PÉ CURRICULUM MAP FOR ARNSIDE NATIONAL SCHOOL

2022/2023

CONTENTS AND PURPOSE

- This PE Curriculum Map shows what skills and subjects are being taught during the academic year and knowledge gained.
- Our PE Curriculum Map explains why we have selected the subjects and skills for our students and how we cater for Pupil Premium and Vulnerable children.
- Fundamental Movement and Motor Movement.
- Declarative and Procedural Knowledge. (The 3 Pillars).
- Our PE Curriculum Map explains what Pedagogy is being applied and why.
- Pedagogy in action in PE and beyond.
- Our PE Curriculum Map explains what theories and research influences our teaching, learning, assessment and subject choices.
- 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 activities and lead healthy, active lives. Our planning and school values of 'Aspire, Believe and Achieve' drives our ambition and purpose to ensure every child will succeed in PE and be happy, active and healthy PE learners.
- Assessment, the how, the why and how it supports learning.

WHAT DOES A ARNSIDE P.E LESSON LOOK LIKE?

The key factors to consider?

- We aim for our desired outcomes to be as SMART as possible. (Specific, Manageable, Achievable, Realistic and Timed,)
- The Pedagogy in the lesson supports the learning needs outcomes for all children.
- The lesson is active enough to raise heart rate at least once in the lesson.
- Children are aware of their responsibility to safety.
- Children can measure their progress in each lesson.
- The pace of the lesson is consistent with children's age and ability.
- Clear targets and outcomes that keep children on track.
- Effort and commitment are expected and praised.
- At the end of each lesson children know what they can do and how to do it.
- Children know how the lesson links to fitness, health and mental wellbeing.

MOTOR COMPETENCE

- Movement is a complex activity. From the ages of 3-5 years, we focus on developing the basic components which form the foundations for the development of more sophisticated skills.
- Components of Core Skills Associated 1st Move programmes.
 Balance: Jumping Hopping Skipping.
 Strength: Strength Understanding of body schema and position in space.

Body awareness: Strength Knowledge of right and left Bilateral coordination/integration.

Spatial awareness: Visual skills Recognition and visualisation Visual perception Visual recall.

FUNDAMENTAL MOVEMENT & SKILLS. EARLY YEARS, K\$1 AND K\$2.

- We develop fundamental movement and skills throughout KS1 and KS2.
- The movements are in isolation in KS1 to build up confidence and competence in a range of movements such as skipping, hopping, jumping, running and galloping.
- In KS2 movements are specifically linked to skills and games, for example a sidestep in Tag Rugby, interception skills in cricket and multi-directional agility skills in tennis.
- The principle of developing movement skills is also integrated into an understanding of fitness by learning about components of fitness, agility, balance, coordination, strength, power and speed.

MOTOR COMPETENCE (DECLARATIVE AND PROCEDURAL KNOWLEDGE)

- Declarative Knowledge (what) is provided by using peer assessment and blending this with pedagogy such as positive reinforcement and operant conditioning. For example, the teacher says 'yes' to mark that the pupil's movement is good encouraging the pupil to repeat that movement.
- Pupils are more likely to be able to recall what techniques they used successfully if they receive regular reinforcement. We also use rhymes to ingrain knowledge so that pupils can quickly recall and apply knowledge.
- Procedural Knowledge (when) is demonstrated by pupils competence when completing the tasks and targets that require pupils to use accurate, safe and efficient movement. Setting the task which sets the pupils up for success is a key requirement and includes thinking about the space available, ability and experience of the pupils.
- For example, pupils will be given the task of moving forwards, backwards and sideways whilst bouncing a
 ball, they will need to show they have the correct posture, they move on the balls of their feet, they need to
 show awareness of the space around them.

MOTOR COMPETENCE (DECLARATIVE AND PROCEDURAL KNOWLEDGE) RULES ,STRATEGIES AND TACTICS.

- Declarative Knowledge: Rules, strategies and tactics are explored during the lesson when we construct new learning by stopping either as a whole class or in groups to ask questions about previous learning to link concepts and reinforce information and facts. Rules in Tag Rugby for example are integral to be able to play the game in an effective way. We use in-game refection in action to analyse how the rules, strategies or tactics were applied and how they affected outcomes in the game.
- Procedural Knowledge: Pupils demonstrate procedural knowledge by applying them independently in games. In dodgeball for example, children will drop out of the game without being told they are out, they will apply strategies in games such as tennis to play to an opponents weakness.

MOTOR COMPETENCE (DECLARATIVE AND PROCEDURAL KNOWLEDGE) HEALTHY PARTICIPATION

• Declarative Knowledge: Pupil's are encouraged to explain the effects of exercise. What happens to your heart and lungs? How does exercise affect your muscles and bones? Pupils are therefore encouraged to exercise by understanding the intrinsic link between exercise and good health. We blend science with PE and Sport by learning about lung volume, heart rates, how to measure heart rate and analyse muscle use.

