



PE

CURRICULUM: PE

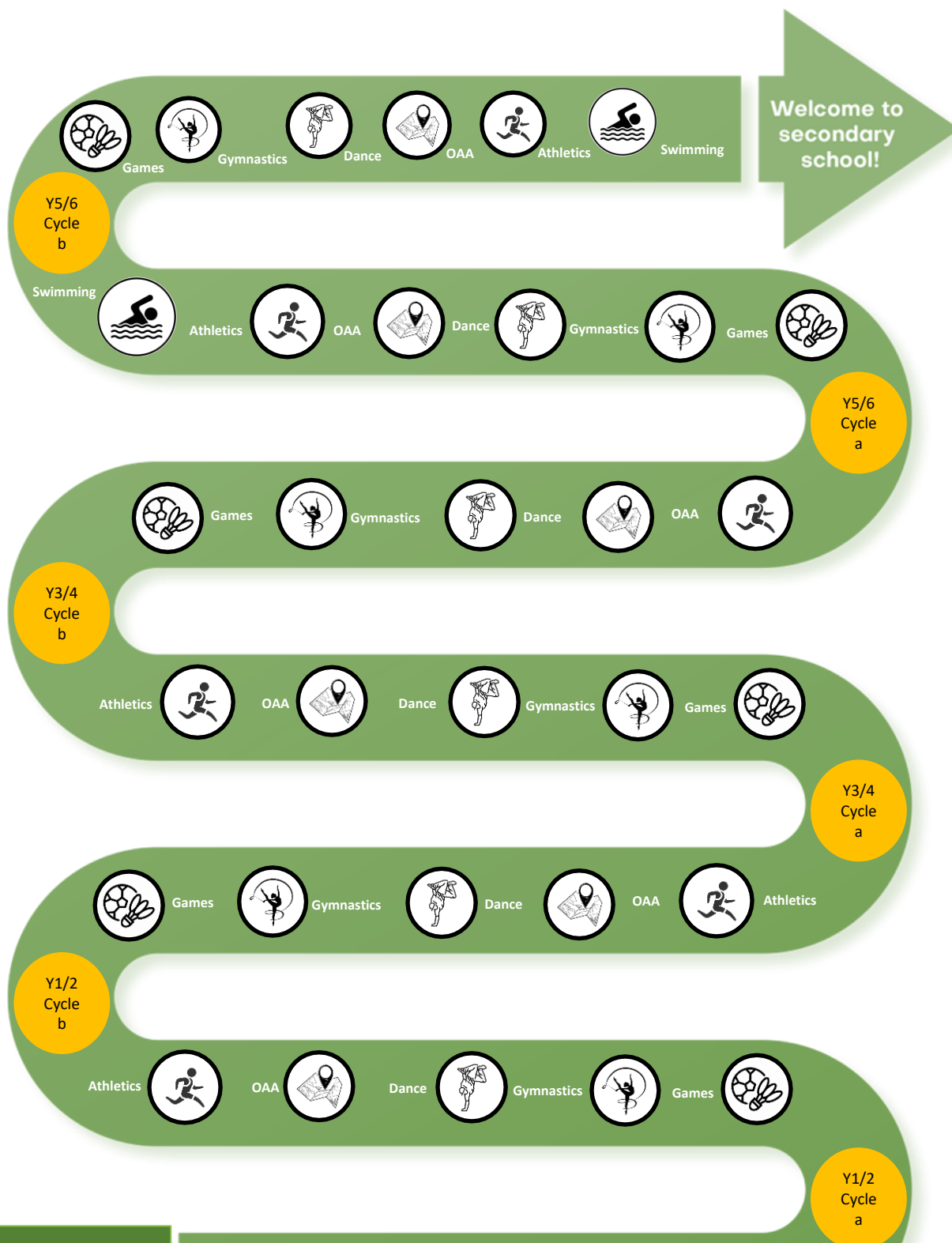


St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE



Welcome to
secondary
school!

