

THE VAYNOR CURRICULUM

PHYSICAL EDUCATION ONE PAGE OVERVIEW

“Inspired to be the best that I can be!”



INTENT:

- Love for Learning:**
 Children will develop a love for becoming physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values. Our children will understand that being physically active is more than just playing sport but is a positive lifestyle decision.
- Enquiring Minds:**
 Children will develop the values of teamwork and sportsmanship and articulate the value of being physically active in our modern society. They will understand that being physically active is more than just playing sport but is a positive lifestyle decision.
- World Wise:**
 Through the power of physical activity, we will grow children who understand the position of sport within a local, national and global context. Through sport, children will feel like they belong and will have the opportunity to represent themselves and their communities through local and national events.

CORE THEMES IN PE					
KS1	Fundamentals & Multi Skills	Games	Gymnastics	Dance	OAA & Fitness
KS2	Athletics & Dance	Games	Gymnastics & Fitness	OAA & Swimming	Personal best & Leadership

CORE CONCEPTS IN PE		
Motor Competence	Rules, strategies and Tactics	Healthy Participation

PE VALUES	
Honesty	Always telling the truth, never cheating, admitting when I am wrong.
Respect	Being polite, shaking hands with other players, listening to the coach/teacher
Passion	Being positive, trying my best, keep trying.
Determination	Never giving up, always trying my best, try again if something goes wrong.
Teamwork	Working together, letting everyone have a go, encouraging team mates and saying well done.
Self belief	Being brave and taking on new challenges, being confident, trying new sports and activities.

IMPLEMENTATION:

Our curriculum equips pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values.

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn 1	Body Management	Games (attack, defend) Dance	OAA Games (attack, defend)	OAA Gymnastics	OAA Gymnastics
Autumn 2		Games (attack, defend) Gymnastics	Games (attack, defend) Games (send and return)	Tag Rugby Football	Tag Rugby New Age Kurling
Spring 1	Dance	Dance Games (hit, catch, run)	Gymnastics Games (hit, catch, run)	Hockey New Age Kurling	Hockey Dance
Spring 2	Gymnastics	Games (send and return) Gymnastics	Dance Gymnastics	Gymnastics Dance	Football Dance
Summer 1	Speed Agility	Football Athletics (run, jump, throw)	Hockey Athletics	Athletics Cricket	Tennis Athletics
Summer 2	Cooperate and solve problems	Team Games/tactics	Football Team Games/tactics	Tennis Athletics	Rounders Gymnastics

Approaches to Learning:

- PE is taught twice a week. It is essential that throughout the learning process, children are given the opportunity to revisit skills and knowledge to help embed it further and make links across each year group. Children are provided with opportunities to use skills from one sport and apply these to varying sports.

Approaches to Recording:

- Instant Feedback
- WALTs and Steps to Success
- Photographs and Digital Recordings
- Teacher/Peer observations



Extra-Curricular Sport:

We offer a variety of after school clubs. These include basketball, netball, football, cricket, hockey, fun fitness, skipping, athletics, rounders, running club, dodgeball, bench ball, dance, multi-skill/sports, ball games, playground games.

Monitoring:

- ✓ Planning scrutinies, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD.

IMPACT:

PE Specific Impact Measures

With lessons twice a week in a timetabled slot, children can consolidate previous learning and understanding, whilst also building upon this and linking it to other sports. In PE, observation and discussion is used as a method of assessing pupils skills and knowledge of sports. Assessment takes place during (via verbal feedback) and at the end of units on the whole school tracker system. Progress is recorded against the learning objectives for each lesson. This is used to inform the planning of the next lesson. We work towards the school games mark, and we currently hold the ‘Gold Award.’

Tracking and Recording

Assessments

We use arbor half termly to input teacher judgements for each pupil. This allows us to see trends and comparisons between groupings and to tailor future provision.

Competitions

We enter competitions at a district level. If we then go onto to win, we enter at County level. Competitions we attend are: Quicksticks hockey
Tri Golf
Tennis
Swimming
Cricket
Cross Country Running