

Quality

Respect

Love

Happiness

Equality



Madley Primary School

'Be the best you can be'



Physical Education at Madley Primary School

Curriculum Statement

Madley Primary school recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives



Intent:-

What Physical Education looks like in our school:

- ❖ . To maintain and stimulate pupil interest and enjoyment in physical activity, and promote exercise as part of a healthy lifestyle.
- ❖ To provide well-structured lessons with a proper warm up ,main teaching activity and cool down.
- ❖ To make clear the aims of objectives of each lesson and to show progression through their planning
- ❖ To introduce and develop the skills, principles and understanding of physical activities as outlined in the National Curriculum.
- ❖ To employ teaching methods and provide appropriate resources that allows all pupils, without discrimination, to have equal opportunity to experience success and enjoyment in PE.
- ❖ To help enhance pupils' self-esteem through the development of their physical confidence and personal qualities.
- ❖ To develop pupils' knowledge of the rules and regulations of these activities, including the role of officials.
- ❖ To enhance pupils' awareness of the safety issues concerned with these activities and help them develop a sense of responsibility towards participating in physical activity.
- ❖ To encourage teamwork, tolerance and co operation.
- ❖ To provide a wide range of opportunities for extra - curricular sports and activities.
- ❖ To work as an integrated unit with all sporting agencies to provide a united front in sports development in the local community.

By the end of EYFS pupils will:

- ❖ **Movement & Handling** - Pupils show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- ❖ **Health & Self-Care** - Pupils know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

By the end of Key Stage 1 pupils will:

- ❖ . Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- ❖ They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- ❖ Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- ❖ Pupils should participate in team games, developing simple tactics for attacking and defending.
- ❖ Perform dances using simple movement pattern

By the end of Key Stage 2 pupils will:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Pupils should be taught to:

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics

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. Implement:-

You will typically see:

- ❖ Pupils engaged with their learning.
- ❖ Active children participating in all areas of the P.E curriculum.
- ❖ Pupils asking questions related to their learning in P.E..
- ❖ Pupils handling equipment confidently and with an understanding of how to use them skilfully.
- ❖ Regular Intra and Inter competitions and festivals.
- ❖ A wide range of extra- curricular opportunities.

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

- ❖ Lessons are based on the long term plan and skills progression ladder. Throughout the year, the children will work through the skills ladder whilst developing new vocabulary alongside each new element specific for each year group.
- ❖ Written, photographic and video evidence.
- ❖ Some displays of work in the classroom and around school.
- ❖ Subject leader will observe lessons and question pupils and staff.

This is the impact of the teaching:

- ❖ Pupils who are engaged, excited and enthusiastic about their learning in Physical Education.
- ❖ Pupils who have good knowledge, vocabulary and understanding of P.E.
- ❖ Pupils who are able to display a range of P.E. skills.
- ❖ Pupils who can name significant people, places and events identifying their importance and the impact that they have had.
- ❖ Pupils who strive to gain more knowledge through thoughtful questioning.
- ❖ Pupils who can outline historical vocabulary.
- ❖ Pupils who are ready for the next stage of their learning by achieving the best possible outcome.



Impact:-

This is how it works:

- ❖ Lessons are taught through units of work based around the long term plan. Some units are linked to the Dimensions themes while others are stand alone.
- ❖ Progressing through each year allows prior knowledge to be built upon and vocabulary to be developed.
- ❖ The skills are taught through units of work that have been specifically chosen to allow continuity and progression in order to support the understanding of all areas of PE.
- ❖ By the end of each key stage, children will have a breadth of knowledge and Physical Education skills that have been built upon. By the end of Year 6, children will leave school with an awareness and knowledge of the skills needed in order to keep mentally and physically fit for the future.

This is what adults do:-

- ❖ Plan engaging, thought provoking lessons that focus on building on prior knowledge and understanding.
- ❖ Teachers to feel confident in the teaching of all areas of their PE. They are clear on the skills taught and the aims and intentions of each unit of work.
- ❖ They are aware of Learning Intentions and able to give good feedback to pupils and assess correctly.

This is how we support:

- ❖ All pupils will meet the learning intention through differentiated work.
- ❖ Pupils will work individually, in small groups and in teams to practice and refine skills.
- ❖ Teachers will regularly assess to identify any children who require additional support or resources to support their learning.

This is how we challenge:

- ❖ Pupils lessons and activities will be differentiated.
- ❖ There will be additional activities to extend learning.
- ❖ There will be opportunities given to identify greater learning in all areas of the subject.

This is how we ensure all children can access the curriculum:

- ❖ Pupils who have SEN or EAL needs are supported through extra opportunities to develop their Physical Education needs being supported in smaller groups or 1:1 where possible or by class teacher.
- ❖ A range of resources are used to support learning including larger balls , softer and more colourful apparatus.
- ❖ Inclusivity sports are taught including Boccia, Sitting volleyball and Goalball.
- ❖ Lessons are taught through a range of different techniques to appeal to different learning styles and where possible children are able to access 'real life' experiences e.g. visits to sporting facilities such as the leisure centre gymnastics club and athletics track.



Implementation

You will typically see:

- ❖ Pupils engaged with their learning.
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- ❖ Pupils asking questions related to their learning in P.E..
- ❖ Pupils handling equipment confidently and with an understanding of how to use them skilfully.
- ❖ Regular Intra and Inter competitions and festivals.
- ❖ A wide range of extra- curricular opportunities.

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

- ❖ Lessons are based on the long term plan and skills progression ladder. Throughout the year, the children will work through the skills ladder whilst developing new vocabulary alongside each new element specific for each year group.
- ❖ Written, photographic and video evidence.
- ❖ Some displays of work and around school.
- ❖ Subject leader will observe lessons, carry out learning walks and gather pupil voices.

This is the impact of the teaching:

- ❖ Pupils who are engaged, excited and enthusiastic about their learning in Physical Education.
- ❖ Pupils who have good knowledge, vocabulary and understanding of P.E.
- ❖ Pupils who are able to display a range of P.E. skills.
- ❖ Pupils who can name significant people, places and events identifying their importance and the impact that they have had.
- ❖ Pupils who strive to gain more knowledge through thoughtful questioning.
- ❖ Pupils who can outline historical P.E. vocabulary.
- ❖ Pupils who are ready for the next stage of their learning by achieving the best possible outcome.



Cultural capital.

It is useful to look at knowledge in PE through the lens of declarative (knowing what) and procedural (knowing how) knowledge. As part of physically educating pupils, both forms of knowledge have value as 'two sides of a coin': linked and yet important in their own right.

Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Declarative knowledge can be communicated through verbal or written means. Pupils could, for example, demonstrate their declarative knowledge through question-and-answer sections of a lesson, or spoken or written observations of a practical demonstration. With a more detailed declarative knowledge base, pupils can better verbalise their strengths and limitations as well as communicate their ideas, their decisions and the choices that they make during an activity or one that they observe.

Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game. This knowledge in a PE setting is best put into practice through physical demonstration or physical participation.

Both forms of knowledge, the 'know-what' and 'know-how', are vitally important in ensuring that pupils are being physically educated.