Your
PE
journey
starts
here!

EYES

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Games

Welcome to
secondary
school!

Y5/6
Cycle
b



Invasion Games
Skittles



Net and Wall Games
What a Racket!



Invasion Games
End Zone



Net and Wall Games
Target Baggers

Y5/6
Cycle
a



Invasion Games
Three Touch Ball



Net and Wall Games
Mini Tennis

Y3/4
Cycle
b



Invasion Games
Calling the Shots!



Net and Wall Games
Long and Thin or Short and Fat

Y3/4
Cycle
a



Games
Ten Point Hoops



Multi Skills
Rolla Ball

Y1/2
Cycle
b



Games
Piggy in the Middle



Multi Skills
Beanbag Throw

Y1/2
Cycle
a

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CURRICULUM NARRATIVE

Dance

Welcome to
secondary
school!

Y5/6
Cycle
b



Dance
Making the Grade



Dance
Masquerade

Y5/6
Cycle
a



Dance
Around the Clock

Y3/4
Cycle
b



Dance
Machines

Y3/4
Cycle
a



Dance
Cat Dance

Y1/2
Cycle
b



Dance
Moving Along

Y1/2
Cycle
a

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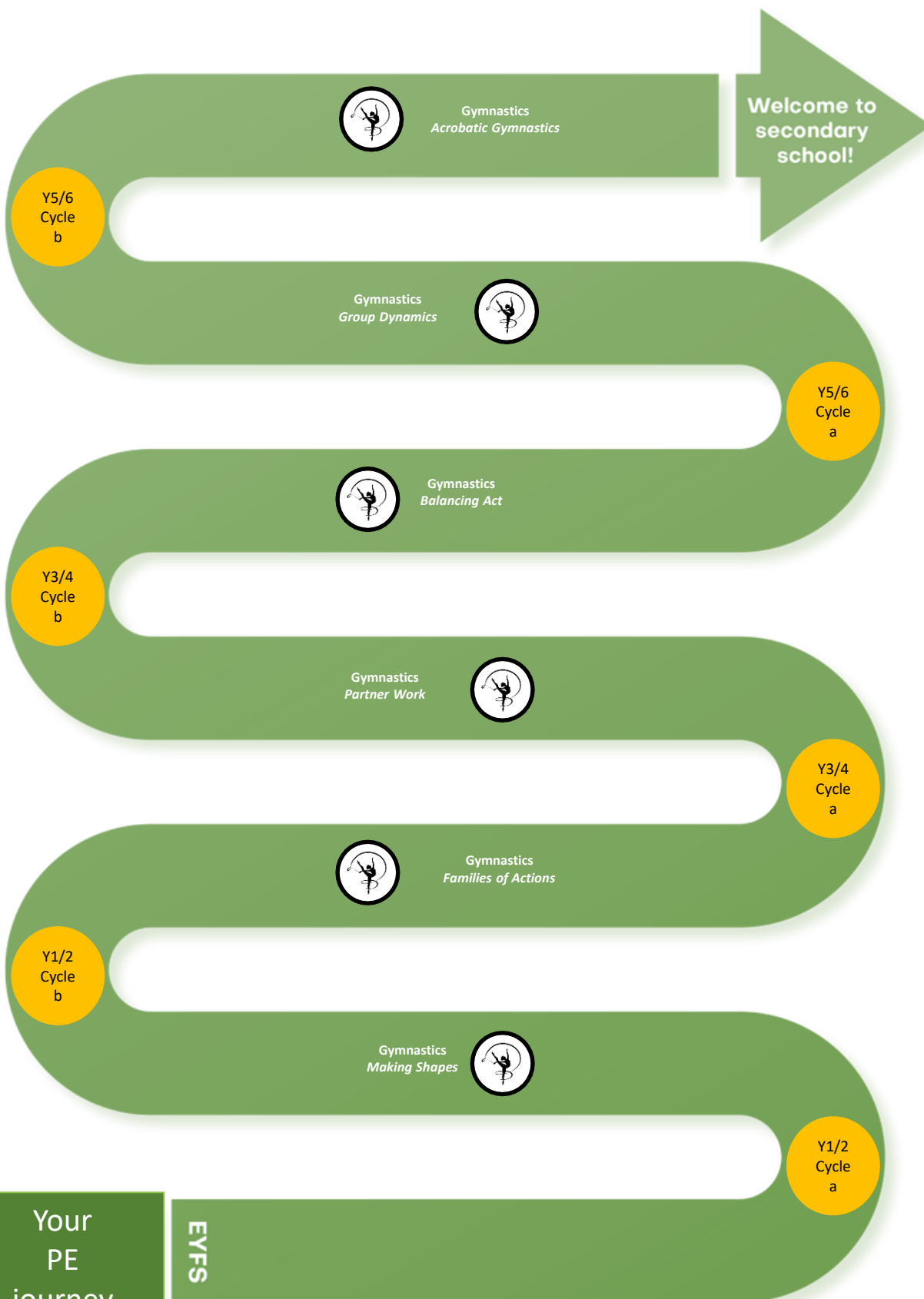
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CURRICULUM NARRATIVE

