

Physical Education Curriculum

CURRENT CURRICULUM PROVISION

Curriculum vision and rationale	We are totally committed to raising standards in our school by providing a curriculum that develops each child intellectually, socially, physically and spiritually. We aim to achieve this through a working partnership with home, parish and other faith communities so that our children are prepared for further opportunities, responsibilities and experiences.
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CURRICULUM DEVELOPMENT

Curriculum research	<p>Activities within the PE curriculum have been modified to reflect health and safety guidance which needs to be adhered to in the coronavirus era.</p> <p>The PE curriculum allows us to demonstrate the Catholic values which are at the heart of our school, in addition to helping us develop a life-long love of being active and taking part in individual and team events.</p> <p>The PE curriculum will be an effective conduit for promoting good mental health and resilience, especially as schools re-open after being shut down.</p> <p>Sport provides excellent multi-cultural role-models which can inspire children to aim for excellence.</p>
Intent	<p>The curriculum intent (knowledge and skills that will be gained at each stage) for Physical Education is as follows:</p> <p>EYFS – The intent is to focus on the development of gross and fine motor skills, as it is important that young children master these before using them at an older age. Our EYFS curriculum focuses on 5 fundamental movement skills (jumping, throwing, hopping, running and catching). These five skills will ensure that the children are ready for KS1 PE.</p> <p>Key Stage 1 – The intent in Year 1 is to carry out a baseline of the 10 fundamental movement skills (skipping, running, throwing, catching, striking, rolling, hopping, kicking, balancing and jumping) as the children enter the year. From this baseline the teacher can adapt the PE curriculum to have more of a focus on the skills that the children are less proficient in.</p> <p>During KS1 the intent is to develop the fundamental movement skills and apply these skills within a context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core</p>

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	<p>Tasks.</p> <p>At the end of KS1 the intent is to test the children's 10 fundamental movement skills again. This will show the impact of their performance on the 10 fundamental movement skills and which skills they have mastered. This information can then be shared when the children move into Year 3.</p> <p>Lower KS2 – The intent at years 3 and 4 in games is to develop attacking skills through a range of different sports and activities. This will be delivered through uneven sides (e.g. 3v1 or 4v2). The children will also develop their knowledge of simple attack tactics, which are transferrable across different types of games (e.g. net and wall, target or invasion games). The intent in Year 3 and Year 4 in dance and gymnastics is to develop each child's performance and sequencing skills. All of the skills are applied through the relevant Core Tasks which are linked to age appropriate expectations.</p> <p>Upper Key Stage 2 – The intent in Year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team to develop their knowledge of defending strategies. These are delivered through modified mini-versions from uneven sides to even sides (e.g. 5v3, 5v4, 4v4, 5v5 etc). The learning the children receive leads to playing in intra school competitions and for some children inter school competitions. The intent for Year 5 and 6 in gymnastics and dance is to develop each child's performance, composing longer sequences of movements with a partner and a group. All of the skills are applied through the relevant Core Tasks, which are linked to age expectations.</p>
<p>Implementation</p>	<p>PE is primarily taught across all year groups by Mr Whiteley, assisted by individual TAs in each year group and the class teachers in KS1.</p> <p>Each class has a timetabled slot for PE which is a minimum of 1 hour and 15 minutes. In addition to this other activities are planned in to each year group's curriculum, such as the daily mile in KS2 and the use of balance bikes to promote and improve core strength in EYFS and KS1.</p> <p>Sequences of lessons typically consist of demonstration of skills followed by purposeful practice and feedback, resulting in the skills being used in small game scenarios. The final lessons in the sequence are the assessed core tasks.</p> <p>Lessons are structured to include the following:</p> <ul style="list-style-type: none"> • Aims of the activity area • Performance of skills (progression) • Developing physical skills • Application of skills • Character education (resilience, cooperation, fairness etc) <p>Fundamental movement skills that need developing across a cohort</p>

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	<p>are practiced more, and the PE curriculum allows for this flexibility of approach in EYFS and KS1, so that the children have strong foundations on which to build when accessing the KS2 PE curriculum.</p>
<p>Impact</p>	<p>Through carefully sequenced teaching we have a curriculum which promotes good physical and mental health amongst the children. Feedback from pupil voice audits indicates that PE is a popular subject which most children enjoy. This is reflected in the increase in numbers across the school of children who are taking part in after school sporting clubs.</p> <p>TAs and teachers in KS1 have been upskilled by taking an active part in the delivery of the sessions each week alongside the sports coach, Mr Whiteley.</p> <p>Formal and informal lesson observations in PE have shown that children across all abilities have been able to develop their learning in the subject through carefully considered task adaptation (to provide increased support and / or challenge) and regular use of high expectations and encouragement.</p> <p>'What a good one looks like' is regularly demonstrated by the teachers and children, and the children are given regular opportunities to describe performance, so that assessment for learning opportunities are embedded into each lesson.</p> <p>The skills taught across the curriculum have enabled us to compete in a range of competitions successfully within the Preston School Sport Partnership.</p> <p>During the coming year, we will be very specific at showing the children the road-map towards the core task at the start of each unit, so they will be able to understand in more depth how each lesson contributes to the wider aim(s) in providing them with a set of skills that can be used across different sports.</p> <p>We will also collect videos on the app that show the development of skills for individuals across different year groups. This will also demonstrate the impact within this subject.</p>
<p>Monitoring and evaluation</p>	<p>Monitoring of the subject will take place each half term, against the standards that are set out in the core tasks. Assessment information will be recorded on the PE app.</p> <p>Monitoring of this action plan will be done half termly in conjunction between Mr Lickley, Miss Park and Mr Whiteley.</p> <p>Pupil voice audits will also be done within each term by Mr Lickley, Miss Park and Mr Whiteley.</p>