



Working Together



Curriculum Learning Guide

PE

How is PE taught at St Philip's CE Primary Academy?

Curriculum Intent:

What do we want to achieve with our PE curriculum?

The aim of our PE curriculum is to give the children at St Philip's the opportunity to participate in physical activity, to lead healthy lives through involvement in a wide variety of sports and activities.

At St Philip's we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles, supporting children's **wellbeing, growth** and development and increasing **confidence**. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils to have **high aspirations** through fun and engaging PE lessons that are **enjoyable, challenging** and **accessible to all**. We want our pupils to appreciate the benefits of a healthy and physically active style of living. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as **fairness, integrity** and **respect** as well as providing them with opportunities to take part in competitive and **collaborative** sport.

Children will aspire to develop the skills of different sports, dance, gymnastics, swimming and outdoor and adventurous activities. They will develop an understanding of the diverse history and cultural context of the music that they listen to and learn how music can be written down. Through PE, our curriculum helps children develop transferable skills such as **team-working, leadership, perseverance, observation, problem-solving, decision-making, risk-taking** and **performance** skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Children will understand that PE is developing physical skills through sports, activities, gymnastics and dance.

Implementation:

How will this be achieved?

Pupils at St Philip's participate in twice weekly high-quality PE and sporting activities. We use a clear progressive lesson sequence based on the National Curriculum. Our PE programme incorporates a variety of sports/activities both indoor and outdoor to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. A clear and comprehensive PE scheme of work which makes reference to healthy lifestyles.

The Daily K is actively promoted and completed consistently by all children and modelled by staff. We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events. We have an inclusive approach to our curriculum, which endeavours to encourage not only physical development but also positive well-being.

PE in EYFS:

Physical development is one of the 7 areas of learning in the EYFS. Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

National Curriculum Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
participate in team games, developing simple tactics for attacking and defending
perform dances using simple movement patterns.

National Curriculum Key Stage 2

Key Stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

We ensure our Year 5 children are taught to:
swim competently, confidently and proficiently over a distance of at least 25 metres
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
perform safe self-rescue in different water-based situations.

Unit Structure & Lesson Structure

Unit Structure

Sports and activities broken down into skills
Skill development
Implement skills in mini-games
Build skills together
Participate in 'full' games

Lesson Structure

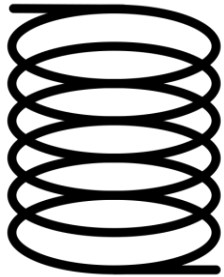
Introduce learning objective and vocabulary
Warm-up
Skill development
Key-skill games
Cool down

Vocabulary for each unit is used to support pupils in building a foundation of knowledge and understanding, in order to articulate their learning effectively.

Impact:

- Children will strive to achieve age related expectations in PE.
- Children will enjoy sport and will seek additional extra-curricular activities both at school and externally.
- Participation levels in PE will be 100%.
- Wellbeing and fitness of all children will be improved, not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes.
- Our impact is to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.
- The impact of our P.E curriculum is also measured in the uptake of our after school clubs and participation in inter school sports competitions.
- Participation levels are tracked.
- External measures are also used to measure the impact of our P.E curriculum with the School Games Award.
- This recognises high quality provision in school with either a bronze, silver or gold award.

Spiral Curriculum



The PE curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of PE, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

Education Endowment Fund Research indicates: The overall impact of sports participation on academic achievement tends to be positive. Recent evidence from the UK suggests that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme.

Key Drivers at St Philip's

	Oracy Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
PE	<ul style="list-style-type: none"> Key vocabulary identified in progression documents and MTPs Following instructions Use of talk and discussion PE vocabulary display on board during lessons 	<ul style="list-style-type: none"> Use of PE Planning – scheme – adapted to suit the needs of the children <p>Wide breadth of topics covered – to give a more rounded learning experience</p>	<ul style="list-style-type: none"> Sports Days Intra-school competitions School Games Competitions and Festival involvement – inter-school Swimming lessons Practical lessons, use of equipment, all children getting involved Bikeability 	<ul style="list-style-type: none"> Use of a published scheme ensures that the content is being reviewed in-line with curriculum changes Preparing pupils for an ever-changing world, through team-building activities and variety of experiences Network meetings to keep up-to-date with changes. 	<ul style="list-style-type: none"> Multi-sensory approaches SENd approaches used inc. use of resources and adults A variety of learning styles is used: visual, audio and kinetic <p>Assessment of pupils inform the teacher of current achievements, and give guidance for future learning</p>

National Curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS	Key Stage 1		Key Stage 2			
Gross and fine motor experiences develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>		<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>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</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			

Monitoring and Evaluation

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

AUTUMN 1 Audit Subject Create Action Plan Identify CPD Requirements Assessment Analysis	SPRING 1 Lesson Observations Assessment Analysis	SUMMER 1 Planning Scrutiny Assessment Analysis
AUTUMN 2 Planning Scrutiny Pupil Surveys Triangulation of M&E Assessment Analysis	SPRING 2 Review Action Plan Assessment Analysis	SUMMER 2 Website Update and Review Triangulation of M&E Review Action Plan Assessment Analysis

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.

Subject PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Continuous Outdoor Provision					
Reception	Continuous Outdoor Provision					
	Movement Development		Ball Skills	Throwing & Catching	Dance	Fun & Games
Year 1	Football (Invasion Games)	Gymnastics	Dance	Dodgeball (Target Games)	Hockey (Invasion Games)	Orienteering (Outdoor Adventure Activity)
	Athletics	Tennis (Net & Wall Games)	Basketball (Invasion Games)	Golf (Target Games)	Tag Rugby (Invasion Games)	Cricket (Striking & Fielding Games)
Year 2	Football (Invasion Games)	Gymnastics	Dance	Dodgeball (Target Games)	Hockey (Invasion Games)	Orienteering (Outdoor Adventure Activity)
	Athletics	Tennis (Net & Wall Games)	Basketball (Invasion Games)	Golf (Target Games)	Tag Rugby (Invasion Games)	Cricket (Striking & Fielding Games)
Year 3	Football (Invasion Games)	Handball (Invasion Games)	Gymnastics	Cricket (Striking & Fielding Games)	Golf (Target Games)	Orienteering (Outdoor Adventure Activity)
	Athletics	Tennis (Net & Wall Games)	Dodgeball (Target Games)	Basketball (Invasion Games)	Dance	Hockey (Invasion Games)
Year 4	Football (Invasion Games)	Handball (Invasion Games)	Gymnastics	Cricket (Striking & Fielding Games)	Golf (Target Games)	Orienteering (Outdoor Adventure Activity)
	Athletics	Tennis (Net & Wall Games)	Dodgeball (Target Games)	Basketball (Invasion Games)	Dance	Hockey (Invasion Games)
Year 5	Athletics	Tennis (Net & Wall Games)	Gymnastics	Cricket (Striking & Fielding Games)	Dance	Orienteering (Outdoor Adventure Activity)
	Swimming (Swimming & Water Safety)	Swimming (Swimming & Water Safety)	Swimming (Swimming & Water Safety)	Swimming (Swimming & Water Safety)	Swimming (Swimming & Water Safety)	Swimming (Swimming & Water Safety)
Year 6	Football (Invasion Games)	Tennis (Net & Wall Games)	Gymnastics	Cricket (Striking & Fielding Games)	Dance	Orienteering (Outdoor Adventure Activity)
	Athletics	Dodgeball (Target Games)	Netball (Invasion Games)	Hockey (Invasion Games)	Tag Rugby (Invasion Games)	Basketball (Invasion Games)