

Physical Education Subject Overview

WAT Aspire Curriculum - our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Primary PE Vision

Primary Physical Education Vision

Health



Choosing healthy behaviours and attitudes



- Safe Exercise
- Exercise Effects
- Health Benefits
- Activity Promotion
- Healthy Behaviours

Hands



Developing physical literacy and movements of the body



- Physical Development
- Skill Development
- Technical Development
- Fitness Levels
- Competitive

Heart



Developing positive sporting behaviours through School Games Values



- Determination
- Honesty
- Respect
- Passion
- Self-Belief & Teamwork

Head



Developing thinking skills to improve knowledge and strategies



- Knowledge & Understanding
- Analysis
- Tactical Application
- Decision Making
- Rules
- Creativity



"Our aspirations are our possibilities – believe you can and you will!"

Long and Medium Term Plan

We are committed to providing all children with learning opportunities to engage in Physical Education. We inspire and engage children's interest in sporting activities through a wide range of opportunities including:

- 2 hours of PE each week
- After school extra curricular clubs
- Local school games competitions and fixture programme.
- Lunchtime clubs and lunch leagues

PE is delivered by a PE Specialist to ensure the provision is of the highest quality

We use GetSet4PE, to support teachers' planning. Lesson plans are adapted depending on the context of the class and individuals to allow all pupils to achieve in lessons and be challenged.

A range of teaching styles are used to maximise learning such as reciprocal, self-check and guided discovery. In Upper Key Stage 2, teaching models are introduced such as sport education and teaching games for understanding. This link sets out our [Curriculum Milestones](#)

Long Term Overview

- [P.E Long Term Plan](#)
- Units are taught in the order set out in the long term planning document and cover all the developmental strands and sport classifications.
- Forest school is taught by our Forest School Teacher and all year groups receive a half term block of Forest School each year.

Medium Term Overview

- [P.E Medium Term Planning](#)

Knowledge Organisers

Knowledge organisers for each unit of work set out the skills, knowledge and vocabulary to be developed through the unit.

[EYFS Knowledge Organisers](#)

[KS1 Knowledge Organisers](#)

[LKS2 Knowledge Organisers](#)

[UKS2 Knowledge Organisers](#)

In KS2 children are taught consistently with the KS1 developmental strands however the teaching is linked to specific sports. The sports are classified as invasion games, striking and fielding, net and wall, gymnastics and dance and athletics.



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PE Vocabulary

[P.E Vocabulary Overview](#)

Assessment

How is impact measured?

We use formative assessment in every PE lesson through observations, questioning, feedback, pupil self-assessment on how to improve areas to help pupil progress. Tracking of PE enrichment opportunities is also kept to highlight participation in extra curricular clubs, participation representing the school, lunchtime engagement, live sport visits, leadership opportunities and participation in local community sports clubs. Tracking of pupils meeting national standards of swimming in year 6 is kept.

How do we know children have made progress?

Our planned PE curriculum will impact greatly on all our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. Ongoing formative assessment of learning of child against success criteria for lesson and overall unit. We use the same core task at the start and the end of each half term unit. This allows students and teachers to be able to see the improvement made.

How do we challenge and support children to make progress?

In lesson time through providing support and challenge through differentiation to accelerate progress of learning. This is done through the STEP Process in PE of changing the space, task, equipment and people during the activity. More time can be spent on an area which is not grasped for example movement off the ball in basketball, to ensure important concepts are understood. Identified pupils have opportunities to take part in additional motor skills groups with staff. Aim for all pupils to take part in enrichment opportunities which will progress their skills and confidence in PESSPA.

Start of Year Assessment

- Use overall learning outcomes for (WAT Year group goals) to guide teaching and learning for the year group.
- Build on previous years learning of children. Be guided by previous knowledge of child and formative/ summative assessment.



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Start of Unit Assessment

- Check key skills children need to develop from specific sport/ activity assessment criteria (Get Set 4 PE). Share criteria with children.
- Acknowledge previous learning acquired from activity area and from learning so far in year.
- Use an activity area/ sport core task to help pupils and teachers to:
 - Gain an understanding of what they are trying to achieve throughout the unit of work.
 - Identify which skills will be needed to perform the task well
 - Assess what they can do at the beginning of a unit of work
 - Plan activities for groups and individuals which will enable every pupil to make progress by the end of the unit of work.
- Subsequent weeks are used to improve performance for completion of the core task again in the final lesson.

During Unit of Work

- Ongoing assessment of learning of children against success criteria.
- Use observations, questioning, feedback, pupil self-assessment on how to improve areas to help pupil progress.

End of Unit of Work

- Core task is completed once more (same as the first lesson). Pupils and teachers should be able to see and describe progress made.
- The GetSet4PE assessment tool is used to monitor the children's attainment throughout the year. Each child's outcome is based on the unit's learning objectives and assessment criteria to decide whether the child is working towards, at or above the expected standard.
- At the end of each unit, the assessment tool is used again to monitor which children are working below age related expectations throughout the year and are targeted during the following half term's lessons, to consolidate learning.
- The learning is continued to be consolidated and stretched in further units.

Interim Summative Assessment

- Interim summative assessment will take place half way through the year. Children will be judged against WAT learning goals. A judgement of WT, E or GD will be made for head (thinking), heart (feeling) and hands (doing).
- The teacher's judgement will be used to inform planning for the rest of the year. For example there may be a focus on areas of assessment criteria which have not been fully met yet e.g. teamwork skills or dribbling under pressure.

End of year Summative Assessment



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- A final end of year summative assessment will be made for PE taking into account head (thinking), heart (feeling) and hands (doing). This will be reported to parents in the end of year report.
- Assessment will also be used to inform planning for the child and teaching group for next academic year.

High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle

SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. The PE specialist uses a range of teaching strategies to involve every child in learning based upon what they already know and can do. To overcome potential barriers to learning in physical education, some pupils may require:

- suitable learning challenges
- Utilising the STEP (Space, Time, Task, Equipment, People) approach to allow the children to access the skills and lessons at their level
- specific support they need to take part in certain activities or types of movement
- careful management of their physical regime to allow for their specific medical conditions.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.