

Statement of Intent

The PE curriculum at Canon Popham offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for EYFS KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on the skills and knowledge progression map and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we try to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. All lessons are carefully differentiated which helps to ensure that learning is as inclusive as possible.

Implementation

Lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. The plans provide technical glossaries and vocabulary to support teachers in their subject knowledge, allowing them to share vocabulary and skills clearly and confidently. Our aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE and helps to embed learning.

Impact

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Opportunities for strong cross-curricular links to other subjects and curriculum themes are encouraged when appropriate. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress is measured using our assessment spreadsheets. The high quality and consistent approach to PE teaching should significantly improve attainment in knowledge and skills in PE. Technical PE vocabulary is displayed, spoken and used by all learners and used consistently throughout lessons. Whole school and parental engagement will be improved through the use of active assemblies and PE-specific home learning tasks.

Early Years Outcomes

The Early Years Outcomes covered in the Games units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master 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;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
 - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.