



PE Curriculum Design

Intent: What are our aspirations for our children in PE?

Through our curriculum design, we aim to equip our children with the skills, confidence and enthusiasm to become proficient sports people throughout a broad range of physical activity. Our curriculum promotes the overall wellbeing of the whole child by them obtaining a real love for sport and being active. Our curriculum design gives all pupils the opportunity to experience a range of sports both in teams and individually. This enables them to experience competitive opportunities through both self-competition and competition against others. At the heart of everything we do, children build resilience and perseverance. Throughout PE this is also the case, as sportsmanship is a huge part of our curriculum as children learn to respect each other and communicate as part of a team. Our main aim of our PE curriculum, is for all children to become more active and provide them with a range of opportunities to apply and embed their taught skills. It also provides them with skills that they can use for the rest of their life through developing leadership opportunities and knowledge of safety in sport. By the end of Year 5, we aspire for all children to be able to swim 25 meters or if they haven't achieved this, to be water confident.

Implementation: How do staff implement our curriculum?

- **Each PE unit lasts for a half term.** This allows units to be covered in depth and for each lesson to build on from the next. It also sets the expectation that progress is made within that time frame.
- **Each unit starts with a 'cold assessment' and finishes with a 'hot assessment'.** These allow teachers to assess against indicators at the beginning of a unit and again at the end. A comparison between the Cold and Hot Assessments indicates the amount of progress made. At the end of the year, teachers can identify units where children showed strengths and that where more learning may need to take place. (See appendix 1)
- **A variety of units are taught.** Every year, Gymnastics, Athletics and Dance are taught. Dances change year on year to integrate with the topic being taught. In KS2 invasion games are then alternated on a two year cycle so that all children get the opportunity to experience netball, football, hockey and tag rugby. In KS1, multi-skills is a main focus throughout the year which includes a variety of ball and invasion games skills to get the children equipped with the fundamental skills ready for KS2. (see appendix 2)
- **PE Specialists to teach majority of PE and train staff to teach to the same standard.** This enables all children to receive first quality teaching. Working alongside PE Specialists enables staff to discuss lessons and share plans to ensure that children receive a high quality lesson.
- **Daily active play.** Children take part in daily active play sessions. This is 10 minutes every day where the children are being active. They take part in yoga, walking the mile, dance, aerobics and practising ball skills. This increases the amount of time that children are active during the school day and contributes to the 30 minutes of activity that they should be doing at school every single day.
- **Providing children with competitive opportunities.** Lessons towards the end of a unit, particularly in Games units, will involve competitive opportunities. Children learn to play as part of a team and work together against others. In

KS2, these opportunities are often in every lesson. Using the skills they have then learnt in lessons, children are then often given the opportunity to compete against other schools.

- **Apply skills learnt through Level One Inter-house competitions.** At the end of a unit, children apply their skills learnt in competitions between the houses or within a class. This allows them to master their skills learnt as well as providing them with more competitive opportunities.
- **Differentiation with lessons.** Alterations may be made within a lesson to support all learners. This could be through use of TA support, using different equipment, making different use of space or groupings depending on ability.
- **Children are active for the majority of the lesson.** Children are physically active for the majority of the lesson and they are encouraged to sustain this activity for a period of time.
- **School Games Organising Crew – leading competitive events.** Year 5 children take leadership in organising events that go on within school. This provides them with confidence to take leadership in other things as they go onto their next school.
- **A variety of extra-curricular clubs.** Throughout the year, a variety of extra-curricular sports clubs are offered by PE specialists and teaching staff to give all children the opportunity to try a different sport.
- **Stretches and Warm Ups and Cool Downs.** At the beginning and end of every lesson, children warm up and cool down followed by dynamic and static stretches. Children are questioned and are made aware of the importance of this and in KS2 children often lead this part of the lesson.
- **Swimming.** From Year 2 to Year 5 children swim for 10 weeks of the year. Children are grouped depending on their ability which is assessed at the beginning of their block of lessons. Year 5 children always swim in the first term. This is because if they do not reach their 25 meters by the end of this block, they will go again the next term.

Impact: How has our curriculum made a difference to our children?

- Children are used to competing against themselves and others.
- Children have a sound understanding of different units covered within PE.
- Children build up perseverance and resilience and show great sportsmanship.
- Children are becoming increasingly more physically active.
- Across the school, a love for PE and being active is becoming more noticeable.
- Children are competent sports people and are confident using a range of equipment.
- Children are aware of the importance of exercise and why they should do it.
- Children apply the skills that they have learnt in school, outside of school as well.
- Children are exposed to a broad range of physical activity.
- Children lead healthy, active lives.
- Children show continuous improvement in their agility and co-ordination.

