

### **Aims of our PE curriculum**

At Estcourt Primary Academy we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education.

The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build on the foundations of the three pillars of Physical Education: Motor Competency; Understanding Strategies, rules and techniques; and having healthy participation in all lessons. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum.

Our curriculum is designed to develop both the children's procedural and declarative knowledge.

### **Teaching and learning**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values and the objectives laid out in the National Curriculum.

Our Curriculum is planned so that progression is built in which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group.

Together we create a broad and balanced curriculum that is exciting for our children to learn through.

Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.

The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

### **Lesson Structure:**

All lessons from Year 1-6 will follow a four-part structure.

**Part 1: Remember It** – Children will revisit prior learning from the unit and will be asked to recall key facts, strategies, or vocabulary to ensure that children are given multiple exposures to Key Knowledge. This part should be approximately 5 minutes.

**Part 2: Warm it up:** Children will take part in a warmup that is intensive enough to prepare them for the demands of the lesson they are to take part in. Warmups should last 10 minutes and be valued by children and staff.

**Part 3: Show It:** Lesson objectives and Vocabulary will be shared with the children and Children begin to take part in developing the skills outlined in the learning objective.

**Part 4: Know It:** Children are given opportunity to discuss what they have learnt, evaluate their own and others performances and be questioned by the class teacher.

### **Dedicated PE time.**

In EYFS, Physical Education is built into the provision that is in place for children throughout the day. In Years 1-6 children will take part on average in 2 hours of PE a week. A schedule of when these lessons are expected to take place each week is created by the PE lead.

### **EYFS**

We encourage the physical development of our children in the nursery and reception class as an integral part of their work.

As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

In addition to the provision set out to meet the needs of the children in the Early Learning Goals, a schedule of specific skills are also put into place for the children to access each week.

### **Assessment**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum.

Teachers assess children throughout the lesson and offer immediate, accurate feedback aimed at helping children to achieve the learning objective. This may be done through questioning, modelling or direct instruction.

Teachers ensure that children are competent in preceding skills and plan to make sure that any gaps in knowledge are addressed so that they are able to access their age appropriate curriculum.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education.

The expected outcomes

### **Monitoring and Reviewing**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, James Phillips.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the Senior Leadership Team.

### **Health and Safety**

- We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.
- Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus.
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective.
- Children attend school in their PE kit and are not required to get changed.
- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- Teaching staff should be appropriately dressed to teach PE.
- We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary.
- Risk Assessments are in place for all school sporting trips.

## Long Term Plan

Delta Academies Trust: Physical Education LTP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<b>EYFS Development Matters: 3-4 years</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>					
	F2	<b>Reception</b> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>				
Year 1		Fitness	Fundamentals	Ball Skills	Sending and Receiving	Athletics
	Team Building	Gymnastics	Dance	Target Games	Invasion	Net and Wall
Year 2	Fitness	Fundamentals	Ball Skills	Sending and Receiving	Athletics	Striking and Fielding
	Team Building	Gymnastics	Dance	Target Games	Invasion	Net and Wall
Year 3	Fundamentals	Dodgeball	Handball	Yoga	Athletics	Basketball
	Ball Skills	Dance	Gymnastics	Football	Tennis	Cricket
Year 4	Netball	Hockey	Golf	Volleyball	Athletics	Rounders
	Fitness	Gymnastics	Dance	Tag Rugby	Tennis	O.A.A
Year 5	O.A.A	Dodgeball	Football	Swimming	Swimming	Swimming
	Fitness	Gymnastics	Dance	Tennis	Athletics	Cricket
Year 6	Badminton	I		Tag Rugby	Athletics Hockey	Tennis Volleyball
	Netball	Gymnastics	Dance	Yoga	Golf	Rounders

