



Inspiring a love for lifelong learning

PE Curriculum

Curriculum Overview

It is our aim to promote participation in, and enjoyment of, physical activity and to achieve a healthy and active outlook on life. This can only be achieved if the lessons within school are engaging, fun and achievable which will allow the child to attach a sense of enjoyment and success to something and will develop the want and desire to continue it either inside or outside of school.

Each year, all children experience elements of the areas of activity within the PE curriculum: games, gymnastics, dance, athletics, and outdoor & adventurous activities. In each area, within a general framework to ensure progression, children are encouraged to respond to challenges, express their ideas, and to develop and improve their skills and techniques. The children are taught skills in planning, performing and evaluating, with a strong emphasis placed upon co-operation, fair play and good sportsmanship. The children work closely with the 6 School Games values; Honesty, Passion, Determination, Self-Belief, Teamwork and Respect and this is evident within the PE reflection booklets, where the children work towards earning stickers that correlate with the values they have demonstrated. Children are also taught to recognise the importance of rules, safety and assessing risk.

The progression of an expected child through the curriculum of our school is very clear. In Early Years, children need to show good control and coordination in large and small movements. They need to move confidently in a range of ways, safely negotiating space. In addition, children must understand the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Within our KS1 curriculum, children continue to develop the skills of control and coordination within PE settings. The children in Years 1 and 2 take part in Units of work such as ball skills and fundamentals along with sport specific activities such as Dance, Gymnastics and Athletics. Within this key stage, they do not necessarily learn the rules and tactics to compete within a specific sport such as Netball or Football but will learn the start of some skills through the units of work for example Invasion games and Net and Wall games. As the child progresses through to KS2, they apply the skills and knowledge they have learnt in KS1 and start to apply this to sport specific units of work. Sports such as Netball, Football, Tag Rugby and Tennis are all taught within KS2, some skipping year groups to avoid repetition. Here, the children are able to use the raw skills learnt in Early Years and are able to apply them within a game or sporting environment. They understand and are aware of their abilities and limitations and are starting to become more aware of their personal journey within sport and physical activity. It is also within this Key Stage that the children have the opportunity to share their love and passion of Physical education with others across the school in the form of Young leaders. The children who are chosen to take part undergo training on how to become an effective Sports Young Leader and have the opportunity to lead games and sports during playtimes and lunchtimes.



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<p>Curriculum Intent</p>	<p>Our school aims to inspire all children to develop a love of physical activity and sport. Through great physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.</p>
<p>Curriculum Implementation</p>	<p>Our curriculum at APPS is implemented using a scheme of work called GetSet4PE. Here, we access detailed, differentiated lesson plans to allow for achievement for all. They provide progressive lesson plans that marry up and go beyond the National Curriculum requirements. To support the learning of these engaging lessons, they also provide helpful resources to support both the child's learning as well as the teacher's understanding of the sport/activity. For example, for tactical games such as Netball, Football and Tag Rugby, they provide us with rules cards to support the correct teaching of these rules. In addition, To embed the rich vocabulary used with our PE lessons, key vocabulary pyramids as well as knowledge organised are accessible for the children to use and reflect upon in their learning.</p> <p>We regularly review the impact of our curriculum, making adaptations where necessary to improve teaching and learning. Our curriculum is the content that we teach: the knowledge learnt and skills acquired.</p> <p>How we teach our curriculum is underpinned by our APPS pedagogical approach. We do not subscribe to either a traditional or progressive approach but know that our children learn through a balance of carefully-chosen teacher-led activities, direct teaching and enquiry-based activities. Our children have the skills to be able to learn well independently, in pairs and in groups.</p>
<p>Curriculum Impact</p>	<p>As subject lead, I monitor the impact of this learning through several different ways. Firstly, it is very important to get out there and see the lessons in action. Learning walks are a great way for this to happen, and it allows me to observe and understand the effectiveness of our scheme of learning. I also gather the thoughts and opinions of both staff and children. In order for children to want to take part in PE lessons, they have got to enjoy it therefore understanding what they are enjoying and what they would like to change is fundamental. Staff and pupil questionnaires are good to achieve this anonymously Staff</p>



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and pupil voice questionnaires. Primary school PE is the fundamental starting point for children, and we aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

Assessment with PE can be subjective to the learner or teacher. At APPS, teachers assess the children using the GetSEt4PE assessment criteria for each sport or activity they teach. However, they use several different factors to support this judgement. Teachers will use the in-lesson observations they make to understand the child's ability to understand and master the skills they have learnt. They will also take into consideration the child's reflection upon the lesson through reading the child's PE reflection booklet. Here the child is able to explain what they learnt in a lesson and what they are going to think about changing ready for the next lesson to be more successful.