



Curriculum Statement: PE

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.” John F. Kennedy

“What you put into it is what you get out of it”. Mo Farah

The Courtwood Curriculum Intent and Offer

<p>National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p>	<p>Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p>	<p>Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p>	<p>Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p>	<p>Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p>	<p>Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p>
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Intent, Implementation and Impact in PE

<p>Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p>Implementation (What will this look like in the classroom?) <i>*school focus – retrieval & vocabulary</i></p>	<p>Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> • To develop a broad curriculum to allow children to develop knowledge, skills and vocabulary in a range of sports. • To develop transferable values and life skills such as fair play and respect for one another. • To show a clear progression of fundamental skills from EYFS to Year 6, allowing time for revisiting and improving skills. • To allow children the opportunity to learn, develop and refine their fundamental skills in EYFS and KS1, before progressing to developing skills and activities that can be applied to a range of sports in KS2. 	<ul style="list-style-type: none"> • National Curriculum Programme of Study is used to deliver learning in line with the National Curriculum expectations for PE. • Teachers follow ‘SAS’ planning and iPep (Interactive PE Lesson Planner & Assessment Software) to plan and deliver a sequence of learning which develop pupils understanding of fundamental skills needed to perform different activities. Flexibility is allowed for teachers to adjust the lessons to meet the needs of the children, but the scheme provides a strong basis for what should be covered and when. 	<ul style="list-style-type: none"> • Children will show clear application of skills throughout the units of work, understanding how fundamental skills can be applied to different game situations. • Children will show improved collaboration skills and have the resources to work as a team, show respect for rules and learn to understand and cope with failure as well as winning. • Children will be motivated to perform and try their best and therefore progress well through the year groups and meet the requirements of the National Curriculum.



<ul style="list-style-type: none">• Providing opportunities for children to build on previous learning of skills, giving them the chance to know more and remember more.• Children will be given opportunities to experience a range of sports in a competitive and non-competitive environment.• Sport Premium Funding will be specifically directed to support the delivery of high-quality teaching and provision of PE at Courtwood.• Staff will be supported and given the opportunity for CPD to enhance and develop their knowledge.• Introduction of Knowledge Organisers in PE, ensuring a consistent approach to teaching and coverage in lessons, including the use of key vocabulary.• Scheme of Work for the 'Children's Health Project' to be linked to other subjects allowing the cross curricular links to be made and retrieval and relearning to happen.• Introduction of 'personal best' challenges to engage all children and improve general fitness and wellbeing across the school. The aim is to drive enthusiasm for being active, supporting learning in the classroom.• To promote sporting role models in the world and the impact sport has had on their lives, thereby making children more aware of how sport can impact their life for the better, in particular leading a healthy lifestyle, promoting healthy mind and body.	<ul style="list-style-type: none">• Every year group will have access to 2 hours of PE lessons a week, led by either the class teacher or an outside sports coach.• Lessons will show clear progression over a unit, with each lesson building on the previous lesson and recapping on the skills learnt. Children are given the opportunity to practice their skills in a variety of situations, from individual, pairs and leading to a small game.• Children have opportunities to revisit key skill development each year, as well as sports. Teachers know what children have encountered before and make links to previous learning to support children making connections and applying skills learnt.• Knowledge Organisers are used to support the breakdown of key concepts and vocabulary taught for each unit of work.• Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers, as well as by teachers.• A wide range of sporting clubs are available to ensure children can develop their lesson-based learning to competitive game situations. These are run by members of staff, as well as outside coaches.• Sporting events are organised throughout the year, ranging from fun festivals for all to more competitive events such as matches and competitions.• Teachers will plan lessons to incorporate links to the Health Champions and children will become	<ul style="list-style-type: none">• Children will have had the opportunity to experience a range of sports throughout their time at school, broadening their knowledge of sports available to them.• Increasing percentages of children will actively take part in extra-curricular clubs and lunchtime activities, including the less active.• Teachers will be more confident in teaching PE and show enthusiasm towards the subject. This, in turn will motivate the children and ensure they are enjoying their lessons as well as receiving the best teaching possible.• Pupil's will speak enthusiastically about their PE lessons and articulate what they are learning and why it is important, reflecting on the progress they have learnt.• Children will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.• Children will have a secure understanding of the benefits of leading healthy lifestyles.• Children are able to know more and remember more about the importance of healthy lifestyles and reflect on their own lifestyles and habits.• Children's general fitness levels and 'personal best' achievements will have improved.• Parents will see their child's fitness and confidence in sport increase.• Participation in clubs and sporting events will have increased due to more children motivated to take part.
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	<p>familiar with them and how they help support a healthy lifestyle</p> <ul style="list-style-type: none">• Displays in classrooms and around the school reinforce learning about adopting a healthy lifestyle.• Assemblies reinforce health and wellbeing, ensuring everyone is living a healthy lifestyle.• Year 5 Sports Leaders deliver a celebration of skills after each topic e.g. a dance performance or a house tournament.• All children across the school participate in the 'Daily Mile' at least twice a week.	<ul style="list-style-type: none">• Children will be able to talk about role models in the sporting world that they relate to (e.g. from same background, nationality or academic boundaries) They will show motivation regarding what they can achieve.
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National Curriculum Objectives