Gymnastics



Your
PE
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starts
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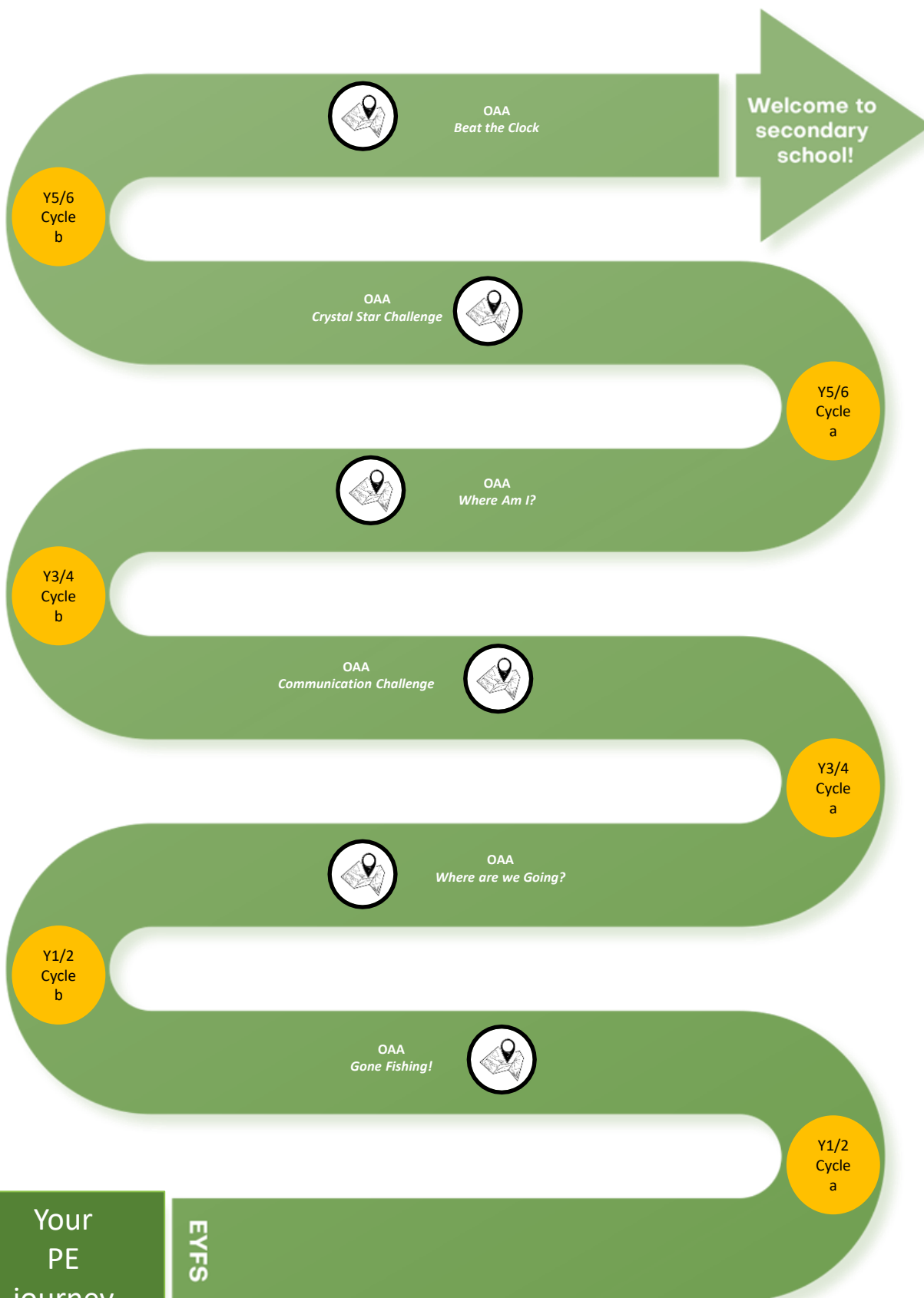
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CURRICULUM NARRATIVE