Procedural Knowledge: Pupils demonstrate procedural knowledge of safe practice in PE by being able to recognise a safe space, following procedures regarding when and how to use equipment, where to stand when working in groups and wearing correct PE kit and health and safety rules.

PEDAGOGY IN PEP WHY AND HOW IT IS APPLIED.

- In games we use the rational of progressive skills acquisition. We set the children up for success by setting tasks which are achievable and build knowledge and understanding of the games.
- A sequence of lessons in invasion games will therefore follow a progressive pathway of isolated skills, serial skills, conditioned games, unopposed and opposed games.
- Constructive alignment is applied so that what the pupils do is supported by the teacher providing activities which align with the learning outcomes, this also requires the resources to be fit for purpose, so we plan carefully so that we have the right sized balls, the correct number of hoops and bean bags and make sure that we have the resources to deliver our curriculum. This planning is done jointly with the PE coordinator and teachers.
- High quality instruction is provided by using a combination and choosing highly skilled pupils, for example in gymnastics using a child who is a club gymnast will provide a good example. Demonstrations are paired with instructional explanations and feedback is offered by inviting questions and thoughts from children on what they have seen, how it was done and comparing techniques.

PEDAGOGY IN PRACTICE: A WORKING EXAMPLE OF APPLYING PEDAGOGY TO DEVELOP LEARNING IN P.E.

Behaviorism

At the start of the lesson we have routines around safety, we apply Stimulus by giving task choices, using interesting resources and asking children to reflect on their experiences of the subject, this is the Sensory Memory Stage.

Social Constructivism

Children learn by working in a collaborative way, using group inquiry, debates and peer discussion to share learning.

Questions can help keep the focus aligned to the outcomes and allow the teacher to listen in and assess what has been learned. A informal test at the end will provide evidence of leaning.

Constructivism

During the lesson we construct new learning by stopping either as a whole class or in groups to ask questions about previous learning to link concepts and reinforce information and facts. This is the Working Memory Stage.

PEDAGOGY IN ACTION AND BEYOND.

- Scaffolding Tasks
- Scaffolding is a term created by Jerome <u>Bruner</u>. Traditionally, we would think of a scaffold as the temporary structure that holds a building in place while it is being constructed. Once the building is ready to stand on its own, the scaffolding can be removed.
- In gymnastics for example, we may first do handstands at an angle using a mat as support, then the handstand is done in more vertical position, then held without a mat and finally without support.

WHAT IS THE TEACHING PERSONAL AND SOCIAL RESPONSIBILITY (TPSR) MODEL?

- Don Hellison first developed the Teaching Personal and Social Responsibility model in the 1970s.
- At the time, Hellison was working with underserved students in urban high schools. He wanted to develop a program that would help these kids take responsibility for their development and support the well-being of others.
- The model promotes five cumulative levels of responsibility:

WHAT ARE THE FIVE LEVELS TEACHING PERSONAL AND SOCIAL RESPONSIBILITY (TPSR)

- Level Zero: Irresponsibility, represents students who demonstrate irresponsible attitudes and behaviours in class.
- Level One: Respecting Others
- Students may not be participating in the classroom activities at Level One, but they show a base-level amount of respect and responsibility towards others
- Level Two: Effort & Cooperation
- Level Two is all about students being able to get the most out of their experiences.
- Level Three: Self-Direction
- Level Three is all about putting students in the driver's seat of their own experiences.
- Level Four: Caring & Compassion
- At Level Four, we begin to see students moving beyond caring for themselves, their attitudes, and their behaviour and **start actively caring for others**.
- Level Five: Transfer. Level Five brings all of the skills and attitudes that students have developed through the other model levels and asks students, "how can this be applied outside school?"

HOW DOES OUR PE CURRICULUM CATER FOR PUPIL PREMIUM & VULNERABLE CHILDREN?

- Our school vision forms the backbone of our planning and guides our practice for all children. Consequently, we plan to create lessons and a learning environment that promotes belief and nurtures aspiration by having clear achievable targets and support mechanisms to aid pupils accomplishment.
- Children have specific and modified targets in lessons, the planning has
 discrete markers on to remind the teacher which pupils need more
 support. Equipment that aids attainment is acquired and used in lessons,
 questions are modified to help extract feedback and aid learning.
 Children are given opportunities to lead, this creates parity with their
 peers and are often asked to demonstrate outstanding performance to
 boost confidence.

TEACHING PERSONAL AND SOCIAL RESPONSIBILITY (TPSR)

- As an instructional model, TPSR focuses on four core themes:
- Strong teacher-student relationships,
- Empowering students,
- Integrating responsibility into physical activity,
- Promoting transfer of responsibility.
- There is an intentional underpinning theme of promoting TPSR in all lessons to enhance pupils development.



