

# PE at Church Eaton



## Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The PE scheme of work supports these guiding principles by aiming to develop pupils who are physically confident, knowledgeable and motivated to lead healthy, active lives. Through our curriculum, pupils build competence across a broad range of physical activities, learn how exercise supports physical and mental wellbeing, and develop the values of teamwork, fairness, resilience and respect.

- Develop competence and confidence across a broad range of physical activities.
- Be physically active for sustained periods of time and understand the importance of an active lifestyle.
- Engage in competitive sports and activities with fairness, respect and determination.

Our PE curriculum is ambitious, broad and balanced for all pupils. It is designed and sequenced so that pupils build knowledge, movement competence and tactical understanding cumulatively over time. The curriculum is adapted, where appropriate, so that disadvantaged pupils, pupils with SEND, pupils known to social care and those facing other barriers to learning can access the same ambitious curriculum and succeed.

## Implementation: How do we ensure that knowledge and skills are progressive?

Nursery: Children will be taught how to

1. Skip, hop, stand on one leg, and hold a pose for a game like musical statues.
2. Start taking part in some group activities which they make up for themselves, or in teams.
3. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Reception:

1. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.

2. Progress towards a more fluent style of moving, with developing control and grace.
3. 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.
4. Combine different movements with ease and fluency.
5. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
6. Develop overall body-strength, balance, co-ordination, and agility.
7. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
8. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

### Year 1

1. Throw and catch showing a degree of competency
2. Demonstrate changes of direction, speed & level (through games, gymnastics, or dance)
3. Show an awareness of how the body changes/functions during exercise
4. Repeat sequences of movements
5. Displays development Fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
6. Use Fundamentals of movement to become competitive, individually and as a team
7. With guidance participate displaying respect, fair play and working well with others

### Year 2

1. Link two or more actions to perform a sequence showing control and co-ordination
2. Competently demonstrate changes of direction, speed & level during performances or in competitive environments
3. Show an awareness of how the body changes/functions during rest & exercise
4. Learn and repeat sequences of movements into performances
5. Competent in the Fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
6. Use Fundamentals of movement to make decisions when playing competitive games
7. With guidance participate displaying respect, fair play and working well with others

### Year 3

1. Develop ability to kick, throw, and catch displaying sport specific techniques, in isolation and varied environments
2. Demonstrate control, extension & changes of direction, speed & level during performances or routines
3. Demonstrates an understanding of the different types of fitness
4. Plan, perform and repeat sequences of movements in a fluent manner
5. Competent in the Fundamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)

6. Use Fundamentals of movement to employ simple tactics in varied environments
7. Displays an understanding of respect, fair play and working well with others

#### Year 4

1. Demonstrate control, extension and fluency & changes of level when working in pairs, during performances or routines
2. Develop ability to select apply and skills at the right time to ensure success when being competitive
3. Demonstrates a developed understanding of how the body changes/functions during exercise and the impact on the brain
4. Refine and repeat movements that convey a clear stimulus, performing them in an expressive manner
5. Displays an understanding of fair play, working well with others and leading a small group
6. Adapt kicking, throwing, and catching technique to ensure success in a variety of activities (with developing accuracy)
7. Change athletic techniques with the intention of beating personal bests in simple runs, jumps or throws

#### Year 5

1. Uses knowledge of the body and exercise to improve various fitness components
2. Create, refine, and repeat movements that convey a clear stimulus, performing them in an expressive manner
3. Create well executed sequences containing a variety of gymnastic components
4. Display an understanding of fair play, working well with others and leading a medium sized group
5. Use knowledge of sport specific tactics to field, defend and attack as a team following a common plan.
6. Adapt kicking, striking, throwing, and catching technique to ensure success in a variety of activities (with developing accuracy)
7. Change athletic techniques with the intention of beating personal bests in more complex runs, jumps or throws (mid distance, triple jump etc)

#### Year 6

1. Uses knowledge of the relationship between the body and exercise to improve all fitness components
2. Create, refine, and repeat movements that convey a clear stimulus, performing them in an expressive manner, occasionally taking the lead
3. Create complex and well executed sequences containing a variety of gymnastic components
4. Display an understanding of working well with others and leading a larger group
5. Use knowledge of sport specific tactics to field, defend and attack as a team responding to patterns of play
6. Adapt kicking, striking, throwing, and catching to sport specific techniques ensuring success in a variety of activities (with developing accuracy)
7. Utilise knowledge of technique to perform at an optimum level in different types of throws, jumps and runs (hurdles, javelin, relay etc)
8. Swim 25m unaided using a range of strokes and be able to perform safe self-rescue