OAA





CURRICULUM NARRATIVE

Athletics

Welcome to
secondary
school!



Athletics
Three Jump Challenge

Y5/6
Cycle
b

Athletics
Faster, Higher, Further



Y5/6
Cycle
a



Athletics
Off, Up and Away

Y3/4
Cycle
b

Athletics
Furthest Five



Y3/4
Cycle
a



Athletics
Colour Match

Y1/2
Cycle
b

Athletics
Honey Pot



Y1/2
Cycle
a

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EYFS

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CURRICULUM NARRATIVE

Swimming



Swimming

Swim competently, confidently, and proficiently over a distance of at least 25 meters, use a range of strokes effectively, and perform safe self-rescue in different water-based situations

Y5/6
Cycle
b

Welcome to
secondary
school!

Swimming

Swim competently, confidently, and proficiently over a distance of at least 25 meters, use a range of strokes effectively, and perform safe self-rescue in different water-based situations



Y5/6
Cycle
a

Y3/4
Cycle
b

Y3/4
Cycle
a

Y1/2
Cycle
b

Y1/2
Cycle
a

Your
PE
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EYFS

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CURRICULUM NARRATIVE

Intent

At St Joseph's, we have designed a broad, balanced and progressive curriculum. Physical Education is an integral part of the National Curriculum, and our intent is that our PE curriculum is inclusive and engages all pupils. We aim to ensure all pupils:

- become competent in a broad range of physical activities (such as games, dance OAA, athletics and gymnastics).
- engage in competitive sports and activities.
- sustained periods of physical activity to ultimately give our children healthy and active lives now and in the future.
- Have a lifelong enjoyment of PE and develop their understanding about the benefits of exercise as part of a healthy lifestyle and promote physical literacy.
- Can cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed fundamental British Values.

Swimming is an important life skill, and we aspire for all children to leave primary school being able to swim at least 25 metres.



CURRICULUM NARRATIVE

Implementation

Our P.E. curriculum involves key areas, which children will access as a rolling two year cycle. Children will participate in: Athletics, Dance, Gymnastics, Games, Orienteering and Key Stage Two will also access swimming lessons. EYFS and KS1's PE lessons focus on the development of their movement skills. These motor skills are crucial as they are the foundation of PE sessions that they will participate in.

PE sessions begin with a core task, that enables children to demonstrate their skills in a particular area such as athletics or dance. Once initial assessments have taken place, the next sequence of lessons are designed to develop and challenge children to develop and acquire new skills. A range of equipment is used to enable children to meet the learning objective. At the end of the unit of work, the core task is then repeated to show the progress children have made. Assessments are then carried out. Throughout our PE lessons we incorporate our Trust Values and British Values.

