



Physical Education

Intent

The curriculum for Physical Education at Frogmore Infant School has been developed to ensure:

- Pupils develop competence and confidence to excel in a broad range of competitive sports and team games
- Pupils are able to take part in competitive sports (both against self and others) and physical activities.
- Pupils develop an enjoyment of physical activity that supports them in their health and fitness for life
- Pupils have access to a broad range of opportunities to develop their agility, balance, coordination and master basic movement skills
- Pupils are given opportunities to perform
- Knowledge and skills are taught in a logical progression so that all pupils are able to acquire the intended skills, knowledge and values by the end of Key Stage 1
- Skills and movements are taught within the context of a topic theme enabling rich contexts, enrichment links with other subjects, breadth of learning, high expectations and a purpose for learning
- Pupils have the opportunities to be competitive, perform, develop resilience and perseverance, self-reflect, develop independence and collaborate to develop character and embed the values of fairness and respect
- Rich dialogue, subject specific vocabulary development

Schemes of Work are written for each theme drawing upon learning objectives as detailed in our Progression of Skills and Knowledge (PoSK) for Physical Education alongside our KnAC model. KnAC is a model of planning which provides children with rich learning contexts based on concrete experiences. This involves practical, hand on learning in which time is invested to develop language/vocabulary, knowledge base and a sense of why this learning is important. Once children have acquired the relevant knowledge and skills they then apply these in performances and games. We plan opportunities across the curriculum, over time, for beautiful work, performance and competition to come from stages of experience, practise and feedback.

As a result of the impact of COVID, we have identified missed content (knowledge, skills, vocabulary and concepts). We are using a varied approach for education recovery in computing:

- Providing opportunities to experience skills and techniques in continuous play settings
- Giving children opportunities to explore and consolidate new skills
- Adjusting the curriculum to ensure pupils use a range of computing resources and programs competently

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Believe it can be done.**



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<p>Curriculum coverage Why this?</p>	<ul style="list-style-type: none"> • Knowledge, skills and understanding for Physical Education are clearly laid out for each year group in the PoSK document. • PoSK ensure that pupils achieve beyond the ambition of the National Curriculum for Physical Education with: <ul style="list-style-type: none"> i) the basic movements covered in depth including running, jumping, throwing and catching ii) the development of balance agility and coordination iii) performing dances using simple movement patterns iv) participation in team games to develop simple tactics for attacking and defending • covered in depth alongside • Timetabling for Physical Education enables pupils to explore, practise and build their skills and knowledge • We draw upon opportunities to promote sport through national and global events e.g. football world cup, Paralympics. • The curriculum is enhanced by visits from sports and personalities in assemblies, clubs and local sporting events attended by pupils. • Physical Education activities are planned to add to build pupils enjoyment of physical activities developing their character, resilience and teaching the values of fairness and respect through regular sporting events and performances including an annual sports day.
<p>Curriculum sequencing Why now?</p>	<ul style="list-style-type: none"> • PoSK ensures that the curriculum for Physical Education is planned and sequenced so that new knowledge and skills build on what has been taught before and ensure pupils achieve our ambitious expectations at end of Key Stage 1 • PoSK and Schemes of Work identify small enough component steps so that all pupils can achieve our ambitious expectations at end of Key Stage 1 • Schemes of Work take account of gaps in pupils' knowledge and skills and allow sufficient time for skills to be practiced over time to ensure automaticity • Schemes of Work use diagonal sequencing to make links between subjects to support later learning

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Progress Knowing more and remembering more	<ul style="list-style-type: none"> • Teaching builds up pupils' knowledge and skills in long term memory because progress is knowing more and remembering more and enables pupils to perform more complex tasks over time • Teachers make links with previous learning to support automaticity and independence • Teachers have a clear understanding of gaps in skills and knowledge for individual pupils and plan to address these • Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/ independence
Subject knowledge	<p>The Curriculum Leader for Physical Education works alongside year group teams to write Schemes of Work to:</p> <ul style="list-style-type: none"> - Ensure teachers have high levels of subject knowledge - Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and ensure pupils achieve our ambitious expectations at end of Key Stage 1 - Provide opportunities for pupils to work at greater depth - Identify professional learning needs in Physical Education
Ambition	<ul style="list-style-type: none"> • The Curriculum Leader for Physical Education ensures that the curriculum is ambitious for all groups of pupils and removes gaps and barriers to learning through scaffolding, adaption, learning sequence including preteaching • The Curriculum Leader aims to develop all children's enjoyment of physical activity by offering a wide range of sports and physical activity to develop their health and fitness and lead healthy, active lives.

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Implementation

Pedagogy	<ul style="list-style-type: none"> Teachers ensure that the teaching decision they take achieve the intent for Physical Education Teachers ensure that short term planning for Physical Education: <ul style="list-style-type: none"> Locates the lesson in the context of the scheme of work and the pupils' prior knowledge and understanding Ensure lesson activities focus pupils' thinking on the learning objectives to avoid overloading pupils' working memory Ensures sequencing of learning for the unit of work enables more cognitively challenging activities based on previous learning Provides effective challenge Uses outcomes from assessments to fine tune the next small stage in learning Identifies the learning objects and success criteria for the pupils Makes effective use of guided groups/modelling/scaffolding Provides opportunities for metacognitive approaches Ensures pupils have opportunities to articulate learning in their own words and through performance/participation
Assessment	<ul style="list-style-type: none"> Teachers use non-core assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence Teachers use assessment to identify useful feedback and to plan/adjust subsequent learning
Learning environment	<p>The Curriculum Leader for Physical Education ensures that the learning environment around the school:</p> <ul style="list-style-type: none"> Demonstrates and models high expectations and standards in Physical Education Models the current learning journey and displays high quality examples of current learning Is used to develop/extend language and thinking and reasoning Celebrate children's learning Provides high quality and relevant resources to ensure the full curriculum for Physical Education can be taught
Culture	<ul style="list-style-type: none"> The Curriculum Leader for Physical Education ensures there is a climate of high expectations where pupils' love of Physical Education can flourish The Curriculum Leader for Physical Education ensures a wide range of opportunities take place e.g. half termly focus themes, annual sports day, extra-curricular clubs, cluster schools' sports events.

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Impact

The Curriculum Leader for Physical Education evaluates the impact of the curriculum through topic reviews, moderation activities, curriculum team subject reviews, learning walks, pupil interviews, data analysis and work sampling. The Curriculum Leaders is able to:

- Demonstrate pupils reach the school's end of KS1 expectations. Where pupils are working below ARE we are able to demonstrate sustained improvement in their subject knowledge/understanding/skills in relation to their prior attainment
- Demonstrate that the planned curriculum is taught
- Discuss strengths and development needs in Physical Education
- Demonstrate that pupils are enthusiastic about the subject and highly motivated to learn showing curiosity, perseverance, self-reflection and independence

Recent impact analysis show a link between those pupils who are working below ARE and their acquisition of fine and gross motor skills. As a result additional support is in place for these pupils.

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