CREATING A CULTURE OF THINKING & LEARNING IS A KEY COMPONENT OF P.E.

- For too long, physical education has been negatively affected by the perception people have of it: that it's just a place to move, sweat, and have fun.
- Don't get me wrong: those three elements have a place in P.E. and play an essential role in students' enjoyment. However, as an academic subject, physical education is also a place where learning must take place. To maximize the amount of learning in our lessons, we need to be intentional about the type of culture that we build in our programs.
- We are intentional about the use of language, time, modelling, routines, interactions and expectations.

PEDAGOGY MODELS IN PHYSICAL EDUCATION

- Teaching Games for Understanding: (TGFU) (Bunker & Thorpe, 1982) We are using a modified version of this model, not the model in it's purest form.
- Light, R. (2012) **Game Sense**: Pedagogy for performance, participation and enjoyment.

TEACHING GAMES FOR UNDERSTANDING: (TGFU)

- Benefits. Of TGFU Model. Pedagogies is this model.
- Children have freedom to explore new tactics, essentially this is a child centred pedagogical approach.
- Game are intense and active and inclusive, they develop physical literacy
- Children need to apply personal and social responsibility due to the nature of the games.
- We use the TGFU model as it enhances and dovetails with our teaching of skills models to develop the 'whole person' in PE.

LIGHT, R. (2012) **GAME SENSE**: PEDAGOGY FOR PERFORMANCE, PARTICIPATION AND ENJOYMENT.

• Light (2013) suggests, one of the more significant features of constructivist coaching approaches such as Game Sense and Game Sense pedagogy, is its focus on what the players learn instead of what the coach does. The traditional approach to coach education stands largely in opposition to the underpinning epistemology (theory of knowledge) of Game Sense and its learner-centred pedagogy that sees learning as a complex, social process involving the whole person across a wide range of contexts (Light & Evans, 2010; Light, Harvey, & Mouchet, 2014; Trudel et al., 2010. This research validates our games approach which is player centred rather than the traditional coach centred.

OVERVIEW OF SKILLS PROGRESSION IN EARLY YEARS P.E.

- Early Years Goal: Children show good control and co- ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Negotiate space successfully when running around in games, they can jump and land safely, they can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Children should progress to using and applying skills into simple games, using knowledge gained to analyse what skills are required to succeed.
- Children's learning should progress from teacher initiated learning to child initiated learning and gradually be able to appreciate the role of nutrition, hygiene, exercise and safety in creating healthy bodies and minds.

PITFALLS OF THE TGFU AND GAME SENSE MODELS

- The teacher must be aware of not simply becoming an ineffective bystander.
- Ineffective questioning will result in children failing to link their learning in the games to tactics, strategies, social learning values, communication skills and other values such as British Values, Christian Values, School Values and health benefits.
- We must not allow an hierarchy of more talented and less talented cultures to develop. Teachers must find solutions to picking teams, sharing leadership roles, dispelling stereotypical views and create a culture of growth mindset.
- Skill development and knowledge must still be a focus in the games, therefore, good modelling of skills and an expectation of learning and demonstrating knowledge either through showing or questioning must be applied. These sessions must not simply be viewed as games without outcomes.
- One critique of the TGFU model is that it targets specific skills and that the skills are only accessible for the more talented. We must make sure that the games are modified when necessary to be differentiated so that all children are challenged whatever level of cognitive or physical ability.

WHAT IS THE SIMPLE MESSAGE REGARDING OUR USE OF PEDAGOGY IN PE?

- Teachers are using a game approach, it is a constructivist child centered approach, but also a humanistic approach.
- We use these approaches as they meet the needs of our children. It develops fitness, tactical thinking, reflective assessment and personal and social responsibility.
- From a pragmatic perspective our games approach uses excellent resources, (peeducator.com) has clear outcomes and therefore reduces planning time and reduces stress for teachers.
- Our PE specialist teacher focuses on teaching the curriculum and sport specific skills and uses a range of learning strategies, such a problem solving, humanism, social learning.

A WHOLE SCHOOL PEDOLOGICAL APPROACH?

- By creating pedagogical environments that are sensitive to numerous individual backgrounds in order to support students' social and academic success.
- The aim is to improve social competence among all pedagogical participants because social curricula are crucial for mutually productive interactions and durable inter- personal relationships.
- Students benefit not only socially, but also academically, when they are supported by a caring classroom and school environment (Noddings, 1992; Wentzel, 2003).
- We believe that a strong sense of community which values the ethos of fairness, honesty, commitment, clear learning obligations and behaviours will empower pupils to reflect on their social values and link to the school's vision and values as suggested by Terri and Husu, (2007).

PE CODE OF CONDUCT

PE Code of Conduct

We want our PE Lessons to be a

fun, fair and happy time for all.

