



What PE looks like at Church Drive Primary School

Curriculum
Intent

What P.E. learning looks like in our school:

- Mini plenaries to share misconceptions, pose questions, challenge ideas
- A wide range of equipment within lessons making sure children are allowed to experiment with equipment and game ideas
- The use of specific sport coaches to engage the learning of children and support teachers deliver PE
- Children as sports leaders to run lunchtime activities
- Intra-House competitions across a range of sports/activities

This is our philosophy:

- Engage all students within every P.E lesson
- Give all students the opportunity to participate and improve their physical ability
- To be involved in physical activity for sustained periods of time
- Give students the opportunity to be involved in competitive sports and activities
- For students to lead, officiate and participate within lessons to give opportunities to develop sportsmanship and leadership
- To promote and demonstrate the benefits of daily activity and healthy lifestyle, and support students in achieving this

This is the knowledge and understanding gained at each stage:

By the end of EYFS pupils will:

- **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.**

By the end of Key Stage 1 pupils will:

- Develop fundamental movement skills
- Be competent and confident and extend their agility, balance and coordination
- Engage in competitive and co-operative physical activities
- Master basic movements including running, jumping, throwing and catching
- Develop balance, agility and co-ordination
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

By the end of Key Stage 2 Pupils will:

- Apply and develop a broader range of skills
- link skills to make actions and sequences of movement
- Be communicating, collaborating and competing with each other
- Improve in different physical activities and sports
- Evaluate and recognise their own success

	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate • Apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare 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 • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations <p>Cultural Capital</p> <p>Dance</p> <p>Children may demonstrate knowledge of the history of dance, and its cultural impact on the world.</p> <p>They may be able to reflect on different styles of dance, influenced by different cultures and both national and international histories.</p> <p>Children may demonstrate an awareness of socio-economic influences in different dance histories, such as hip-hop, ballet and folk and begin to compare and contrast the different styles.</p> <p>Invasion Games/Striking and Fielding/Athletics</p> <p>Children will learn a variety of skills. They will be able to understand the mutual respect needed to compete in a sporting competition.</p> <p>This will be evident through the way they conduct themselves when they compete. They will be tolerant of the different faiths and beliefs that contribute to team competitions locally, nationally and internationally.</p> <p>The children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sports.</p>
Curriculum Implementation	<p>This is how it works:</p> <ul style="list-style-type: none"> • PE at school provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. • The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met • Pupils participate in high quality PE lessons each week • Children are encouraged to participate in the varied range of extracurricular activities

	<ul style="list-style-type: none"> • Children are invited to attend competitive sporting events within the local area. These events also develop teamwork and leadership skills and are very much enjoyed by the children • Children participate in workshops/whole school events covering a variety of sports throughout the year. This provides children with an opportunity to develop skills, improve their fitness and to try something new <p>What adults do:</p> <ul style="list-style-type: none"> • Use a range of resources to aid planning and delivery of PE lessons. • Regular reviews of each lesson • Opportunities for staff CPD, particularly in areas of perceived lower confidence amongst staff • Opportunities for team teaching and lesson observations to support each other • Intra School House competitions using the skills learnt within that unit in a competitive game to allow for all students to compete • Raised profile of P.E throughout the school, with active week, after school clubs, lunchtime clubs and regular physical challenges for students to complete in • Inclusive approach which endeavours to encourage not only physical development but also well-being • Equip children with the necessary skills and a love for sport • Develop the communication, teamwork and leadership skills with the children so that they can transfer them to other situations <p>This is how we support and ensure access for all children:</p> <ul style="list-style-type: none"> • Children are assessed at the end of each unit through quizzes • PE vocabulary is used and modelled • Small group/1-1 support is put in place during lessons for those children who need it • Teacher and self-assessment to quickly identify any child who requires additional support in certain units • Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. different sized balls, goals etc.) <p>How we challenge:</p> <ul style="list-style-type: none"> • Small group work to further challenge • Children are encouraged to lead and coach their peers • Greater opportunity to compete and represent the school within inter school competitions • Sign post to out of school organisations and clubs to further develop
Curriculum Impact	<p>This is what you might typically see:</p> <ul style="list-style-type: none"> • Happy and engaged learners • Regular paired and group work • Range of different challenges and games • Children talking about, sharing and reflecting on their learning • Self-motivated children

- Independent working from children, as well as often making their own decisions on their learning
- Engagement and perseverance
- Leading and coaching to peers
- Children who know about the importance of exercise and keeping active and healthy

This is how we know how well our pupils are doing:

- Monitoring of children's progress
- Verbal feedback
- Photo/ Video evidence
- Targeted use of LSPs to support individual children
- Planning is based upon prior learning so there is progression

This is the impact of the teaching:

- Confident children who can talk about P.E
- Children who are excited about PE
- Children who are enjoying their learning within P.E
- Stronger understanding of personal development as well as the benefits of P.E
- Children who know about the health benefits of daily activity
- Children developing and practicing their skills on top of regular P.E lessons

Pupils develop detailed knowledge and skills and, as a result, achieve well. This is reflected in the work the pupils produce. Pupils are ready for the next stage of education. Pupils with SEND achieve the best possible outcomes from their starting point.