At St Joseph's we endeavour to provide a broad range of extra-curricular activities, both at dinner time and after school. These include football, dance, tennis, fitness sessions, ultimate frisbee, hockey and archery.

At St Joseph's we provide enjoyable learning, which ensures all requirements of the National Curriculum are fully met. Each year a small group of Year 5 and 6 children are invited to become Sports Leaders for the school. They develop into sporting mentors and assistant coaches for the school, take a leading role in break and lunch sports as well as, assisting in the planning and delivering of our annual Sports day.

Impact

Children leave St Joseph's Catholic Primary School with the key skills and knowledge necessary for the next stage of their learning.

The impact of our mathematics curriculum will be measured through:

- The subject lead ensures that the National Curriculum requirements are met
- Pupil outcomes are monitored through deep dives, where evidence is gathered in the following ways: pupil voice interviews, drop-ins, discussions with staff etc.
- Assessing children's knowledge of key component learning as identified in the core tasks.
- Assessing children's understanding of key skills.
- Professional dialogue between teachers to assess the quality of children's learning.
- Sharing good practice among staff.
- The PE lead identifies clear next steps, which are determined by a cycle of monitoring, evaluating and reviewing.
- Monitoring of progress from year to year ensuring pupils remain 'on track' from their starting point.



SEND

The PE curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include vocabulary banks, sorting and matching cards or manipulatives. Reactive or proactive adaptations can make the maths curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning.

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

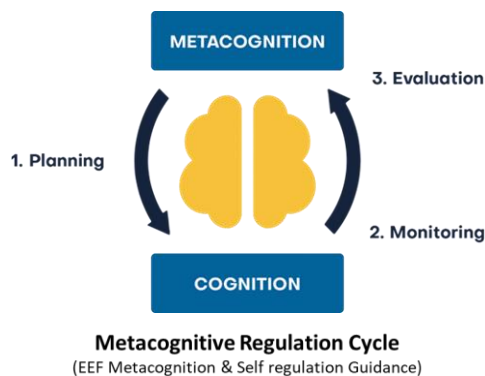
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

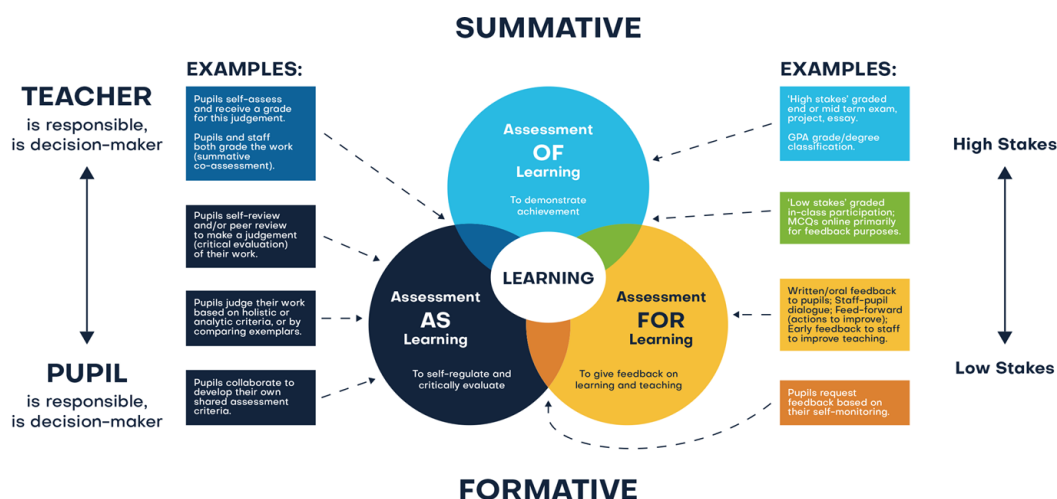
Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.



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