So we except that...

- 1. It is everyone's responsibility to be appropriately dressed for PE in PE kit and with all jewellery removed including watches.
- Everyone walks in single file to the lesson meeting point and stands or sits in the designated place. Children also walk back calmly and quietly to their classrooms or next lesson.
- 3. When travelling around school we will hold doors open for people.
- 4. No person is to touch the lesson equipment until instructed to do so and must also be prepared to wait and watch any demonstration and instruction on how to use the equipment safely.
- Everyone works with other children and adults in a respectful manner, and uses language that is positive and encouraging. This includes the teacher.
- 6. Everyone helps everyone to learn and stay safe by paying attention to the demonstration's and instructions and completing the tasks as shown.
- 7. Everyone does their best to complete each task to the best of their ability.
- 8. Everyone helps out to tidy up equipment if asked to do so, we line up at the end of a lesson.
- 9. It is every individuals responsibility to collect their clothing, and their drink bottles before they leave the PE area.

ASSESSMENT AT ARNSIDE NATIONAL SCHOOL

- Peer assessment
- Diagnostic and Formative assessment using national attainment
- Assessment for learning
- Assessment that maps progress
- How can you assess physical literacy in your games sessions?
- Do we need a template to help us assess?
- How can the children help us assess?
- Do we need to link to the curriculum when assessing?

PEER ASSESSMENT

Advantages:

- Agreed marking criteria means there can be little confusion about assignment outcomes and expectations.
- Encourages student involvement and responsibility.
- Encourages students to reflect on their role and contribution to the process of the group
- work.
- Focuses on the development of student's judgment skills.
- Students are involved in the process and are encouraged to take part ownership of this
- process.
- Provides more relevant feedback to students as it is generated by their peers.
- It is considered fair by some students, because each student is judged on their own
- contribution.
- When operating successfully can reduce a lecturer's marking load.
- Can help reduce the 'free rider' problem as students are aware that their contribution will
- be graded by their peers

PEER ASSESSMENT

Disadvantages:

- Additional briefing time can increase a teacher's workload.
- The process has a degree of risk with respect to reliability of grades as peer pressure to
- apply elevated grades or friendships may influence the assessment, though this can be
- reduced if students can submit their assessments independent of the group.
- Students will have a tendency to award everyone the same mark.
- Students feel ill equipped to undertake the assessment.
- Students may be reluctant to make judgements regarding their peers.
- At the other extreme students may be discriminated against if students 'gang up' against
- one group member.

STATEMENT ASSESSMENT THAT MAPS PROGRESS

Yes I can PE Yes Name Year I can I can I can I can I can describe & Curriculum Yes Group explain Links how to do skills Kick a ball Stop a ball Kick the Move safely Fundamental Reception Travel keeping ball at a around finding straight the ball close Year 1 target space. Jack G Ellis Griffith Calum Jamie William Matthew Jacob Harper Louis Azra Genevieve WT Daniel Jack Ella Agnes WT WT Jack W WT

KS2 ASSESSMENT THAT IS LINKED TO PERSONAL AND SOCIAL RESPONSIBILITY & NATIONAL ATTAINMENT AND IN LESSON TASKS.



ASSESSMENT TEMPLATE. BY COMPLETING THESE TEMPLATES TEACHERS IN SCHOOL LEARN WHAT TYPES OF SKILLS TO LOOK FOR IN PE.

Name	I can hold balance on a beam	I can land safely	I can support my weight	What are they struggling with?	Any other comments.

Long Term P.E. Planning 2023-2022

Key: **Yellow**- Mr Hoare (Sport and PE Specialist Teacher) **Blue** (Class Teacher) **Green** (External Specialist Sports Coach)

Arnside National School Physical Education and Sport Curriculum Map 2022 final.pdf

EARLY YEARS PE- INTENT

Term	Autumn 1	Autumn 2
Subjects, Skills and Assessment	Fundamental Ball Skills. Assessment is done by a statement system listing what skills have been mastered.	Gymnastics Skills. Assessment is done by a statement system listing what skills have been mastered.
Why do we teach these skills? What knowledge is acquired?	WHY? Gymnastics teaches strength, balance flexibility and how to create shapes. Knowledge Acquired. How to use the body to balance, how to use muscle hold tension, terminology of shapes, dish, arch, straight, star.	WHY? Gymnastics teaches strength, balance flexibility and how to create shapes. Knowledge Acquired. How to use the body to balance, how to use muscle hold tension, terminology of shapes, dish, arch, straight, star.
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Froebel Approach. Intrinsic motivation, resulting in child-initiated, self directed activity, is valued. What children can do (rather than what they cannot do) is the starting point in the child's education.

