<br><i>Inc. Insurance</i>         | 1          |
| Real Estate                                         | 2          |
| Professional, Scientific and Technical              | 5          |
| Administration                                      | 6          |
| Public Administration and Defence                   | 7          |
| Education                                           | 22         |
| Health<br><i>Inc. Social Work</i>                   | 27         |
| Other<br><i>Inc. Arts, Recreation etc.</i>          | 6          |
| <b>Total</b>                                        | <b>147</b> |



### Information for consideration in our curriculum

- 23% are semi-skilled, unskilled or on benefits
- 8% consider their health to be 'fair' or 'bad'
- 26% have no GCSEs or equivalent
- 16% have 1-4 GCSEs only
- 99% White British
- 24% do not have a passport
- 74% are Christian
- 20% no religion
- 70% employed full time, part time or self employed
- 33% of employed people are employed in education or health