

Developing an approach to teaching and learning in Physical Education

A high-quality Physical Education (PE) curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. NC 2014

Our vision:

In PE, we aim to provide children with opportunities to experience a range of sporting activities and develop skills that can be transferred to different sports. In doing so, we hope children will foster an increased interest in their own fitness and health, and be able to make links between their physical and mental well-being. Ultimately, we want the children to be active, have fun, learn to enjoy the competitive element of sport, and make progress when learning new skills.

At Wormley CE Primary School, we recognise and promote the importance of Physical Education as a means of maintaining a healthy body and mind. We believe every child has the capacity to develop their knowledge, skills and understanding of Physical Education through our varied curriculum. We aim to ensure that all pupils:

- Develop fundamental skills and build competence to excel in a broad range of physical activities
- Become physically confident in a way which supports their health and fitness.
- Compete in sport and other activities in order to build character and help to embed values such as fairness and respect.
- Succeed and excel in competitive sport and other physically demanding activities.
- Take risks, challenge themselves and manage their emotions
- Develop a life-long interest in physical activity and understand how physical activity can contribute to positive well-being and good mental health.
- Lead healthy, active lives

At Wormley Church of England Primary School, every child has at least two sessions of PE each week. This is taught by an external coach and class teachers. The class teacher focuses on fundamental movement skills through games and activities. These sessions will total up to an hour a week and are likely to be a series of short sessions throughout the week. When children have additional active sessions such as swimming or enrichment days, fundamental skills sessions are not required. The PE Coach focuses on the rest of the [PE curriculum](#) such as sports specific skills, competitive and cooperative activities and sports.

Physical Education is taught according to the following concepts:

EYFS

- | |
|--|
| 1. Moving and handling - children show good coordination and control in large and small movements and are able to handle equipment effectively. |
| 2. Health and self-care - children know the importance for good health, a healthy diet and are able to talk about how to keep healthy. They are able to manage their own hygiene and personal needs, for example getting changed independently. |

KS1

- | |
|--|
| 1. Fundamental movement skills - children develop movement skills such as: running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. |
| 2. Engagement in competitive and cooperative activities - children can participate in team games, developing simple tactics for attacking and defending. |

KS2

1. Developing and applying fundamental and sports specific skills - children continue to develop their skills, learn how to use them in different ways and link them to make actions and sequences of movements.
2. Engagement in competitive and cooperative activities - children show enjoyment in competing, communicating and collaborating.
3. Self evaluation - children compare their performances with previous ones and demonstrate improvement to achieve their personal best, recognise their own success and develop an understanding of how to improve their performance.

OVERVIEW

The spiral curriculum ensures that children build upon previously taught knowledge and skills. In Y4 and Y6 children have the opportunity to go on a residential trip where they can take part in a variety of **outdoor adventurous activities**. These are challenging activities such as climbing, canoeing, caving, abseiling, zip wire, quad biking etc. Many involve teamwork and all challenge children to either try something new or to push themselves beyond normal limits. This leads to a sense of achievement and builds character.

ASSESSMENT

Children's progress and attainment is tracked against our progression criteria. Teachers and coaches provide verbal feedback to pupils during sessions which is immediate. Pupils are encouraged to evaluate their own and other children's performance-based on criteria set by the coach or teacher. At times they will analyse video footage of themselves.

MASTERY IN PE

Within P.E. the concept of 'mastery' refers to a real depth of learning. Children who demonstrate mastery are able not only to demonstrate a skill effectively, but to be able to apply it within a range of situations, to be able to clearly articulate what is effective or not effective about their attempt at a skill, or to discuss their peers' attempts.

An Example of Mastery in PE

For example, in real terms, with the very basic concept of sending and receiving a ball with the hands, the progression of this skill is:

At infant age, children learn to roll the ball across the ground to each other. They then progress to sending the ball with both hands and with a single hand, changing their hand position accordingly

Originally they do so in a stationary position, then they learn to move around before they receive the ball.

Next a defender or two can be added to encourage children to learn how to send the ball in different directions.



It is at this stage that the cognitive element of understanding tactics to avoid the ball being intercepted is introduced.

Next children can apply this skill in small sided games where they can score, perhaps into a hoop on the floor.

The number of players on each team increases until they can play netball or basketball at junior age.

Here they learn a range of skills such as dodging, feigning, changing speed or direction to overcome a defender and receive the ball effectively.

They can clearly articulate what makes them or others effective at each stage.

Throughout these progressions, this is how mastery is achieved.

The movement patterns children learn are stored in the brain, along with the cognitive learning of how to be successful with each attempt at the skill in an isolated manner and within offensive and defensive situations.

It is really important that in order for children to have solid physical literacy and to become competent enough to play games which they can then take part in as teenagers and adults, that they develop the effective movement learning patterns and cognitive understanding of P.E. This is the real mastery of P.E. (The PE Suite)



ENRICHMENT

Each term, all children take part in inter-house PE competitions. This gives all children an opportunity to play competitively. Many children play inter-school competitions also. These include football, netball, multi-sports, athletics, tennis etc. In the Summer Term we hold a Sports Day which includes team events and individual events.

