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| <p>CONTENT & SEQUENCING</p> <p>Our PE curriculum fully meets statutory requirements to support children into succeeding and excelling in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our school offers opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.</p> <p>Following National Curriculum guidelines we want our pupils to develop competence in a broad range of physical activities; be physically active for a sustained period of time; engage in competitive sports and activities and lead healthy active lives.</p> <p>We achieve this by ensuring that KS1 and 2 pupils have PE and Sport for two hours a week on the curriculum and using a variety of resources we provide access to a rich and varied range of activities. We begin the learning from EYFS and follow the National Curriculum through to the end of KS2. Our school provides opportunities for all of KS1 and KS2 to experience swimming, uses a School Sports Partnership link to make sure all years participate in an event with and against other schools and involves the use of expert coaches to teach alongside staff, to develop the variety of physical activities taught.</p> | <p>LINKS WITH OTHER SUBJECTS</p> <p>PE links with all aspects of learning across the curriculum. The cognitive and social aspects of PE can be interchanged with all subjects. Through PE pupils learn to find motivation and perseverance. Even when they feel tired, they don't give up. They learn to be disciplined, have personal goals and to focus on a specific area to be developed. They learn to cope with disappointment and how to encourage and be happy for the success of others. They learn to be good team players and to be gracious in defeat and humble in success. They make and accomplish goals through skills developed in sports such as being able to catch and throw, and then develop that into different kinds of throws and passing skills. They learn respect, not only for themselves, but others, teachers, referees and coaches. They learn that success does not happen over night but is a result of hard work and dedication. They accept that they are not necessarily the best, but that they enjoy what they are doing. They learn how to take care of their bodies and the correct fuel needed to help stay healthy and be well.</p> <p>All of these and more are readily transferred to the academic learning classroom and the lessons learned from PE and sports are invaluable.</p> | <p>RETRIEVAL PRACTICE</p> <p>Each child is given a 'Knowledge Organiser' at the beginning of each topic. This contains key facts and vocabulary linked to the topic work, although PE is not normally a high profile on this. It also includes a nudge towards further learning, eg linked texts to read, or websites to explore because we are keen to emphasise that the 'Knowledge Organiser' does not represent the totality of learning in a subject, but is just a starting point. A range of teaching strategies are used in each class to utilise the knowledge organiser, ranging from low stakes retrieval testing to using them as a reference material. Children are also given a copy to take home to explore with an adult to supplement learning in school, and there is a HT online Google Forms quiz each half-term.</p> <p>In addition to this, teachers routinely revisit taught content during lessons, both during introductions, recaps and consolidation sessions in plenaries. Use is made of questioning strategies such as 'no hands up', to test retrieval. Due to the clear mapping of the subject narratives; teachers are also able to look back on prior taught subjects and refer to them when teaching their related year group content. Teachers also use the first lesson of each teaching sequence to do an informal pre-assessment of existing knowledge, to help shape the teaching that will follow.</p> |
| <p>PROGRESS</p> <p>Each subject, including PE, has a 'skills progression' table, with key thematic skills to be taught progressively at each stage of the learning journey in each discipline. These subject skills are drawn from a recognised national subject authority eg The Association for PE and the National Curriculum.</p> <p>Progress at the end of each of the stages is recorded simply as 'below', 'at' or 'above' for each child.</p> <p>Subject leaders, as part of the '20 minute monitoring' process, also conduct observational scrutinies and have conversations with teachers about progress against the key skill themes for children in each class.</p> | <p>ENRICHMENT</p> <p>There are a variety of events that we are able to participate in with the School Sports Partnership (including Competitive events) such as: Cross Country, Swimming, Tag Rugby, Football Tournaments, Cricket, Netball and High Fives. There are sports festivals such as multi skills events and Sports Hall Athletics and Bikeability. We try to make sure that all classes attend at least one event per year.</p> <p>We also make active use of professional coaches and have tried to provide the pupils with non-traditional sports such as Korf Ball, Hand Ball and Ultimate Frisbee in order to ignite their imaginations beyond traditional sports. These coaches teach alongside the staff so that we ensure there is a legacy to be continued beyond the coach.</p> | <p>VISION FOR CHILDREN</p> <p>Each subject, including PE, has a clear statement of intent for children. These are recorded on both the 'subject narratives' and the 'skills progression' documents for each subject. They were developed through discussion with staff and Governors (including parents) at Little Melton and in other local schools we work with. They are driven by a consideration of being 'skills for life', to equip children with the tools for the next stage in their academic journey, and also for their future lives.</p> <p>We try also, through all of our curriculum offer- including the 'hidden curriculum' of daily informal interactions with children and modelling of attitudes and behaviour, to instil the core values identified as valuable for children growing up in our locality and local context.</p> |