KS1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

KS2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball, cricket, football, tag rugby, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of 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.



Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Key Stage Coverage Summary			
EYFS (Reception)	KS1	LKS2	UKS2
<p>Autumn 1 Cooperate and Solve problems (Units 1&2)</p> <p>Developing hand-eye coordination through throwing and catching.</p>	<p>Autumn 1 Years 1 & 2 - Attack, Defend, Shoot (Units 1 &2)</p> <p>Year 1 & 2– Throwing and Catching</p>	<p>Autumn 1 Year 3 – Invasion Games (Handball & Football)</p> <p>Year 4 – Invasion Games (Hockey & Tag Rugby)</p> <p>Year 4 would usually be swimming in Autumn 1 but postponed for 2020</p>	<p>Autumn 1 Year 5 – Invasion Games (Handball & Football)</p> <p>Year 6 – Invasion Games (Hockey & Tag Rugby)</p>
<p>Autumn 2 Rolling and aiming movement in different ways.</p>	<p>Autumn 2 Years 1 & 2 - Gymnastics (Units 1&2)</p>	<p>Autumn 2 Years 3 & 4 - Gymnastics (Units 1&2)</p>	<p>Autumn 2 Years 5 & 6 - Gymnastics (Units 1&2)</p>
<p>Spring 1 Gymnastics</p>	<p>Spring 1 Years 1 & 2 – Dance (Units 1&2)</p>	<p>Spring 1 Years 3 & 4 – Dance (Units 1&2)</p>	<p>Spring 1 Years 5 & 6 – Dance (Units 1&2)</p>
<p>Spring 2 Multi-skills bat and ball control</p>	<p>Spring 2 Years 1 & 2 – – Send and Return (Units 1&2)</p>	<p>Spring 2 Year 3 – Net and Wall (Tennis & Basketball)</p> <p>Year 4 – Net and Wall Games (Badminton & Netball)</p>	<p>Spring 2 Year 5 – Net and Wall Games (Tennis & Basketball)</p> <p>Year 6 – Net and Wall Games (Badminton & Netball)</p>
<p>Summer 1 Throwing, jumping and running</p>	<p>Summer 1</p>	<p>Summer 1 Years 3&4 – Athletics</p>	<p>Summer 1 Years 5&6– Athletics</p>



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.

Respect Resilience Aspiration Kindness

	Years 1 & 2 – Run, Jump, Throw (Units 1&2)		
<u>Summer 2</u> Recap of the skills learned throughout the year.	<u>Summer 2</u> Years 1 & 2 –Hit, Catch, Run (Units 1&2)	<u>Summer 2</u> Years 3&4 – Striking and Fielding (Cricket & Rounders) <u>Year 3 – Swimming (tbc)</u>	<u>Summer 2</u> Years 5&6 – Striking and Fielding (Cricket & Rounders)