#### **Implementation: What units do we cover and when do we cover them?**

Because we have mixed aged classes, we operate a two-year cycle for PE. Units are mapped out with the links to our Curriculum drivers of Community, Diversity (D) and Social Mobility (M) as indicated below. The precise knowledge and skills that are taught in each unit are indicated in our Progressive



### Implementation: What do PE lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium-term plans which highlight learning objectives, assessment opportunities and sticky knowledge designed to help pupils remember content in the long term. Teachers then plan and adapt units of work around clearly identified outcomes so that learning builds progressively from prior knowledge and experience. Planning is sequenced carefully so that pupils revisit, practise and refine movement patterns, tactical ideas and knowledge about health and fitness over time.
Quality First Teaching	Teaching is informed by evidence about how pupils learn and how physical skills are developed. Lessons focus on the most important knowledge, vocabulary and movement concepts, present new learning clearly, model techniques precisely, provide time for practice, and check understanding systematically. A range of teaching strategies, including demonstration, guided practice, paired and group work, small-sided games and performance tasks, helps pupils build confidence, competence and enjoyment. Quality first teaching in PE is secured through high expectations for all pupils, well-structured lessons with clear objectives, adaptive teaching, the use of formative assessment to inform teaching, and a focus on engagement, challenge and progress.
Effective Target Setting through Meaningful Assessment	Assessment is an integral part of teaching and learning in PE. Teachers use ongoing assessment within lessons to check pupils' understanding, skill development and application against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps and next steps in learning so that teaching can be adapted and pupils can be appropriately supported and challenged. Assessment information is also used by teachers and subject leaders to monitor patterns in attainment and progression over time.
Targeted Support	Staff Solution Circles are used to support data analysis and identify what support pupils will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Adaptive teaching, appropriate scaffolds and reasonable adjustments are used in every lesson so that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum. Opportunities to deepen learning and extend performance are provided when required.
Purposeful Learning Environment	PE is celebrated through displays, events and wider school life. Learning resources and visual prompts are accessible so that pupils can work independently and safely, and indoor and outdoor spaces are used purposefully to enhance learning. Shared displays and community events help celebrate participation, achievement and personal development.
Extended Curriculum	Children are given opportunities to attend after-school sports clubs and to take part in intra- and inter-school competition.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They have opportunities to borrow books on PE, sport and healthy lifestyles from the school library and library bus to supplement their knowledge

	and interest. Subject-specific vocabulary is taught explicitly so that pupils can talk confidently about movement, tactics, performance and wellbeing.
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**Impact: What will our children have learnt from our PE Curriculum?**

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are:

Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good.

The expected impact of following our PE scheme of work is that children will:

Lead healthy and active lives by developing a positive attitude towards physical activity and a secure understanding of how exercise affects the body and mind.

Respond to a variety of physical challenges by selecting and applying skills, tactics, and compositional ideas with increasing confidence, while showing perseverance, fairness, respect and appreciation of others' success.

The impact of our scheme is monitored through both formative and summative assessment.

**Impact: How do we track progress?**

In each lesson, teachers use assessment guidance to check pupils' understanding, physical competence and application of skills against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps and the next steps in learning.

Across the year, teachers use the Power of PE assessment tracker to monitor pupils' progress against the PE outcomes for their year group. This provides a clear overview of how securely pupils are developing the intended knowledge, skills and understanding over time.

Pre-NC	National Curriculum A.R.T
Power of P.E A.R. T	Greater understanding of Power of P.E A.R. T

Assessment information is used to identify whether pupils are working below, at, or beyond age-related expectations, and to inform future teaching, support and challenge.


A pupil meeting the National Curriculum expectation is identified as working securely within the expected standard for their year group.

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Where pupils meet the more ambitious Power of PE age-related targets, this is used to show that they are working beyond the National Curriculum expectation for their year group.

For pupils making exceptional progress against the PE statements, teachers can record this as working at greater depth. To support this further, we also carry out observations, pupil discussions and moderation of assessment information to check the progress made and identify how best to support pupils moving forward.


For children that are making exceptional progress against the P.E Statements for that year you can complete all 4 cells as an indication they are working at a level beyond the Power of P.E age related targets.
