

# Curriculum Leadership - Subject Vision

## Subject / Curriculum Area: PE

### **Vision**

At Dovers Green PE is the planned, progressive learning that takes place in school, which is delivered to all pupils. The PE lessons at Dovers Green involves both 'learning to move' (becoming more physically able) and 'moving to learn' (learning through movement, an understanding and skill set beyond just physical activity, such as collaborating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance. At Dovers Green we teach all of the children the importance of a healthy lifestyle and the need to exercise regularly. They are taught the skills to improve their balance, co-ordination, and agility. Lessons are progressive and develop each year, building on the prior learning. Children also take part in 10 minute bursts of skipping, at least three times a week, which improves their concentration and keeps them active.

### **What does your subject area offer the Dovers children?**

The children at Dovers Green have daily opportunities to improve their muscle control, balance, co-ordination and agility. They understand the importance of healthy living and the importance of taking part in physical activity. The children learn to collaborate with peers, they learn personal skills, such as resilience and how to be creative.

### **How does your subject enhance the curriculum?**

PE at Dovers Green contributes to both good physical and mental development. PE has a wide range of physical and emotional benefits, from developing muscle strength, increasing concentration and educational performance and learning, to boosting mood.

### **What use is it to children later in life?**

PE improves gross motor skills and increases muscle strength, which in turn makes students more likely to engage in healthy activity outside of school. In addition it educates children on the positive benefits of exercise and allows them to understand how good it can make them feel.

### **What are the main skills and knowledge (overarching objectives) you want teachers to focus on?**

Children in EYFS need to be able to:

- Roll, crawl, walk, jump, run, hop, skip and climb confidently.
- Begin to move in a fluent style, with grace and control.
- Have the overall body strength, co-ordination, balance and agility needed to engage successfully in a range of discipline
- Use their core muscle strength to achieve a good posture when sitting.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically when running, jumping, dancing, hopping, skipping and climbing.

Children in Year 1 need to be able to:

- Explore movement ideas
- Respond imaginatively
- Move confidently and safely in their own space
- Change speed, level and direction
- Choose movements to make
- Perform basic gymnastic actions (travel, roll, jump)
- Manage space safely with good awareness
- Link & repeat basic actions
- Throw and catch a ball with a partner
- Move fluently, change direction and speed easily
- Show control and accuracy with basic actions
- Can roll, throw underarm, strike a ball and kick
- Use skills in different games
- Change the way they use skills in response to opponents actions
- Know where their heart is and understand why it beats faster when exercising
- Talk about how to exercise safely

Children in Year 2 need to be able to:

- Copy, remember and repeat simple skills
- Link several movements together
- Repeat short dance phrase
- Show greater control, coordination and spatial awareness
- Perform a variety of actions with increasing control
- Repeat accurately sequences of gymnastic actions
- Decide, repeat and perform a short sequence
- Use apparatus or a partner with control
- Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control
- Vary skills and show some understanding of simple tactics
- Choose the correct tactic to suit the situation
- Understand how to exercise
- Describe how their bodies feel during activities
- Talk about their own and others' performance
- Suggest improvements

	<b>Current Situation</b>	<b>Vision</b>
<b>Vision and Direction</b>	<p>All staff are confidently teaching and following the Create Development program for Real Gym and Real Dance lessons. They have been introduced to our new tailor-made Dovers Green PE curriculum to teach the games lessons for PE. Staff are in the process of introducing these lessons to their children and will feedback on how the lessons are throughout the year. The long term plan has been adapted and ensures it is completely progressive from Early Years to Year 2.</p>	<p>At Dovers Green PE is the planned, progressive learning that takes place in school, which is delivered to all pupils. The PE lessons at Dovers Green involves both 'learning to move' (becoming more physically able) and 'moving to learn' (learning through movement, an understanding and skill set beyond just physical activity, such as collaborating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance. At Dovers Green we teach all of the children the importance of a healthy lifestyle and the need to exercise regularly. They are taught the skills to improve their balance, co-ordination, and agility. Lessons are progressive and develop each year, building on the prior learning. Children also take part in 10 minute bursts of skipping, at least three times a week, which improves their concentration and keeps them active.</p>
<b>Standards, Progress and Achievement</b>	<p>Teachers understand the value of PE lessons and are becoming confident in their teaching of PE lessons. They have used the new assessment tool and are able to see what expectations are for the end of each year. This allows them to see the different outcomes the children may have.</p> <p>TAs are being trained to use the Create Development platform to support in Real Gym and Real Dance lessons and they will be expected to take part in, and model during PE lessons, alongside the teachers.</p>	<p>All year groups will follow the long term plan for PE. This has been developed to ensure that there is progression across year groups. KS1 teachers will carry out assessments and moderations half termly that will show progress throughout the year to see if children are meeting expectations. Staff members change for PE and wear appropriate clothing and children wear the correct PE kit.</p>

