



# Subject Overview - PE

*Aim high & be a Star*

## Our curriculum

The curriculum is built on the foundation that knowledge will build on knowledge so that children know and remember more over their school journey. To achieve this, the curriculum must be grounded in educational research to ensure that it is a driver to success. The overview below states how our history curriculum achieves this.



## Teaching and Learning Cycle

The sunshine model outlines the effective delivery of information over the course of a lesson. It allows for recapping of prior knowledge; the sharing of information; the use of assessment to check understanding; the opportunity to practise whilst being supported through scaffolding and the review of learning which will inform the next steps in learning. This cycle of learning should be viewed alongside the Aspire values and Aspire learning skills.



## Purpose

Our PE curriculum aims to ensure that all pupils develop the fundamental skills, knowledge and competence to excel in a wide range of physical activities by providing a broad and balanced curriculum with opportunities for all to be enjoyed by all.

Our curriculum aims for not only development of physical literacy but also whole child development to include emotional, thinking and social skills.

A high quality physical education curriculum can inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Our mission is to improve and increase the quality and quantity of high quality PE for pupils, to show how PE can enhance pupils' attainment and achievement.



## Aims

- Develop physical literacy through the teaching of fundamental movement skills and competence to excel in a wide range of physical activities for all children.
- To promote personal and whole child development through promoting and teaching the importance of concepts such as teamwork, fair play, communication and respect through the lens of physical activity.
- Develop cognitive skills related to sporting activity such as decision making, strategies and tactics in a sport specific environment.
- To give children an understanding of the importance and role of physical activity in living a healthy lifestyle.
- To develop knowledge of sport and activity specific vocabulary and knowledge, to include rules and understanding of how sports are played.
- To provide children with an opportunity to represent the school in competitive and non-competitive sporting activities.
- To inspire children to seek out and create pathways for them to continue to be active beyond school within the community

## National Curriculum

Our curriculum is aligned with the National Curriculum, which can be accessed by following the link below:

[Key Stage 1 and 2 National Curriculum](#)

In our early years curriculum, children are taught:

**Games:** Spatial awareness, basic motor skills, coordination and control, Aiming, predicting and estimating

**Dance:** Use imagination in art, design, music, dance, imaginative role play and stories

**Gymnastics:** Travel around, under, over and through balancing and climbing apparatus.



## Planning

- Planning is supported by the Get Set4 PE scheme of work, which has a clear focus on progression of skills, developed and built on year by year.
- Lessons are progressive and sequenced, building on skills and knowledge previously taught.
- Each PE lesson taught has 4 parts:
  - 1) Recap and introduction
  - 2) Warm up
  - 3) Skills development
  - 4) Plenary

The programme gives staff guidance on how to deliver PE lessons but staff enhance the provision by making adaptations to meet the requirements of their class to ensure that assessment is used to guide planning.

## Assessment

Activities are taught in half termly sequenced blocks, summative assessment takes place at the end of the sequence. This is in addition to formative assessment, which takes place during lessons. Teachers assess the extent of skills developed and shown by using year group and module specific assessment checklists. The assessment checklists contain statements of specific skills, including physical and cognitive skills. Teachers are then in a position to effectively assess children in PE and be able to report to parents and to the future class teacher.