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| **The 3 I’s** | **PHYSICAL EDUCATION** | |
| **INTENT**  **(What we want pupils to learn and why – curriculum design – how and why it is sequenced the way it is)** | **Aims: what big ideas do we want OUR pupils to come out with from this subject.** | * Our aim at Thrunscoe Primary Academy is to improve children’s **confidence, perseverance, team spirit, positive competitiveness and organisation** in PE. Children will engage in a programme of PE, Complete PE. This is a scheme that encourages increased fitness levels and improves strength and ability. PE is an integral part of school practices allowing all children in the school to gain a **sense of achievement** and develop a **positive well-being** towards themselves and others. |
| **Organisation of curriculum and sequencing:** | * Each class undertakes four P.E Units per term based around National Curriculum objectives. * Long Term Plans have been mapped out to build on previously taught skills and to ensure progression. * Lessons are predominantly 45 minutes long and each class (Y1-6) have two P.E sessions per week. * Staff are expected to use the Complete PE scheme for all our individual lessons although teachers have the autonomy to adapt elements of lessons to meet the needs of the children. * Declarative (knowledge of what something is) and procedural (knowledge of how to do something) is planned for each unit of work. Given the nature of the subject, the majority of the knowledge will be procedural. * Lessons are sequenced to ensure pupils’ prior knowledge is built upon, using Complete PE for support. * In Y1-6, pupils access twelve units per year:   **4 games units (2 invasion, 1 net/wall, 1 striking/fielding)**  **2 dance units**  **2 gymnastics units**  **2 athletics units**  **2 OAA/Teambuilding units**  **Pupils in Y4 will undertake swimming lessons (1x 1 hour lessons for 10 weeks)** |
| **IMPLEMENTATION**  **(How the curriculum - inc. cultural capital - is taught and assessed so our children develop knowledge, skills, understanding & SHINE)** | **Teaching & adapting to learners needs:** | * Gaps are identified through teacher assessment. * Lessons are planned to adapt to the needs of all pupils. Differentiation occurs to support the less able children (eg using a larger ball when throwing or catching, shortening the distance pupils run) * Everyone has access to the Physical Education curriculum at the same pace. * Considerations are given to more able pupils – challenging their abilities (smaller goals, tighter area) |
| **What, How and When we assess learning** | * Continual assessment allows teaching staff to support pupils in the most effective way. * Key skills are revised from previous units as part of retrieval. * More formal assessments are made on Complete PE. |
| **How and when we make links to other subjects:** | * PE links well with other subject, especially science where regular reminders of how exercise can affect the human body take place. * Staff use physical activity to encourage movement in lessons (move to a corner, stand up, sit down times tables, orienteering trails in maths) * Art can be used in PE – draw patterns to depict a dance or gymnastic movement * Maths – measuring jumping/throwing distances, timing how long it takes a child to perform an action. * English – speaking and listening – explaining how to do something, discussing tactics. |
| **Cultural capital – visit / visitors / clubs** | * A variety of sports clubs take place every term in conjunction with The Trin for pupils in Years 1-6 * Clubs are run by staff (dodgeball, football, athletics) * Regular visits take place to venues that host competitions (SSP competitions, Alliance events) * Sports assemblies have taken place – disability sports, presentation of trophies, celebration assembly supporting the achievements of successful teams * Inter-house competitions |
| **IMPACT**  **(Key impact and how we will measure and monitor)** | **Monitoring and evaluating outcomes** | **What pupils will be proficient in**  By the end of **EYFS**, pupils should be able to and show a proficiency in:   * Jumping, hopping, skipping, climbing and running, and also through playing with pedal and push-and-pull toys. Children participate freely in these kinds of activities both indoors and outdoors.   By the end of **Key Stage 1**, pupils should be able to and show a proficiency in:   * Mastering 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; * Participating in team games, developing simple tactics for attacking and defending * Performing dances using simple movement patterns.   By the end of **Key Stage 2**, pupils should be able to and show a proficiency in:   * Using running, jumping, throwing and catching in isolation and in combination * Playing competitive games, modified where appropriate and applying basic principles suitable for attacking and defending * Developing flexibility, strength, technique, control and balance * Performing dances using a range of movement patterns * Taking part in outdoor and adventurous activity challenges both individually and within a team * Comparing their performances with previous ones and demonstrate improvement to achieve their personal best. * Swim competently, confidently and proficiently over a distance of at least 25 metres.   **How we measure and monitor progress**   * Pupil voice questionnaire and staff proficiency surveys tell us what is working well and what we can do to improve. * Learning walks and observations (including on staff from the TRIN) help us to identify areas for development. |