EARLY YEARS PE- INTENT

Term	Spring 1	Spring 2			
Subjects, Skills and Assessment	Fundamental Movement Skills, running, agility, coordination and balance. Health & Fitness.	Multi-Skills. Throwing, catching, kicking, running.			
Why do we teach these skills? What knowledge is acquired?	WHY? Fundamental skills are the building blocks for all games/sports. Health and Fitness is an essential part of well-being. Knowledge Acquired. How to use arms when running, how to safely change direction, to know what parts of the body must work together to run, catch a ball, balance. How to use our bodies to balance. What our heart does, where it is, where are lungs are.	WHY? The purpose of multi-skills is to explore and refine different ways to throw, catch, kick or run. The multi-skill enables children to select and apply skills in games and use knowledge gained in lessons to build up a bank of skills. Knowledge Acquired. How to throw a ball low, high, one handed, two handed. How to catch a ball from high, low, bouncing, rolling. Kick a ball straight, with power for accuracy. Running for speed or distance.			
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Humanism Approach (Rogers) It is not the outcome that is the most important part of education, it is the process of learning itself. The students themselves should be in control of their learning and it should be achieved through observing and exploring.			

EARLY YEARS PE - INTENT

	Term	Summer 1	Summer 2
	Subjects, Skills and Assessment	Orienteering Skills. Assessment is done by a statement system listing what skills have been mastered.	Fundamental Movement Skills, running, agility, coordination and balance. Health & Fitness.
	Why do we teach these skills? What knowledge is acquired?	WHY? Orienteering teaches children about navigation, problem solving and decision making. It builds stamina and fitness.	WHY? Fundamental skills are the building blocks for all games/sports. Health and Fitness is an essential part of well-being.
		Knowledge Acquired. How to orientate a map, how to use your surroundings to navigate. How to use features to guide you. What route to take and how to use natural boundaries to find locations.	Knowledge Acquired. How to use arms when running, how to safely change direction, to know what parts of the body must work together to run, catch a ball, balance. How to use our bodies to balance. What our heart does, where it is, where are lungs are.
	Pedagogy/ Theories and Research	Guided Discovery Theory. This model supports a constructivist approach (Purichia, 2015) to the development of effective learning experiences. The foundation of inquiry-based learning is that students learn deeply and authentically when being presented with a problem or question in which they work to find the answer (Purichia, 2015)	Vygotsky scaffolding is part of the education concept "zone of proximal development" or ZPD. The ZPD is the set of skills or knowledge a student can't do on her own but can do with the help or guidance of someone else.

SUPPORTING PSHE IN PE

- How do we support PSHE in PE? A Few Examples.
- **Wellbeing (Personal):** With help we discuss why healthy eating and physical activity are beneficial.
- **Social:** we talk about the differences between their own and others performances.
- **Health:** "I am beginning to take responsibility for my physical activity and nutrition for a physically and mentally healthy lifestyle".
- Education: I combine actions, shapes and balances in my gymnastic performance.

OVERVIEW OF SKILLS PROGRESSION IN KS1 P.E.

- Key Stage 1: Develop the fundamental movement skills of balance, coordination and agility. Explore different ways of using a ball. Explore ways
 to send a ball or other equipment and then apply into games. Shapes
 and balances and combine different ways of travelling in gymnastics.
 Use these skills to produce more complex shapes and movements. Play
 games based on net games (like tennis and badminton. Understand and
 show knowledge of the link between exercise and health.
- Children should progress to using and applying skills into simple games, using knowledge gained to analyse what skills are required to succeed.
- Children's learning should progress from teacher initiated learning to child initiated learning and gradually be able to appreciate the role of nutrition, hygiene, exercise and safety in creating healthy bodies and minds.

KEY STAGE 1 PE - INTENT

Term	Autumn 1	Autumn 2
Subjects, Skills and Assessment	Invasion Ball Skills. Assessment is done by a statement system listing what skills have been mastered.	Gymnastics, Health & Fitness.
Why do we teach these skills? What knowledge is acquired?	WHY? Fundamental skills are the building blocks for all games/sports. Knowledge Acquired. How to kick a ball, how to grip and aim a ball, the difference between over arm and underarm throwing. Moving with a ball, what part of the foot to use, how to stop a ball, what part of the foot to use.	WHY? Gymnastics teaches strength, balance flexibility and how to create shapes. Knowledge Acquired. How to create shapes. Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus.
Pedagogy/ Theories and Research	Concrete Experience (doing / having an experience) Active Experimentation (planning / trying out what you have learned) Abstract Conceptualisation (concluding / learning from the experience)	Humanism Approach (Rogers) It is not the outcome that is the most important part of education, it is the process of learning itself. The students themselves should be in control of their learning and it should be achieved through observing and exploring.