<p><b>Quality of Learning &amp; Teaching</b></p>	<p>Teachers are gaining confidence in the teaching of PE and they have all been trained. They are all following the lessons plans allocated and understand the importance of ensuring PE in progressive. Teachers are pitching with the highest challenge in their lessons and then scaffolding and tailoring individuals when needed. They will continue to update their assessments, half termly, which will hopefully give them a clear picture of their children and where they are working and the focus areas needed to continually move their learning forward.</p> <p>TAs are being trained to use the new PE profile and be informed of the importance of joining in and modelling in PE lessons, wearing the correct clothing and being prepared to be physical active, during these lessons.</p>	<p>Teachers will follow lesson plans ensuring progression. They will follow the format of lessons and will have these as a base for all their PE lessons. As teachers gain confidence they will adapt, adjust and develop their PE lessons as they see fit, for the children.</p> <p>A rigorous half termly assessment format will allow all teachers to see where the children need support and development. They will know who is working at, below or above expectations.</p> <p>Teachers and TAs will work together in their PE lessons, modelling good examples and scaffolding and supporting the children where needed.</p>
<p><b>Assessment</b></p>	<p>Teachers have been trained to use a new assessment tool in KS1. They are now using a 'best fit' model to assess the children half termly and are beginning to moderate together. There has been a consistent approach across year groups and this new assessment tool seems to be working well. Teachers in Early Years continue to assess their children termly using the 'on track' assessment profile.</p>	<p>All staff will assess PE with the same expectations and there will be a consistent approach when it comes to assessment across a year group.</p> <p>Staff will feel confident to assess the children using the 'best fit' system, using the skills and knowledge statements provided and, will have a clear understanding of who is working towards, at or above expectations.</p>

# Curriculum Leadership - Intent, Implementation and Impact

Subject/Curriculum Area: PE

## **Intent**

At Dovers Green School, our curriculum is inclusive and allows all pupils to access a range of physical activities which enables our pupils to be physically active. It is our intent to teach the children the fundamental movements that will underpin the foundation of a variety of sports. We aim to provide high quality PE lessons in which the children are able to develop their physical skills, including core stability, ensuring that the children develop physical confidence in a way which supports their health and wellbeing, social skills, decision making, self-expression and fitness. We want to encourage a love of physical activity and we want to support children and parents to understand the importance of a healthy lifestyle and how this goes beyond physical activity. Through high-quality PE lessons, extra-curricular activities, 3x weekly 10 minute skipping bursts and clubs, children will take part in many different sporting activities, cooperative sports and competitive sports, whether this be against themselves (personal best) or others. This helps embed values such as fairness, respect, responsibility and determination and also develops a love for sports. Children will develop fundamental movement skills such as running, jumping, throwing and catching, and extend their agility, balance and coordination. They will learn to apply their skills to team games, developing simple tactics for attacking and defending. These physical capabilities are developed through scaffolding and guidance, and the continuous practise of basic skills and prior knowledge and the introduction of new knowledge in small steps. PE at Dovers Green encourages positive attitudes towards physical activity. It teaches our children self-discipline and that to be successful you have to work hard and have a Growth Mindset, show resilience and have a determination to believe that anything can be achieved.

## **How does it cater for PP/SEND and higher attainers?**

### **PP/SEND**

At Dovers Green Quality First Teaching is at the core of everything we do. When planning PE lessons teachers will be aware of barriers to learning that an individual child has and will plan accordingly to ensure that these barriers are removed so that all children have the opportunity to know, apply and understand the skills and knowledge being taught. This may include additional TA support and scaffolding of any physical skills or games. This includes the modification of any equipment and the use of visual prompts. Specialist PE equipment is provided for children with SEND including large gym mats and big soft blocks, therapy scooter boards and sensory balls. Data is checked during the year to see how SEND and PP children are achieving in PE and any gaps are then highlighted and action is taken to close these. PP children can attend additional PE after school clubs for free including multi-skills. They can also attend additional PE lessons during the school day from specialist teachers for example, tennis coaching from Reigate Tennis Club. We also offer and provide PE kit for those who need it.

### **COIN unit**

Children in our COIN unit who are in EYFS and year 1 are taught through objectives taken from the EYFS curriculum as this is more appropriate for them. When the children get to year 2, if and when it is appropriate for them they are taught through objectives taken from the year 1 curriculum. They are supported through additional TA support, pre-teaching of key skills and/or vocabulary, additional scaffolding of physical skills, including modification of equipment and the use of visual prompts. Like the SEND children in mainstream.

### **Mastery**

What is Mastery?

