



Physical Education Curriculum

Curriculum Intent

Physical Education (PE) is important, as it helps to offer our children the broad and balanced curriculum that we strive for.

Through the PE curriculum, pupils learn the importance of keeping themselves physically active and healthy, alongside the technical skills involved in playing a wide variety of sports.

During their time in school, children experience physical activity, and education, across a wide range of disciplines, including: net and wall, target, striking and fielding, invasion and creative movement. This enables them to explore a wide range of sporting activities and hopefully find those that ignite within them a passion to learn more.

Throughout their time at school, children are given the opportunity to develop their skills further by taking part in a range of extra-curricular sporting events and competitions, providing them with wider experiences than those we can offer within the walls of our school. Our PE curriculum also teaches children about our Rainbow Values, placing them in real-life contexts for the children to understand. They are also provided with opportunities to develop skills in communication and team work too; skills that are vital in becoming a well-rounded individual.

It is hoped that our PE curriculum will inspire our children to maintain active and healthy lives as they grow older, and ignite within them a passion to want to keep learning and developing their skills; that all will 'love to learn and learn to love' both their peers, who they are working alongside, and their own bodies too.

Curriculum Implementation

	EYFS	Years 1 - 6
<p>Pedagogical Approach and Strategies</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through crawling and play movement with both objects and adults.</p> <p>EYFS will follow the guidance set out by the development matters curriculum. This will help to develop the children’s gross motor skills by</p> <ul style="list-style-type: none"> • Negotiating space and obstacles safely • Demonstrating strength, balance and coordination • Moving energetically • Using large muscle movements 	<p>To ensure high standards of teaching and learning in physical education, teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given opportunities to build on their prior knowledge.</p> <p>KS1 follow the Primary National Curriculum which is split into 3 key areas of learning</p> <ol style="list-style-type: none"> 1. Mastering basic movements 2. Participating in team games 3. Performing dances using simple movement patterns. <p>KS2 follow the Primary National Curriculum which is split into 6 key areas of learning</p> <ol style="list-style-type: none"> 1. Use running, jumping, throwing and catching in isolation and in combination 2. Play competitive games 3. Develop flexibility, strength, technique, control and balance 4. Perform dances using a range of movement patterns 5. Take part in outdoor and adventurous activity challenges both individually and within a team 6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>The expectations of the Primary National Curriculum are taught through these key subject areas:</p> <ul style="list-style-type: none"> • Healthy body and mind • Invasion games • Creative movement

	<p>Fine motor skills will also be developed by</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Holding a pencil effectively • Using a range of small tools, including scissors, paint brushes and cutlery. • Beginning to show accuracy and care when drawing 	<ul style="list-style-type: none"> • Net and wall • Striking and fielding • Multi skills and athletics • Outdoor and adventurous activity <p>KS2 children will also be taught swimming and water safety in line with the national curriculum.</p> <p>Teaching and learning in PE should follow the whole school model of best practice and include:</p> <ul style="list-style-type: none"> • New learning broken down into small steps, using effective explanation, demonstration and guided practice; • Effective demonstrations before independent practice; • Scaffolds; • Effective questioning that allows time for thinking and improving upon given responses – use ‘hands down’ approach to ensure participation of all; • Informal and formal assessment opportunities, regularly checking for understanding; • Allowing children to obtain a high success rate, through an appropriate level of challenge; • Regular reviews of previous learning.
<p>Timetabling</p>	<p>Physical Education will be explicitly taught for one hour per week, in line with our whole school overview, with Next Level Sports planning used for individual lessons. Carefully planned continuous provision activities enabling physical development and fine motor skills will be developed</p>	<p>The children are taught Physical Education for two hours a week, focusing on the knowledge and skills stated in the National Curriculum and our own school Progression Document. This is alongside our Long Term Plan, which shows topic specific coverage, across a two-year cycle. Teachers in KS1 use our own lesson planning and in KS2 the planning from PE Passport, all of which they adapt for use with their class. The use of all of these documents ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group, along with consistency across pure and mixed age classes.</p> <p>Children should have access to indoor and outdoor lessons throughout the year to ensure that children are exposed to a wide range of sports.</p>

	<p>throughout the rest of the week.</p>	
<p>PE across and outside of the curriculum</p>	<p>A whole school Sports Week will be held in the summer term with the whole school community coming together to participate in a wide range of sporting activities, above and beyond what is offered through our PE curriculum. The week will also include a whole school Sports Day, to which parents and families are invited to attend.</p> <p>Throughout the year, children will have the opportunity to participate in a variety of house competitions that will enable them to be compete against other children.</p> <p>Our Year 6 Sports Leaders run daily sports activities, for all children to access at lunch times, and Year 5 Breaktime Buddies run activities at morning break.</p> <p>An extensive range of extra-curricular sports clubs run throughout the year, after school, and we take part in a variety of sports leagues, to enable children to compete competitively, as well as in festivals.</p>	
<p>Vocabulary</p>	<p>Each individual lesson plan contains the key vocabulary for each lesson, which shows progression between year groups and phases.</p> <p>Staff must expect children to use the correct vocabulary in verbal responses.</p> <p>Children are encouraged to use accurate vocabulary through verbal feedback responses.</p>	
<p>Expectations for recording children’s work</p>	<p>Photographs and videos should be taken of the children engaged in physical activity.</p> <p>Any recording of work, and photographs, should be placed in a class floor book, along with the relevant learning objective.</p>	<p>Photographs and videos should be taken of the children engaged in physical activity.</p> <p>Any recording of work, and photographs, should be placed in the class floor book, along with the relevant learning objective.</p>

	Tapestry should also be used.	
Expectations for marking	<p>If marking is necessary, this should be marked in line with the school Feedback Policy.</p> <p>Verbal feedback should be given throughout the lesson, addressing any misconceptions and offering guidance on specific techniques.</p>	<p>If marking is necessary, this should be marked in line with the school Feedback Policy.</p> <p>Verbal feedback should be given throughout the lesson, addressing any misconceptions and offering guidance on specific techniques.</p>
Expectations for absent children	Teachers to ensure children given recap of lessons missed/previous learning.	
Environment	<p>EYFS children should have access to areas that can support with developing their movement, balancing, riding and ball skills.</p> <p>They should have the opportunity to go up steps and stairs, or climb up apparatus, using alternate feet. In addition, activities such as skipping, hopping, standing on one leg and holding a pose for a game like musical statues, are also beneficial.</p>	<p>Resources should be of good quality and there should be enough to support all pupils that need to access them.</p> <p>Areas should be checked that they are safe before lessons begin and any necessary changes made to ensure the safety of all pupils and staff.</p>

	<p>They should have opportunities to use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>They should have access to quality resources for outdoor independent activities that they can explore.</p>	
EAL provision	<p>Use of iPad for Google Translate, where appropriate.</p> <p>TA support, where possible.</p> <p>Visual support/modelling.</p> <p>Signs and symbols.</p>	
Homework	<p>There is no expectation for homework to be complete for PE, however children are encouraged to be physically active outside of school and are able to share any sporting achievements that they are proud of, with us in school.</p>	