



### Intent - What are our curriculum aims?

At Stocks Green Primary School, our **PE curriculum is designed to meet our curriculum aims** which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our PE curriculum. We intend that all **pupils develop knowledge and skills that are transferable between the different sports**. This is part of our intent because, as a school, we recognise that in PE we are **developing skills that can be used across disciplines and used in different ways in different specific sports**. We ensure pupils **reflect and evaluate their and others' performances**. This is to enable pupils to become self-reflective and able to identify areas for improvement in their own performance. As a school, we believe in the importance of showing our school values of kindness, respect and resilience. Therefore, an intent of our PE curriculum is to **demonstrate good sportsmanship in all pupil interactions**, both within lessons as well as in intra and inter school competitions. Further to this, we intend that pupils **understand and value the different roles within teams** and that all pupils are engaged in team based sports in school by the end of Key Stage 2. To support success within these teams, we intend that pupils **understand and can implement a variety of tactics in different contexts**. The school focuses heavily on being a supportive and nurturing place where all learning is valued, therefore, we intend for pupils to **use their prior knowledge to support and coach others**.

Our PE curriculum is designed to **ignite children's interest in different types of sports, physical activities and performance**. We aim that in every PE lesson children know more, remember more and can do more of our curriculum. Our PE curriculum covers the whole breadth of the National Curriculum as well as offers children the **opportunity to take part in competitive intra and inter school events**. The school believes that **giving children opportunities to lead in sports is vital** and helps develop children's confidence and knowledge. Therefore, we have a Sports Leaders programme that allows Year 6 pupils to lead sports events and competitions during lunchtimes and intra-school competitions. We acknowledge that physical activity should extend beyond the National Curriculum and, therefore, we intend that **all pupils engage with a 'Daily Move'**.



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Performance



Tactics



Teamwork



Sportsmanship



Mind and Body



## Implementation – How do we achieve our aims?

### Mapping components

We have identified vital components to help ensure progress and success in PE and sport across our entire curriculum. These include, **Performance**, **Tactics**, **Teamwork**, **Sportsmanship** and **Mind and body**. These key components are explicitly taught and developed throughout our PE curriculum so the children can make links, retrieve and build on knowledge throughout year groups, make comparisons and improve overall performance.

For example, through the **Performance** lens, children in Year 1, in Dance, learn that a good audience shows respect by clapping at the end, all eyes on the performance and no talking throughout. In Year 2, across our different PE themes, children begin to learn how to collaboratively identify what they are doing well and what can be improved. In Year 3, they learn how to constructively give feedback to help others identify what has worked well and what can be improved. Building on this knowledge, in Year 4 they learn how to identify personal targets for future lessons to help improve performance. In Year 5, children work both independently and collaboratively to constantly follow a cycle of evaluation: reflect upon personal and team performance, give specific feedback and set targets. By Year 6, children are able to utilise this progression of both knowledge and skill to give age-appropriate and specific feedback about performance, to all year groups during our intra-house events.

### Mapping Curriculum Themes

The curriculum is divided into key themes. These are: fundamentals and multi-skills, gymnastics, dance, net/wall, striking and fielding, athletics and OAA (Outdoor Adventurous Activities). Each of these curriculum themes is progressive and builds on the children's prior knowledge from the previous year group. Each year group teaches the same theme at the same time to allow for detailed conversations between staff members to take place to ensure that knowledge and skills build on that previously taught. CPD can then be focused on the theme that is taking place and all year groups can take part in intra-school competitions at the end of each unit.

For example, through the theme of gymnastics, children learn to balance on different levels in EYFS. In Year 1, they isolate part of the body and hold a balance. In Year 2, they complete a sequence of balances and hold each for five seconds. In Year 3, they explore balances together and make various shapes. Building on this knowledge in Year 4,



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Children explore balances over, through and under apparatus. In Year 5, they understand and develop control of counter balances. By Year 6, the children have increased knowledge of counter balances and tension when working collaboratively.

## Progression and Sequencing

The PE curriculum has been **designed to provide the children with the knowledge, skills and tactical awareness required to be successful in sports, physical activities and performance in secondary school and beyond**. Each theme has been carefully considered to build over time and with an onward trajectory of being able to successfully apply what the children have learnt in sporting competitions. For example, the 'striking and fielding' theme provides the children with the transferable skills necessary to be successful in secondary school and during sporting competitions in cricket, rounders and stool ball. Our PE curriculum is designed to be taught in a particular order so that children build their knowledge and skills over time. The lessons in each of the themes are written in sequence. Sequencing is really important, as children should not be undertaking physical activities or be introduced to new skills without having the prior knowledge or motor skills required. In Key Stage 1, lessons focus on developing skills required to be successful within the theme. As children move into Key Stage 2, lessons focus on particular sports and how to apply the skills learnt in Key Stage 1 and develop these further.



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## Lesson Design and Curriculum Delivery

Lessons are designed to **build on children's prior learning** by building on the content of the theme taught in previous year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning. Within a lesson, there is clear modelling of new skills so that children see what success looks like and can analyse the procedures necessary to be successful. Opportunities to develop these skills through carefully planned and sequenced activities allow children the time to hone skills and develop the muscle memory required to apply skills effortlessly across different sports. In this way, children get plenty of opportunities to apply their developing skills both within and across a series of lessons to ensure it is embedded in their long term memory.

Each lesson begins in the classroom with a clear sequenced discussion of the learning question, retrieval of previously learnt skills as well as the success criteria lenses discussed below. This allows the children to have a clear understanding of what they are learning, where this fits into the learning sequence and what they are trying to improve.

High-quality questioning, be it the 'learning question' for the lesson or targeted verbal questioning, actively seeks to check understanding and identify any emerging misconceptions. Each lesson includes an element of teacher, peer and self-review so that children can be coached to improve their sporting performance. Children will understand whether they have been successful by analysing their performance against the lenses of Head (thinking), Hands (doing) and Heart (behavioural change).

Each lesson has explicit discussion of the physical and mental health benefits associated with sporting and physical activities. Where possible, links are made to learning in science and PSHE around this area.

## Engagement Beyond the Curriculum

We believe that children's **successes should be celebrated** and that an important role for the school is to encourage children to take sport beyond that offered in school. To achieve this we share and celebrate extra-curricular sporting successes through celebration assemblies and the school newsletter. We invite local clubs to showcase their offering within assemblies. We also facilitate local links with various clubs and schools. This includes taking part in inter-school competitions as well as friendly and competitive matches organised within our cluster.

## Swimming

The school believes that **swimming is one of the most important life skills that children can learn**. Therefore, we prioritise it as part of our curriculum offer. This means that pupils engage with swimming lessons in multiple year groups. At the end of each swimming cycle children are assessed so that the school has an accurate record of who can swim 25 metres and perform a safe self-rescue. If any pupils cannot swim 25 metres or perform a safe self-rescue by the end of Year 5, top up sessions are offered with a smaller ratio of pupils to adults to give the children the greatest chance of success in achieving this target.



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## Impact – How will we know we've achieved our aims?

### Outcomes

The impact of our curriculum can be seen through the pupil's ability to apply and transfer their knowledge and skills across different sporting disciplines as well as apply an increasing knowledge of tactics to different games and situations. Children will also have a clear understanding of how physical activity positively impacts on their physical and mental health.

Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the PE subject leads to further develop and enhance