KEY STAGE 1 PE - INTENT

Term	Spring 1	Spring 2
Subjects, Skills and Assessment	Spring 1. Assessment is done by a statement system listing what skills have been mastered.	Fundamental Movement Skills, running, agility, coordination and balance. Health & Fitness.
Why do we teach these skills? What knowledge is acquired?	WHY? Fundamental skills are the building blocks for all games/sports. Knowledge Acquired. How to kick a ball, how to grip and aim a ball, the difference between over arm and underarm throwing. Moving with a ball, what part of the foot to use, how to stop a ball, what part of the foot to use.	WHY? Fundamental skills are the building blocks for all games/sports. Health and Fitness is an essential part of well-being. Knowledge Acquired. How to use arms when running, how to safely change direction, to know what parts of the body must work together to run, catch a ball, balance. How to use our bodies to balance. What our heart does, where it is, where are lungs are.
Pedagogy/ Theories and Research	Constructivism has three distinct faces which include the "active learner", the "social learner" and the "creative learner. (Dyson, Griffin and Hastie, 2004). We blend these learning principles to allow all types oflearners to flurish and progress in PE.	The "active learner" engages in decision-making, questioning, discussion, and critical thinking throughout all lessons and consequently constructs their own learning. Secondly, the "social learner" works within groups to devise invasion-based games and then in pairs, posing as coaches, provide feedback, the "creative learner" can be supported through the use of activities which allow for imagination and creativity, they can take ownership of their knowledge.

KEY STAGE 1 PE - INTENT

Term	Summer 1	Summer 2
Subjects, Skills and Assessment	Invasion Ball Skills. Assessment is done by a statement system listing what skills have been mastered.	Fundamental Movement Skills, running, agility, coordination and balance. Health & Fitness.
Why do we teach these skills? What knowledge is acquired?	WHY? Fundamental skills are the building blocks for all games/sports. Knowledge Acquired. How to kick a ball, how to grip and aim a ball, the difference between over arm and underarm throwing. Moving with a ball, what part of the foot to use, how to stop a ball, what part of the foot to use.	WHY? Fundamental skills are the building blocks for all games/sports. Health and Fitness is an essential part of well-being. Knowledge Acquired. How to use arms when running, how to safely change direction, to know what parts of the body must work together to run, catch a ball, balance. How to use our bodies to balance. What our heart does, where it is, where are lungs are.
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Self -Determination Theory (SDT). This theory suggests that providing autonomy and self-regulation boosts motivation and gives children ownership and responsibility for achievement.

HOW DOES OUR CURRICULUM CATER FOR PUPIL PREMIUM & VULNERABLE CHILDREN?

In Lessons	In the Planning	In the assessment
Being inclusive is a major consideration, children are encouraged to be seen as the same as everyone else. They asked to demonstrate when appropriate, encouraged to speak and have leadership roles. They are monitored closely for progress, and when needed extra support is given either by the teacher or with other pupil support. Questions and challenges (differentiation) are tailored to meet children's needs and facilitate the child's progress.	Planning will include initials to remind and indicate who needs different challenges. Each progressive stage of skill attainment will include a proviso that allows for all children to progress together. The planning will include support mechanisms such as using different equipment to support children. The planning's outcomes consider the needs of all children and also consider the PE curriculum brief, realistic and attainable.	All children are expected to reach attainment targets. However, when needed barriers to learning will, when possible, be subjugated by modifying the attainment targets. For example, a child in a wheel chair cannot be expected to strike a ball in a conventional way and will therefore have their assessment targets modified to their needs by changing the way they strike the ball. The tasks in lessons will be modified to meet the child's needs and the assessment requirements.

WHAT DOES OUR P.E. CURRICULUM LINK TO?

- Whenever possible, we try incorporate the following values into our PE lessons to further our children's whole child development and to instill values that make a good citizen.
- <u>Cultural opportunities</u>. Key values happy healthy & secure. Confident, being part of a team, Independent, respectful and caring, inspired & excited to learn.
- <u>British Values</u>: Rule of law, Individual liberty, mutual respect and tolerance of other faiths and beliefs. Democracy, fairness, equality.
- <u>Christian Star</u> Qualities: Self Control, faithfulness, goodness, love, joy, peace, patience, kindness and gentleness.

3 PROGRESSIVE KEY STEPS TO CONSIDER



OVERVIEW OF SKILLS PROGRESSION IN KS2 P.E.

- As children progress to into lower Key Stage 2, we will start to see a shift from
 developing fundamental skills in isolation (discrete skills) to teaching serial skills
 which requires the need for a sequence of skills, for example the triple jump.
 The main progressive differences between year 3 & 4 is that we expect children
 to demonstrate the cognitive ability to compare and contrast others
 techniques, apply knowledge to enable improvement and be able to use peer
 assessment when guided. From a physical perspective we expect to see
 improved muscle conditioning and improved cardiovascular fitness due to
 their experience of fitness sessions with their teachers.
- As children progress into upper Key Stage 2 we should see a shift towards an
 appreciation of link between the activity and health benefits for lungs, heart,
 muscles and bones. Communication of ideas and concepts to aid
 performance and developing more autonomy in regards to targets and finding
 solutions to problems.
- In preparation for Secondary School children will be expected to help set up equipment, organise themselves into working groups and provide in-depth analysis and assessment of their own and peers performance. They will be expected to understand and take responsibility for their targets and provide clear evidence that they have reached targets.

