

CURRICULUM INTENTIONS	Our Values and Expectations	‘Life for Learning for Life ...’ Physical Education					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers Our Learning Curriculum	Oracy					
		Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the PE curriculum at Wembury Primary School	<p>Our aim is to allow all children the opportunities with PE, extracurricular clubs and competition to develop (and sustain) both a physical and mental wellbeing essential for life. We aim to promote a love of sport and physical activity thus inspiring fitness for life.</p> <p>PE develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include <i>dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities</i>. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.</p> <p style="background-color: yellow;">We intend for all children to become physically active and develop the expected core skills at each stage.</p> <p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• Good control, balance and co-ordination in large and small movements</li> <li>• Moving confidently in a range of ways and safely negotiating space</li> <li>• Catching, kicking, jumping and throwing</li> <li>• Work co-operatively and taking turns, follow simple rules</li> <li>• Aware of why exercise and a healthy diet is important for good health</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Demonstrate changes of direction, level and speed, display development in fundamentals of movement (jog, sprint, jump, hop, weight on hands, balance and co-ordination)</li> <li>• Sequencing 3 part movements, working co-operatively</li> <li>• Throw and catch with a degree of competency</li> <li>• Introduce competition, fair play and working well with others</li> <li>• Showing awareness of how the body changes during exercise e.g. heart rate, changes in breathing.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Demonstrate changes of direction, level and speed during performances in a competitive environment, display competence in fundamentals of movement (jog, sprint, jump, hop, weight on hands, balance and co-ordination)</li> </ul>					

- Perform repeat sequences of movements
- Throw and catch with competency in isolation and varied environments
- Employ simple tactics in varied environments and display respect and working well with others
- Show awareness of how the body functions during exercise.

#### Year 3

- Demonstrate changes in direction, speed and level in competitive environments, consistently competent in fundamentals of movement (jog, sprint, jump, hop, weight on hands, balance and co-ordination), move in a fluent and expressive manner
- Perform longer sequences with clear shapes and controlled movement, plan, perform and repeat sequences in a group
- Throw and catch with accuracy in isolation and varied environments
- Employ simple tactics in competitive environments and display respect and working well with others
- Demonstrate a clear understanding of how the body changes/ functions during exercise, explain the importance of why we need to warm up and cool down

#### Year 4

- Change running style according to distance with the intention of beating personal bests, utilise change of direction, speed and level
- Create movements that convey clear stimulus refining these movements in a sequence, plan, perform and repeat sequences of movements, experimenting with ways of travelling and complex movements
- Can adapt throwing technique to ensure success in a variety of activities e.g. distance, accuracy and control
- Display an understanding of fair play, working well with others and leading small groups, select and utilise appropriate tactics and techniques to cause problems for opponent
- Demonstrate a developed understanding of how the body functions, describe how and why my body feels during and after exercise

#### Year 5

- Utilise new skills in competitive situations as an individual and part of a team, utilise knowledge of technique to perform at optimum level in different types of throw, run and jump
- Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely, create complex and well executed sequences containing a variety of gymnastics components
- Field, defend and attack tactically anticipating direction of play
- Display an understanding of fair play, working well with others leading a medium group
- Uses knowledge of the relationship between the body and exercise to improve various fitness components, explaining how long I should exercise to stay fit and healthy

#### Year 6

- Utilise new skills in competitive situations as an individual and part of a team, utilise knowledge of technique to perform at optimum level in different types of throw, run and jump, sprints, middle distance and hurdles

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|  |  | <ul style="list-style-type: none"><li>• Compose creative and imaginative dance sequences with a clear stimulus, performing expressively, complex, demanding and well executed sequences containing a variety of gymnastics components</li><li>• Field, defend and attack tactically anticipating and reacting direction of play</li><li>• Display an understanding of fair play, working well with others leading a large group</li><li>• Uses knowledge of the relationship between the body and exercise to improve all fitness components, understand ways to judge performance and identify areas of development</li><li>• Across KS2, by the end of Year 6, all children should be able to swim 25 metres unaided in a range of strokes and perform a self-rescue</li></ul> |
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IMPLEMENTATION

CURRICULUM  
DELIVERY

- Subject expertise allows the intentions of our PE curriculum to be executed successfully. Regular CPD is essential in PE and all staff are encouraged to raise any issues they have within PE and request training in order to ensure everyone is confident in what they teach. CPD is provided throughout all year groups by specialists from PSSP and Plymouth Argyle. Good practice is always shared between staff and within WeST and all CPD is used to inform teaching and learning across the school.
- PE is planned for following the EYFS Framework and National Curriculum Programmes of Study. Further schemes of work used are 'The Power of PE'. Plymouth Argyle subject planning and Swim England Foundation.
- Long and short term planning is based upon The Power of PE. This follows a curriculum journey that continuously builds skills each year, from EYFS through to Year 6. Each unit is based around specific skills and develops a broad range of skills. Assessment grids are used and opportunities for differentiation planned in. The scheme allows the skills the children learn to continue to progress and prepare them for KS3.
- Swimming curriculum is delivered following the Swim England curriculum for school swimming which teaches progressive skills from EYFS – year 6 including swimming and water safety. Assessment grids are provided, stage specific areas for development are mapped and SEND foundation skills included. This has been identified as focus area for Covid recovery curriculum and focus on EYFS and Year 6 for summer 2021.
- Bronze ambassador sports leaders are selected from year 6 to promote and lead sporting events throughout the year and training is given to them for purpose.
- Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.
- PE is taught as a separate subject, however the skills can be linked to all subjects and focus on active learning is adopted.
- Opportunity for regular Level 1 and Level 2 competition is available throughout the year for all year groups to include all inclusive and SEND events.
- We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Curriculum links

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done using specific vocabulary and to discuss how they might improve their performance. Oracy Talk for learning and opportunities to assess speaking and listening skills should be used when teaching PE.

**Mathematics**

PE contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Teachers should encourage the discussion of Maths within PE when it is suitable.

**Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self-esteem.

**Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

	The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers
	Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	House Teams	Responding to the News
TEACHING (PEDAGOGY)	Enquiry Based Learning	High Expectations	Consistent Practice	Challenge for All	Excellent Subject Knowledge		
	Working Walls	Vocabulary Rich	Responsive to needs and interests	Reflective	Shared Expertise		
	Mastery	Application of prior learning	Progressive	Enjoyment	Collaborative		
	Risk Taking	Learning Skills: 5 x Rs	Breadth and depth	Pupil Led	Oracy		
ASSESSMENT	Quality First Marking and Feedback		Whole Class Feedback		Unit Assessments		Tracking Progress Over time
	Next step opportunities		Self & Peer-Assessment		Pupil Conferencing		Moderation

IMPACT	ATTAINMENT AND PROGRESS	Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent,	The impact of our PE curriculum is that children's knowledge, skills and understanding is developed so that they can perform with increasing competence and confidence in a range of physical activities. Including <i>dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities</i> . They are offered a range of extracurricular activities and opportunities throughout KS1 and KS2 which opens up pathways for progression and further development in the wider sporting community.
	KNOWLEDGE AND SKILLS		

	<b>READINESS FOR THE NEXT STAGE OF EDUCATION</b>	Independent, Physically active, Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.	<p>PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.</p> <p>Children understand competition, teamwork and the sporting values of friendship, courage, excellence, determination, respect and equality and these become embedded in their lives to promote a healthy perspective and sense of fair play which will continue to develop and blossom throughout KS3 and the rest of, not just their learning journey, but their lives.</p>
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