

# PE Curriculum Rationale



## INTENT

<b>Alignment</b>	In EYFS we follow the statements taken from the Early Learning Goals in the EYFS Statutory Framework, and the Development Matters age ranges for Three and Four year olds and reception to ensure that we are fulfilling the requirements for learning and development. The most relevant statements for P.E are taken from Physical Development, Personal, Social and Emotional Development and Expressive Arts and Design. Key Stage 1 and 2 are taught learning outcomes related specifically to the National Curriculum programmes of study.
<b>End Points</b>	<p>The intention of Physical Education Curriculum at Thurlby Community Primary Academy is to promote a physical and healthy lifestyle. We strive to build and develop the School Games values of; honesty, self-belief, determination, passion, teamwork and respect, throughout their physical education and sporting experiences. Pupils will be able to transfer their knowledge, skills and values to a wide range of sporting situations which will allow all children to feel confident to participate and compete.</p> <p>Physical Education at Thurlby CPA will provide a range of opportunities for children to develop critical thinking and positive wellbeing and demonstrate their ability to persevere when acquiring and improving skills. Through team games in Physical Education lessons and through the wider extra-curricular opportunities children will learn to have and demonstrate the values of the school games (honesty, respect, determination, passion, teamwork and self-belief) and kindness. Ultimately, we want children to have a positive attitude towards physical activity.</p>
<b>Sequencing</b>	The content of the curriculum for each year group is broken down into termly units, which develop specific abilities alongside age-appropriate knowledge and skills. To support pupils to succeed and progress in P.E it is expected that children will achieve the core by the end of the unit. Learning outcomes are designed to progressively meet the expectations of the core task for that unit of work.
<b>Social Disadvantage</b>	A key belief of our teaching is about the confidence that every child can engage with the curriculum for their year group, unless they have a significant special educational need. Each lesson can be adapted in order to support pupils refine performance and challenge the more able.
<b>Local Context</b>	There are a numerous effective, established clubs in the local area including taekwondo, football, cricket, dance, swimming and athletics. Our local school games organiser for South Kesteven is supportive in aiding school with school fixtures, festivals and tournaments.

## IMPLEMENTATION

<b>Pedagogical Approaches</b>	P.E is currently taught using a professional PE provider and class teachers. Each component has a summary of progression of skills in each sport outlining what is expected for each year group.
<b>Teachers' Expert Knowledge</b>	The P.E subject leader identified that P.E was one lesson which teachers were not confident in teaching and that is why the external provider was brought in. In the scheme of work teaching points are listed, when appropriate, opposite the learning activity and are a guide to how to ensure pupils' performance and development and teachers delivery is of high quality.
<b>Promoting Discussion and Understanding</b>	PE lessons follow similar patterns to other lessons whereby children revisit previous learning to make links between any aspects of previous with new learning. Frequent discussion are promoted within all lessons to reinforce learning and support understanding of new concepts. Key vocabulary is shown in the unit plans and teachers use and reinforce these consistently. Through these conversations, children can master the use of key vocabulary and core knowledge.
<b>Knowing and Remembering More</b>	<p>Every lesson begins by reviewing prior learning to identify how this learning might fit into the learning sequence. There are several chances for peer assessment, while new concepts are taught in various ways to reinforce this learning.</p> <p>Each lesson begins by reviewing prior learning, either from the previous lessons or the previous year group, therefore the last time the unit was taught, ready for their development in the new one. There are also opportunities for peer discussion that focus on prior learning.</p>
<b>Teacher Assessment</b>	Formative assessment is essential to ensure that all children are not only learning new concepts, but remembering and applying previous knowledge and skills. Effective questioning plays a fundamental role in checking for understanding and ensuring misconceptions are quickly addressed as does feedback during or between lessons. In P.E many assessment opportunities relate directly to the unit expectations and are listed in the assessment focus.

## IMPACT

<b>Approach to Assessment</b>	Continual formative assessment is used in every lesson to identify any gaps and misconceptions. Summative assessments are conducted half termly following the completion of a unit. These assessment framework measures whether children are working towards expected standard or working at expected standard. These standards are then cross-referenced with the unit's objectives.
<b>Performance Data</b>	We monitor progress using the against the national curriculum aims and objectives ensuring all children are assessed appropriately. The school tracks progress at the end of units to ensure children are on target for national expectations. Teachers assess children based on both formative and summative assessment.
<b>Pupils' Work</b>	Children can demonstrate their knowledge and understanding in many different methods such as, videos, photographs and comments. As all subjects, it's vital children have evidence to showcase their learning.
<b>Talking to Pupils</b>	The subject leader regularly discusses with the children regarding the progress and knowledge in PE. The subject leader will also ask the children about what they have learnt in their current year and previous years, to see if subject matter has been embedded into the children's long-term memory and links have been established.