



## *Aspire - Collaborate - Explore*

*'Together we learn – United we achieve'*

### **Physical Education Curriculum**

#### **Intent**

*At Townville Academy, we aspire to offer the best possible early education for all our children in a happy, safe, inclusive environment.*

*We believe that a positive experience of sport and physical activity at a young age can build a lifetime habit of participation. Children's character development is broadened by supporting them through physical activities to develop skills such as confidence, self-belief, dedication and resilience whilst also instilling the values and virtues of friendship and fair-play. Active participation, fun and enjoyment are key to ensuring children develop and hold a positive attitude towards physical exercise and healthy lifestyles.*

*Through our Physical Education Curriculum, we aim to ensure our Key Stage 1 children:*

- *Improve their fundamental movement skills, agility, balance and co-ordination applying these in a range of activities.*
- *Understand diversity within sport, this includes looking at para-sports and celebrating cultural diversity.*
- *Have opportunity to develop individually and as part of a team.*
- *Recognise key sports men and women and aspire to achieve recognising this takes hard work, commitment, dedication and an acceptance of failure as part of the process of development.*
- *Engage in competitive physical activities against both themselves and others.*
- *Engage in cooperative physical activities.*
- *Develop simple tactics for attacking and defending reflecting a desire to achieve.*
- *Understand how their body is affected by physical activity and know the importance of physical exercise for good health.*
- *Explain what they need to stay healthy with reference to diet and exercise.*
- *Embody a sporting attitude, celebrating the achievements of others and being humble in their own triumphs.*

*This builds upon the children's prior knowledge gained through the foundation stage for Physical Education where children:*

- *Learn to dress and undress independently.*
- *Learn to manage self, negotiate space and assess risk.*
- *Develop their movements by engaging with increasingly challenging physical spaces or activities.*
- *Revise and refine a broad range of fundamental movement skills, developing greater control and grace.*
- *Combine movements with greater ease and fluency.*
- *Observe the effects of activity on the body.*
- *Show some understanding of good practices with regards to exercise.*
- *Negotiate space and obstacles safely.*
- *Build strength, balance and co-ordination.*

#### **Implementation**

*As active learners' children in EYFS are exposed to a range of opportunities to develop and test their physical skills, build stamina and negotiate equipment and space. In both Nursery and Reception children also participate in discrete, weekly PE sessions.*

*Children in Reception also take part in regular Forest School sessions throughout the spring and summer.*

*Children from all year groups take part in regular yoga sessions throughout the school year.*

*In Reception and KS1, Physical Education is taught as a discrete subject and follows a rolling program. The long-term plan details how the different components of Physical Education; Fundamentals, Games, Gymnastics, Dance and Athletics are taught.*

*Key Skills relating to Games are taught in units in both the Autumn and Summer term, within these unit's children progress their physical literacy and skills through a range of activities including Boccia, Tag Rugby and Tennis.*

*Children take part in inter-school tournaments for Dodgeball, Kwik Cricket and Tennis.*

*Key Skills in Dance are taught during the Spring term – different dance disciplines are taught as part of a three-year rolling program which includes; Bollywood, Modern and Street Dance. During the schools Dance unit, Reception, Year 1 and Year 2 all study the same discipline and their development culminates in an inter-school dance competition at the end of the unit.*

*Key Skills relating to Gymnastics are taught in units in both the Autumn and Spring terms.*

*Athletics is taught in the Summer term and culminates in our school Sports Day.*

*Throughout the year children across Reception, Year 1 and Year 2 also train and compete in the intra-school 'Wakefield Virtual Infants School Competition'. Throughout this the children work to improve their fundamental skills and improve their own scores; contributing to a combined achievement in the competition.*

*Whilst studying a range of sports and disciplines our progression documents thread the development of skills, health and fitness and application throughout the Reception and Key Stage 1 years. This means that children have the opportunity to regularly revisit key skills and disciplines enabling them to know and remember more.*

*Sticky Knowledge Mats support the teaching and delivery of Physical Education by highlighting the key knowledge and skills children learn within each discipline. These make explicit links to a diverse range of inspirational sports people and sporting events. Teachers subject knowledge is also supported by working alongside qualified coaches to ensure they have a good knowledge of the disciplines and activities they teach.*

*Every lesson includes formative assessment opportunities for the teachers. Teachers use these assessments to adapt their teaching to suit the needs of the pupils. Summative data is collated by the class teacher at the end of each unit and is shared with the PE lead to inform a judgement on standards and progress – supporting accurate improvement planning to be made where required.*

### **Strategies to support children with SEND**

*In PE, we utilise the STEP planning framework to facilitate and support successful and active engagement from all pupils by adjusting the four key elements of Space, Task, Equipment and People. This approach allows teachers and pupils to modify activities to suit the needs and abilities of all pupils. We also use a number of evidence-based strategies to support children with SEN. Strategies include:*

#### Explicit Instruction

- *Staff will work with pupils to provide explicit models/demonstrations.*
- *Pupils may be supported in their thought process in PE, especially through aspects such as 'Acting as the coach' where children support each other with coaching points.*
- *Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.*
- *Visual aids and concrete examples (where necessary) will be used to support learning, this through equipment and resources.*

#### Scaffolding

- *Support for SEN children with learning vocabulary; this may include flash cards or use of imagery to support sequence planning.*

- *Games/songs to support vocabulary learning.*
- *Vocabulary on display whilst completing the practical.*
- *All scaffolding follows a 'I do, you do, we do' approach.*

#### Cognitive and Metacognitive Strategies

- *Tasks may be 'chunked' into smaller steps.*
- *Vocabulary prompts may be used to support with explanation work.*
- *Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward. They will also complete peer work to assist each other with explaining their performance and progress.*

#### Flexible Grouping

- *Temporary groups may be established to support learning a particular concept.*
- *New vocabulary or prior learning recapped in class or within the area to support with applying this to explaining core skills and tactics.*
- *Mixed groups so that children who are of higher ability can support children of lower ability. Also children to challenge each other.*

#### Use of technology

- *Tasks set may include useful apps/websites to move learning forward.*
- *Speech generating apps may be used for recording, such as using coaches eye to film positions and movements and voice over to explain the teaching points.*

#### **Impact**

*As a result of our carefully sequenced, planned and taught Physical Education curriculum, children will:*

- *Enjoy Physical Activity and be inspired to lead healthy lives.*
- *Have a growing sense of Sportsmanship.*
- *Have the knowledge and skills needed to go on to live a healthy life.*
- *Be interested in sporting achievements; taking pride in what they achieve themselves.*
- *Know and appreciate the impact physical exercise and a healthy lifestyle has on both our physical and mental health and wellbeing.*

*Townville children will meet the end of Key Stage 1 National curriculum outcomes and will have a strong foundation of Physical Skills on which to further grow and succeed in physical activity.*