

Aims and Purpose:

Vision: We aim to ensure that pupils lead healthy and active lives. We want pupils to foster a love of sport and be physically active.

Intent: Our PE curriculum intends to: -

Give children the confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school

Develop good citizenship qualities such as teamwork, fair play, responsibility, sharing and honesty

Develop the tools to make informed choices about healthy and active living

Provide children with the knowledge and skills to compete in a wide range of sports that they enjoy

Key themes

Running Balance
Jumping
Coordination
Throwing
Catching
Kicking
Striking
Flexibility



PE at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

- A long term plan will identify which PE topics are taught.
- These can be 2 or 4 year cycles due to mixed aged classes and transience.
- A medium term plan will then identify key Learning Objectives, resources and content and how they will meet the needs of HA and SEND children.
- Lessons begin with a flashback from previous learning to revisit and check knowledge is being retained. This is likely to be a practical 'Show me...' task in PE.
- Any gaps in knowledge can then subsequently be addressed through a revisit and reflect. Teachers will use their skills and refer to themes to create this opportunity.
- Extra-curricular (after-school) sports clubs provided across the school (both key stages) e.g. dodgeball, cricket, orienteering etc.
- The delivery of PE is enhanced through partnerships with Premier Education and Carre's Grammar
- Provision of enrichment activities to give children a wider opportunity to interact with a variety of 'other' sports e.g. tri-golf, lacrosse, balance bikes.

EYFS - The following areas are most relevant: Managing Self, Building Relationships, Gross Motor Skills and Being Imaginative and Expressive within Personal, Social and Emotional Development, Physical Development and Expressive Arts and Design.

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.
- Work and play cooperatively and take turns with others.
- 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.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Assessment

- Teachers use the themes across the year groups to make links and secure knowledge.
- They will use targeted questioning and ask for practical activities to be completed to embed learning and establish depth of knowledge.
- Teachers use a spreadsheet to track progress based on TA. They use practical tasks to make judgements.
- Teachers use AFL to track progress and make end of topic judgments.
- Premier Education also provide specialist assessments based upon children's competence, active and healthy attitude, ability to be reflective, level of engagement and discipline.
- Termly Assessments are shared with all staff to give a picture of progress.
- Subject lead will talk to children about their views on the subject as well as check understanding / learning.
- Subject lead will talk with teaching staff for their views.
- Foundation Stage spreadsheet on Staff Drive will inform subject lead of progress.
- During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching (where possible) in lessons.

SEND

SEND children are included in interschool's competitions.

Awareness is given to groupings to provide support TAs support to give confidence where needed

*Equipment is adjusted to support skills
Distances are closed to support for example throwing and catching*

Challenge

Adjustments are made for example in height, distance and equipment to provide challenge.

Pupils are given the opportunity to attend interschool's competitions in areas where they excel.