

## How Physical Education is taught at St Mary's

### Level expected at the End of Foundation Stage

The main Early Years Outcomes covered are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking (PD – M&H 40-60)
- Children show good control and co-ordination in large and small (PD – M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid (PD M&H 40-60)
- Experiments with different ways of (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating (PD M&H ELG)

### Key Stage 1 National Curriculum Expectations

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement

### Key Stage 2 National Curriculum Expectations

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based

### Intent

The Key skills identified in the different areas of PE help teachers ensure they have progressively covered the requirements of the PE National Curriculum. St Mary's ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At St Mary's, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. In our partnership with Vale Royal, we follow a 'Celebrate', 'Aspire' and 'Inspire' competition structure which aims to include children of all sporting abilities. Throughout their time in Key Stage 2 we aim to offer all the children the opportunity to take part in both inter and intra competitive sport. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are clearly identified on the skills progression maps. We aim to provide all children with at least 2 hours of physical activity per week.

### Implementation

Medium term plans and individual lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise.

Lessons are planned alongside subject-specific medium term plans to ensure that children are given the opportunity to practice existing skills and also build on these to develop new or more advanced skills. Prior learning is always considered and opportunities for revision and practice are built into lessons. Interwoven into the Medium Term Plans are key assessment

questions which allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.

### Impact

Each Medium Term Plan is mapped against the progression skills to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Some indoor units are themed with strong cross-curricular links to other subjects and topics, such as Romans and Myans. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. The high quality and consistent approach to PE teaching should significantly improve attainment in knowledge and skills in PE.