Every night after school, children have an opportunity to take part in a range of sporting/physical clubs including football, netball, tennis, gymnastics, hockey, karate, rugby etc. There are also some lunchtime clubs including dance, multisports and new sports. Some clubs are subsidised or fully funded by the school. We will financially support disadvantaged pupils who want to join clubs. Children lead and support lunchtime clubs for younger pupils, and can become sports leaders at school.

INCLUSION

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

In PE we will modify and adapt the curriculum	
<i>Space</i>	How can we change the size/height/location/length/distance? <ul style="list-style-type: none">● Shorter distances or smaller areas may make the activity easier

	<ul style="list-style-type: none"> Using a zoned playing area can create safe playing areas or areas where pupils can be matched by ability Nearer targets make games easier
Task	<p>How can we change the way we take part/ complexity /role /rules/ speed/ progressions?</p> <ul style="list-style-type: none"> Simplify the activity by changing an aspect of it – eg long jump to standing jump Make the activity harder – eg long jump to triple jump Give pupils specific roles – eg timer, measurer
Equipment	<p>How can we change the equipment being used?</p> <ul style="list-style-type: none"> Lighter balls travel more slowly in the air and give more reaction time Larger balls are easier to see and catch Softer/slightly deflated balls are easier to catch
People	<p>How can we change the groupings/interaction/way the pupils play together?</p> <ul style="list-style-type: none"> Independently, in groups, in pairs, in teams, with friends Change groupings between activities, and monitor groupings to make sure they vary (especially when involving a learning support assistant) In their own space: big or small

In PE we can vary the types of activities	
Open activity	<ul style="list-style-type: none"> Everyone travels to meet and greet, using high fives, shaking hands or even a nod of the head A group practise throwing a tennis ball – underarm, sideways, overarm and backwards
Modified activity	<ul style="list-style-type: none"> Jumping may involve a part of their body – a hand or arm, or even an eye Group choreography with pupils interpreting motifs in different ways Shot putt with different weight shots and a handicap system of measuring distances
Parallel activity	<ul style="list-style-type: none"> Use of sticks, ribbons and material to explore space and dimensions. Use of visual and auditory prompts: working in pairs or small groups Developing solo performances Groups practise two pushes of their wheelchair, standing long jump, traditional long jump and triple jump
Disability sport	<ul style="list-style-type: none"> Wheelchair dance Group do a wheelchair slalom course, some in chairs, some running

To try and develop the fitness and health of all children, we survey all children to see how much physical activity they are involved in outside of the school day. This highlights where children might need more targeted support to be active and healthy. We may design specific programmes to encourage more activity such as introduction to different sports, a before school/lunchtime club or we may refer families to external programmes such as Busy Bees/MEND. We employ coaches for lunchtimes to lead physical activities for particular groups of children. Teachers can refer children for this additional support. There has been an investment in climbing equipment, trim trails and PE equipment to encourage activity during break times.

PE COACHES

Presently, we employ a sports coach to teach PE lessons and to support professional development. Subject Leaders develop the overview for teaching and learning in PE and have identified key skills to be taught and assessed with the coaching company. Skill progression is tracked by the sports coach and teaching staff. Teachers are expected to dedicate some of their PPA time each term to observe their pupils in PE lessons and develop their subject knowledge.

PE CURRICULUM MAP 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	All year
N/R	Smart Moves	Smart Moves	Smart Moves	Smart Moves	Smart Moves	Smart Moves	Fundamental movement skills
Y1	Fundamental movement skills	Gym	Sending and Receiving	Fundamental skills	Athletics	Sending & Receiving	Fundamental movement skills
		Dance					
Y2	Fundamental movement skills	Gym	Sending and Receiving	Teamwork through invasion	Athletics	Striking and Fielding	Fundamental movement skills
		Dance					
Y3	Invasion sports Basketball + Hockey	Gym	Net & Wall Tennis	New sports: Tri Golf, Curling, Dodgeball	Athletics	Striking games Cricket	Fundamental movement skills
		Dance	Cross-Country				
Y4	Invasion sports Tag Rugby + Netball	Gym	Net & Wall Volleyball	New sports: Handball, Dodgeball, Lacrosse	Athletics	Striking games Rounders	Fundamental movement skills
		Dance	Cross-Country				
Y5	Invasion sports Basketball + Hockey	Gym	Net & Wall Badminton	New sports: Tri Golf, Curling, Dodgeball	Athletics	Striking games Cricket	Fundamental movement skills
		Dance	Cross-Country Swimming				
Y6	Invasion sports Tag Rugby + Netball	Gym	Net & Wall Tennis	New sports: Handball, Dodgeball, Lacrosse	Athletics	Striking games Rounders	Fundamental movement skills
		Dance	Cross-Country		Swimming	Swimming	