

## 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*

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 curriculum. We aim to ensure that all pupils:

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

At Wormley, every child has at least one session of PE each week. This is taught through a mixture of indoor and outdoor sessions. In each key stage, children are taught a variety of knowledge and skills through **games, dance, gymnastics, swimming, athletics** and **outdoor adventurous activities**. All children in EY and KS1 also have a session at Forest School each week. This is essential for our children as many live in flats and do not have access to outdoor play.

In addition to this, children either take part in the **Daily Mile initiative**, where they run, jog or walk for 15 minutes, at least three times a week or a similar short physical activity. In year 4 and year 6 children take part in **swimming lessons**, including life-saving sessions for one term. This is important as many of our children do not swim out of school.

Physical Education is taught and assessed, at Wormley, against 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 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

### PE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Movement	Movement	Movement	Handling	Handling	Movement
Year 1	Ball skills	Gymnastics	Dance	Yoga	Fundamental skills	Sending and receiving
Year 2	Athletics	Gymnastics	Dance	Invasion games	Striking and fielding	Net and wall games
Year 3	Football	Gymnastics	Yoga	Tennis	OAA	Cricket
Year 4	Netball	Gymnastics	Dance	Dodgeball	Athletics	Rounders
Year 5	Football	Gymnastics	Yoga	Tennis	OAA	Cricket
Year 6	Netball	Gymnastics	Dance	Volleyball	Athletics/ Swimming	Rounders/ Swimming

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.

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.

### EXTRA-CURRICULAR

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 speed stacking. As a community school, we provide opportunities for children to take part in a range of sporting activities, on site, during the school holidays. Some clubs are subsidised by the school. We will financially support disadvantaged pupils who want to join clubs. Children lead lunchtime clubs for younger pupils, and can become sports leaders at school.

### AUDIT OF ACTIVITY

Each year Subject Leaders audit 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 2 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.

In Y5 children are offered the opportunity to take part in a cycling proficiency course to learn how to ride a bike effectively and safely.

Presently, we employ sports coaches 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. Skill progression is tracked on Insight Tracker. Teachers are expected to dedicate some PPA time to observe their pupils in PE lessons. All teachers are expected to take part in the Daily Mile.

Our sports blog promotes further opportunities beyond school, such as county and development squad trials. In addition to this, olympic coaches talent spot in our area for sports such as canoeing.

## **ASSESSMENT**

Children's progress and attainment against learning objectives are tracked on Insight. This helps staff to identify where children need further practice and where they excel.