LOWER KEY STAGE 2 PE - INTENT

Term	Autumn 1	Autumn 2
Subjects, Skills and Assessment	Fundamental Ball Skills (Basketball) Assessment is done by judgement against the attainment levels and completed tasks.	Gymnastics Health & Fitness. Assessment is done by judgement against the attainment levels and completed tasks.
Why do we teach these skills? What knowledge is acquired?	WHY? Fundamental skills are the building blocks for all games/sports. Basketball utilizes and develops throwing, shooting, catching, movement, attacking and defending principles. Knowledge Acquired. Travelling, bouncing, passing, dribbling, catching, pivoting, rules (such as double dribble). Scoring, attacking and defending in units.	WHY? Gymnastics is great subject for learning about balance, strength, flexibility and being creative. Knowledge Acquired. How to use body parts to balance, how shapes and strength are important factors when perfuming moves. How flexibility and strength affect performance and health.
Pedagogy/ Theories and Research	Constructivism has three distinct faces which include the "active learner", the "social learner" and the "creative learner. (Dyson, Griffin and Hastie, 2004). We blend these learning principles to allow all types oflearners to flurish and progress in PE.	The "active learner" engages in decision-making, questioning, discussion, and critical thinking throughout all lessons and consequently constructs their own learning. Secondly, the "social learner" works within groups to devise invasion-based games and then in pairs, posing as coaches, provide feedback. the "creative learner" can be supported through the use of activities which allow for imagination and creativity, they can take ownership of their knowledge.

LOWER KEY STAGE 2 PE - INTENT

Term	Spring 1	Spring 2
Subjects, Skills and Assessment	Hockey Skills. Assessment is done by judgement against the attainment levels and completed tasks.	Lacrosse Skills. Assessment is done by judgement against the attainment levels and completed tasks.
Why do we teach these skills? What knowledge is acquired?	WHY? Hockey is a form of invasion games. Invasion games allows children to explore tactical and technical skills. It also encourages social learning and problem solving. Knowledge Acquired. Children will learn about how to grip the hockey stick, safety, passing, shooting, tackling and travelling with a ball.	WHY? Lacrosse is a form of invasion games. Invasion games allows children to explore tactical and technical skills. It also encourages social learning and problem solving. Lacrosse is minority sport and isn't easily accessible for children to experience out of school. Knowledge Acquired. Cradling, scooping, passing, shooting, rules, grip, stance, evasive running.
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Self -Determination Theory (SDT). This theory suggests that providing autonomy and self-regulation boosts motivation and gives children ownership and responsibility for achievement. This helps develop Long Term Memory to cement learning.

LOWER KEY STAGE 2 PE - INTENT

Term	Summer 1	Summer 2
Subjects, Skills and Assessment	Tennis/Tri Golf. Assessment is done by judgement against the attainment levels and completed tasks.	Athletics. Assessment is done by judgement against the attainment levels and completed tasks.
Why do we teach these skills? What knowledge is acquired?	WHY? Tennis is great for coordination and agility. It also has rules which influence technique and tactics and encourages learners to adapt skills to accommodate these rules. Golf is great for respecting rules and is a game which isn't always easily accessible for all. Knowledge Acquired. How orientate the map, how to recognize features, use handrails, plan routes and how to use a compass.	WHY? Athletics includes many fundamental aspects of PE such as running, jumping and throwing. Knowledge Acquired. How to use arms when running, how to start a race. How our muscles and nervous system work together. How we grip to throw different equipment, what actions we use, sling, fling, push, pull. How we combine arms and legs to jump.
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Froebel Approach. Intrinsic motivation, resulting in child- initiated, self directed activity, is valued. What children can do (rather than what they cannot do) is the starting point in the child's education.

HIGHER KEY STAGE 2 PE - INTENT

Term	Autumn 1	Autumn 2
Subjects, Skills and Assessment	Fundamental Ball Skills (Basketball) Assessment is done by judgement against the attainment levels and completed tasks.	Gymnastics Health & Fitness. Assessment is done by judgement against the attainment levels and completed tasks.
Why do we teach these skills? What knowledge is acquired?	WHY? Fundamental skills are the building blocks for all games/sports. Basketball utilizes and develops throwing, shooting, catching, movement, attacking and defending principles. Knowledge Acquired. Travelling, bouncing, passing, dribbling, catching, pivoting, rules (such as double dribble). Scoring, attacking and defending in units.	WHY? Gymnastics is great subject for learning about balance, strength, flexibility and being creative. Knowledge Acquired. How to use body parts to balance, how shapes and strength are important factors when perfuming moves. How flexibility and strength affect performance and health.
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Froebel Approach. Intrinsic motivation, resulting in child- initiated, self directed activity, is valued. What children can do (rather than what they cannot do) is the starting point in the child's education.