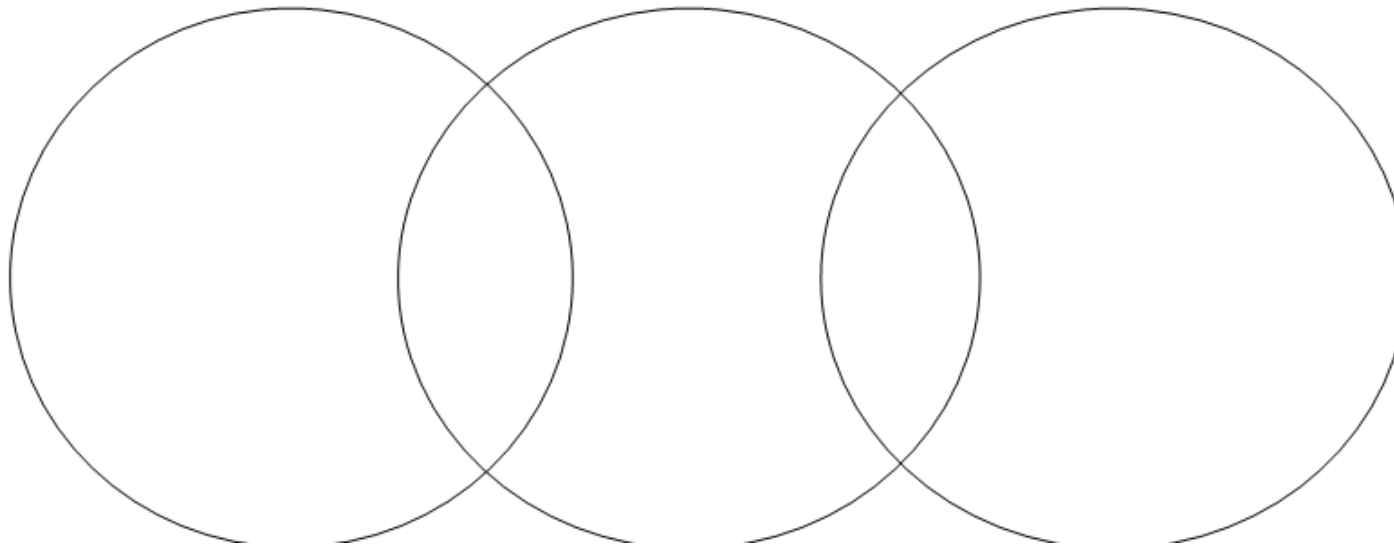
Appendix 1

Class: Yr2	Activity: Gymnastics	Term:
Key Assessment aspects		
I can copy & explore basic actions with some control & co-ordination	I can copy, remember, explore & repeat simple actions varying speed & levels	I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination
I have begun to choose & link basic actions, and I can recognise & use space appropriately	I am beginning to select simple actions to construct basic sequences	I can apply compositional ideas to sequences alone & with others
I can watch & discuss my own work & that of my peers	I am beginning to identify the difference between my performance & that of others	I can describe my own & others work noting similarities & differences. I can make suggestions for improvements
I can safely perform teacher led warm-up & I am aware of others	I understand the need for warm up & cool down, and also what is happening to my body during exercise	I understand working safely, I recognise changes in my body and can give reasons why PE is good for health

Working Towards

Working At

Working at GD



Appendix 2 – Long Term Plan

2019-20

	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	Sum 1	Sum 2
Reception	Multi-skills	Gymnastics	Dance	Multi-skills	Striking and Fielding	Athletics
Year 1/Year 2	Multi-skills	Gymnastics	Dance	Multi-skills	Striking and Fielding	Athletics
Year 2/Year 3	Netball	Gymnastics	Dance	Tag Rugby	Tennis Tri Golf	Athletics
Year 4	Netball	Gymnastics	Dance	Tag Rugby	Tennis Tri Golf	Athletics
Year 5	Netball	Gymnastics	Dance	Tag Rugby	Tennis Tri Golf	Athletics
	Year 5 and Year 3 Swimming Year 4 Table Tennis		Year 2 and Year 4 Swimming Year 5 Table Tennis			