

PE at Wilbarston

PE: The Curriculum

Physical Education and sport play an important role within the curriculum. The subject is one of the main areas that helps us to fulfil the wider Trust mission of encouraging pupils to succeed and excel. Our extensive PE and school sport curriculum provides opportunities for pupils to become physically confident in a way which supports their mental and physical well-being. Pupils of all sporting abilities have the opportunity to compete in a wide range of activities, which helps them to build their characters and resilience, along with embedding values such as fairness and respect. We have a competitive enrichment programme which provides the pupils with a wide range of opportunities to explore activities which are accessible to all. At Wilbarston we take pride in healthy eating during break and lunchtime whilst providing playground activities, led by our sports leaders during lunchtimes to keep all children energised and active. In addition, we also promote positive mental wellbeing through our dedicated tutor times.

Our skills rich curriculum, which follows the National Curriculum via Kapow, is finely sequenced, cohesive and progressive which ensures knowledge builds on knowledge.

Our PE curriculum ensures that all children:

- Develop competencies to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and learn the values of teamwork, resilience and how to cope with failure and success.
- Lead healthy, active lives.

At the end of Foundation:

In EYFS the focus is on developing fundamental movements skills (FMS) through the strands of balance, movement, throwing/catching/rolling and dribbling and striking. We adopt a joined-up approach, with staff bringing together a multitude of methods to improve children’s physical development in EYFS.

Pupils will be taught:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Children develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

At the end of Key Stage 1:

We continue to work with children on developing their FMS and start to introduce children to more sports. FMS continues to be progressed and assessed through age-related expectations and children begin to sequence the learning of their FMS into fundamental sport skills (FSS) as they learn individual sports. Children are set personal challenges to motivate and stretch them within their learning.

Pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching
- Developing balance, agility and co-ordination
- Begin to apply these in a range of activities and participate in team games,
- Developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Our vision at the end of KS1 is that all children have managed to underpin the basic FMS to allow them to move into KS2 feeling confident in their ability to participate, actively learn and compete in a variety of sports.

At the end of Key Stage 2:

During this final primary key stage, our curriculum focuses on a broad range of sports. Our curriculum switches to a full FSS based scheme looking at several core British sports with strong exit routes for children into clubs outside of school. This allows for children to learn essential FSS to take part in and compete in a variety of sports.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching,
- Developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, develop simple tactics for attacking and defending
- Perform dances using simple 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.

Implementation

Within our PE curriculum there are four main elements:

- **Basic/Substantive Skill** – mastery and achievement of the critical elements of the skill according to the age and developmental level of the students.
- **Combinations** – once the basic skills and critical elements are mastered, other skills and movement concepts can be added.
- **Skill in Contexts** – The pupils use the skills, movements, and combinations are performed in a variety of contexts.
- **Disciplinary Activity** – As skills and concepts progress through phases 1, 2, and 3, the application of the skill occurs in different content areas within games, sports, gymnastics, and dance.

Assessment

We use a multi-faceted approach to assessment within PE.

- Retrieval practice to take place at the beginning of every lesson
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback with demonstrations
- PE facilitates pupils to independently apply appropriate substantive knowledge and disciplinary concepts. These begin in EYFS with physically showing the actions to perform the main task at the end of a topic and continue throughout every year group.
- At the end of primary pupils will have a clear understanding of role and responsibilities of different aspects of team and individual sports.

Cultural Capital

Enrichment, extra-curricular sporting events is an essential part of the Wilbarston PE Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within PE:

- Afterschool clubs
- Academy competitions
- External specialist
- Inspirational visits from elite men and women
- Immersion weeks and days which include Mental Health

Career Professional Development

We develop strong subject knowledge amongst staff which is achieved through CPD.

Below is a summary of the CPD activities bespoke to PE:

- 1-1 meetings with teachers to highlight key concepts of lesson plans
- Bespoke mentoring programme for non-specialist class teachers
- Team teach in PE lead by external providers.
- PE meetings for subject leaders to collaborate, plan and develop the PE provision across the trust.

Physical Education Curriculum Overview:

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception						
	Introduction to PE	Fundamentals	Dance	Gymnastics	Ball Skills	Games
Year 1/2						
Cycle A	Fundaments	Net & Wall Games	Gymnastics	Dance	Ball Skills	Athletics
	Fitness	Invasion Games	Team Building	Sending & Receiving	Target Games	Striking & Fielding
Year 3/4						
Cycle A	OAA	Fitness	Dance	Net and Wall (Tennis)	OAA	Athletics
	Swimming	Swimming	Gymnastics	Invasion Games (Football)	Invasion Games (Basketball)	Striking & Fielding (Rounders)
Year 5/6						
Cycle A	Fitness	Invasion Games (Tag Rugby)	Gymnastics	Net and Wall Games (Badminton)	OAA	Athletics
	OAA	Invasion Games (Netball)		Invasion Games (Hockey)	Net and Wall Games (Tennis)	Striking & Fielding (Cricket)
	<i>Catch up Swimming</i>	<i>Catch up Swimming</i>				