

## PE CURRICULUM AT THOMAS READE

### **Definition**

Physical education focuses on the body and physical activity. The physical education curriculum is the learning and experience the subject provides for our children both in curricular and non-curricular time. Its unique contribution to the totality of education emerges from a sequential programme of physical activity, focusing on learning *how*, understanding *why* and knowing *when* to move. Physical education contributes to the development of a wide range of physical, social and personal skills and helps prepare all pupils for a healthy active lifestyle.

### **Intent**

Following the guidelines in the National Curriculum for Physical Education 2014 we aim to inspire all children to take part in and be encouraged to excel in competitive sport and other physically demanding activities. Using a broad and balanced curriculum and the opportunity to access a wide range of extra-curricular activities we aim for children to become physically confident in order to support their health and fitness. Through variety in teaching styles opportunities are provided for children to work co-operatively and confidently as individuals and in group situations. They are provided with the opportunities for competition and to take part in challenges that develop and embed values, including but not limited to, fairness, respect, self-belief, team spirit and determination.

The understanding of and the skills necessary to do this will be learnt through a developmental and progressive Physical Education Curriculum, encompassing key stages 1 and 2 of the National Curriculum, and the early learning goals of the curriculum at the Foundation Stage. Activities include Athletics, Dance, Games, Gymnastics, Swimming, Outdoor and Adventurous activities.

Continuity and progression are achieved by revisiting and broadening areas of activity and units of work across the Foundation Stage and Key Stages 1 and 2. The first visit is an introduction to the unit encompassing low key skills and activities. The second visit is a basic course building on the previous skills. Subsequent visits are intermediate ones concentrating on more advanced movements, tactics and skills.

Our extra-curricular programme promotes and expands on the curriculum and our daily active sessions and active playgrounds enhance the amount of time children are engaged in physical activity.

Physical Education is linked to other areas of the curriculum where possible including, using dance in class performances. Common Cross Curricular Skills involved in Physical Education are, Communication, Problem Solving, Personal, Social and Health education and Information and Communication Technology.

### **Implementation**

Children receive a broad and balanced programme of P.E. which is differentiated to meet the needs of all children irrespective of their abilities, race, gender or culture. Breadth does not necessarily mean increasing the number of activities but ensuring that curricular experiences are sufficiently wide and flexible to meet the needs of all children and support the full range of curricular aims.

Appropriate planning is undertaken including modifications and adaptations were necessary for children with special educational needs making it possible for all children to participate, achieve success and develop skills, knowledge and understanding.

The foundation stage includes the development of basic movement skills linked to the foundation goals and activities leading to gymnastics, dance, games and athletics.

At Key stage 1 children take part in Athletics, Dance, Gymnastics, Games and Swimming which continue into Key Stage 2 where it is supplemented by outdoor and adventurous activities.

Schemes of work are arranged into the above areas and cover the following:

- To develop and apply a broad range of movement skills, becoming increasingly confident and competent when performing. (All areas)
- To access a broad range of opportunities to develop flexibility, strength, technique, control balance agility and coordination (All areas)
- To begin to apply basic movements in a range of activities, learn how to use skills in different ways and to link them to make actions and sequences of movement and perform dances using a range movement patterns. (Dance and Gymnastics)
- To master basic jumping, running, throwing and catching and use these actions in isolation and combination (Games and Athletics)
- To participate in team games, competitive games (modified where appropriate) and learn to apply basic tactics including the principles suitable for attacking and defending in different situations. (Games)
- To engage in cooperative and competitive physical activities and enjoy communicating and collaborating with each other and within a team. (All areas)

Extra-curricular, daily active sessions and active playgrounds aim to achieve the following:

- Build and develop on the skills learnt in curriculum sessions to further excel in sports and games and to prepare for competition.
- Further their chance to engage in cooperative activities and learn new skills.
- Be more physically active in order to achieve the government target of 30 minutes of physical activity per day in school and help towards the 60 minute a day target.
- Develop leadership opportunities.

### **Impact**

Assessment takes place within every lesson and includes clear objectives for learning (WALT). All lessons contain a range of activities including: skill development and use and transference of skills that enable pupils to meet the learning objectives. This is assessed by clear success criteria that challenges pupils to achieve Bronze, Silver or Gold within the school assessment for learning structure.

### Evidence is gathered from:

Teacher observation

Pupil led, peer assessment and self-assessment using bronze silver and gold success criteria

Notes on lesson plans and evaluations.

Videos and photos.

Display boards.

Records of achievement in athletics, (recording of times and distances for self-improvement).

Number of children taking part in extra-curricular clubs.

- KS1 66% 2018/19
- KS2 82% 2018/19

Number of children taking part in level 1, 2 and 3 school games competitions.

Level 1 -100%

Level 2- 129 children

Level 3 -32 children, 7 teams, 4 teams were county champions.

School games awards:

- Gold from 2013 – 2018

- Platinum from 2018 - 2020

Within Physical Education we aim for children to be able to:

- Learn how to evaluate and recognise their own success.
- Compare their performances with previous ones and develop an understanding of how to improve.
- Use their knowledge and understanding in order to demonstrate improvement in different physical activities.
- Understand their own and appreciate others' strengths and weaknesses.