HIGHER KEY STAGE 2 PE - INTENT

Term	Spring I	Spring 2
Subjects, Skills and Assessment	Hockey Skills. Assessment is done by judgement against the attainment levels and completed tasks.	Lacrosse Skills. Assessment is done by judgement against the attainment levels and completed tasks.
Why do we teach these skills? What knowledge is acquired?	WHY? Hockey is a form of invasion games. Invasion games allows children to explore tactical and technical skills. It also encourages social learning and problem solving. Knowledge Acquired. Children will learn about how to grip the hockey stick, safety, passing, shooting, tackling and travelling with a ball.	WHY? Lacrosse is a form of invasion games. Invasion games allows children to explore tactical and technical skills. It also encourages social learning and problem solving. Lacrosse is minority sport and isn't easily accessible for children to experience out of school. Knowledge Acquired. Cradling, scooping, passing, shooting, rules, grip, stance, evasive running.
Pedagogy/ Theories and Research	Behaviorist approach with children stimulated to learn using a wide range of equipment and tasks. We use a child centered approach to planning and tasks by considering children's interests and experiences they've already received in PE.	Self -Determination Theory (SDT). This theory suggests that providing autonomy and self-regulation boosts motivation and gives children ownership and responsibility for achievement.

HIGHER KEY STAGE 2 PE - INTENT

Term	Summer 1	Summer 2
Subjects, Skills and Assessment	Tennis/Tri Golf. Assessment is done by judgement against the attainment levels and completed tasks.	Athletics. Assessment is done by judgement against the attainment levels and completed tasks.
Why do we teach these skills? What knowledge is acquired?	WHY? Tennis is great for coordination and agility. It also has rules which influence technique and tactics and encourages learners to adapt skills to accommodate these rules. Golf is great for respecting rules and is a game which isn't always easily accessible for all. Knowledge Acquired. How orientate the map, how to recognize features, use handrails, plan routes and how to use a compass. Be able to access time and speed in relation to travel time.	WHY? Athletics includes many fundamental aspects of PE such as running, jumping and throwing. Knowledge Acquired. How to use arms, head and legs when running, how to start a race. How our muscles and nervous system work together. How we grip to throw different equipment, what actions we use, sling, fling, push, pull. How we combine arms and legs to jump.
Pedagogy/ Theories and Research	Constructivism has three distinct faces which include the "active learner", the "social learner" and the "creative learner. (Dyson, Griffin and Hastie, 2004). We blend these learning principles to allow all types oflearners to flurish and progress in PE. This Stage help build working meory.	The "active learner" engages in decision-making, questioning, discussion, and critical thinking throughout all lessons and consequently constructs their own learning. Secondly, the "social learner" works within groups to devise invasion-based games and then in pairs, posing as coaches, provide feedback. the "creative learner" can be supported through the use of activities which allow for imagination and creativity, they can take ownership of their

PE & ITS IMPACT ON HEALTH, FITNESS & THE WHOLE CHILD DEVELOPMENT.

- We have by design created a Self Organised Learning Environment (SOLE). We use National Curriculum as a handrail to guide us and then expand the learning as a school so that we broaden the number of quality experiences by offering choices and encouraging independent thinking.
- What difference is this curriculum making to our children? The SOLE mindset places the learner at the centre of curriculum and makes teachers think "What will the experience be for the children and how can we make the experience life changing. The SOLE aspect empowers learners to become independent, inquisitive and target setters. It is beginning to produce children who must and can, think for themselves, be resilient and face challenges with strategies to overcome and progress. It is where we can blend both practical skills and worldly knowledge in a meaningful structure.
- Our P.E. curriculum is focused on developing a connection and apperception of the link between exercise, healthy eating and mental well-being. Children are an integral part of the assessment process and consequently our curriculum develops analytical minds and motivates children to do their best.
- The culture of learning together is a promoted and exemplified by staff and we are proud to be growing children who are remembering how to question learning, to self organise and to take calculated risks within safe boundaries to take themselves and their learning to new and exciting places.
- Our P.E. curriculum develops a growth mind-set, our children are encouraged and given freedom to explore and learn from failures in order to create confident and resilient learners who relish challenges and enjoy extending themselves.
- This P.E. curriculum will give children a broad and varied experience of different sports and activities which will allow children opportunities to learn knowledge about their health, their fitness, different cultures and will challenge stereotypical views on equality and diversity. This curriculum will have a life long impact on children's attitudes towards healthy activity by making participating in exercise fun, interesting and rewarding.