A child's ability to skilfully apply their learning in more in-depth ways is called **Mastery**. Mastery is not just being able to do a physical skill, but it is using that skill in increasingly more complex situations to extend their physical skill base further. Mastery also enables children to work in ways which show a deeper understanding of a given task.

### **What is Mastery in PE?**

In the PE curriculum **Mastery** is when a child is able to show;

**Independence:** children have the concept of working independently.

**Application;** applying learning and skills in a range on contexts.

**Connections:** children making connections within their learning and across their learning.

**Explain:** children can explain their thought processes and make connections.

**Resilience:** children demonstrate resilience in their learning and application.

All children at *Dovers Green* are given opportunities to develop and deepen their learning. They are encouraged to have a *Growth Mindset* and to persevere. Support is offered to the children to enable them to become successful and be able to do this. Careful planning from teachers ensures that there is an appropriate level of difficulty, meaning all children are challenged at the correct point in their learning. Not all children will master every skill or concept but they will always be encouraged to deepen their learning, thinking and understanding.

### **Implementation**

*Dovers Green* school provides a PE curriculum which has been carefully planned to ensure that there is progression and a depth of skills taught each year, ensuring that PE at *Dovers Green* is a progressive curriculum, which builds on the children's prior learning.

### **Reception**

Children in *Early Years*, receive daily access to activities indoors and outdoors that build on their fine and gross motor development as well as a 30 minute PE session a week. Children develop their core strength and gross motor skills to ensure that they are developed, allowing them to be able to strengthen their fine motor skills, through our *Finger Gym* activities and during active movement breaks. We encourage children to be active and use games, songs, dances and skipping within the class and outside. Our PE lesson takes place weekly and follow the *Create Development* program for gymnastics and dance lessons and follow our tailor-made *Dover Green* curriculum when teach other PE skills and games. The children are exposed to a variety of lessons to build their knowledge and skills. This approach of lessons is child centred and uses innovative *Primary PE* methods of teaching. This is in line with the rest of the school.

### **KS1**

All children take part in PE lessons every week where learning builds upon prior knowledge and skills. Children in *KS1* are timetabled for two 30 minute lessons per week covering gym, dance, games and the fundamental skills. These lessons are planned from the *Create Development* program and our tailor-made PE/games curriculum. The children are exposed to a variety of lessons, which are inclusive and progressive fully aligned to the *National Curriculum*. Lessons focus on the development of agility, balance and coordination, healthy competition against themselves and others, and cooperative learning. They allow all children to develop a range of techniques that will not only help them succeed in sport but also in the rest of their lives, physically, mentally, socially and emotionally. Lessons are planned to develop the children's creative, cognitive, social, personal, physical and health and fitness skills and knowledge. The children are provided opportunities to transfer these skills into sports. Where possible children will make cross curricular links to other subjects for example outdoor activities can be seen within the *Geography*

curriculum; exploring themes and rhythm of music within Dance; and the need to have a healthy diet and lifestyle links with Science and PSHE.

All of the families at Dovers Green are encouraged to pack healthy lunchboxes and the children are offered a fruit snack and milk during the day. In order to promote healthy lifestyles, we discuss the impact of exercise on our bodies. We build in opportunities for short bursts of activity and mindfulness, using a range of resources such as Wake 'n' Shake and active movement breaks. Each class goes outside for ten minutes of skipping at least three times a week, which improves the children's mood, concentration levels and their overall physical fitness and stamina. Children are taught about how to handle equipment and move safely within gymnastics and games. Within lessons, there is an emphasis on pupils being able to achieve their personal best, building resilience. The children are taught how to play fairly, creating a sense of teamwork, friendship and respect.

Long Term plans are used to set out units that are to be taught and ensure that the National and Early Years Curriculum objectives are fully met. Within individual lessons the learning is differentiated in order to meet the needs of all pupils.

Pupils are given opportunities to take part in activities outside of their normal physical education lessons. There are extra-curricular clubs for pupils to attend which have a focus on multi-skills, tennis, football and dance. In addition, the pupils are given opportunities to compete against each other in a controlled and safe manner, namely through Sports Day. Our lunch and play supervisors also support the pupils to be physical and provide the pupils with guided games. Children in year 2 have the opportunity to perform in a Dance Festival which is a celebratory performance of all local schools within our Multi Academy Trust, which is performed at a local theatre.

### **Impact**

Children enjoy PE sessions and are active throughout most of the lesson. Children recognise the impact of physical activity on their bodies and can talk about healthy living. Children's physical stamina and skills develop over their time here, from Reception to Year 2, enabling the majority of children to achieve the age related expectations in Physical Education. Each year group also has end points which they expect children to achieve before they move into the next year group/key stage.

PE is taught as a basis for lifelong learning where children will have access to a wide range of activities. Giving the children the skills and knowledge, and allowing them to succeed, we hope, will ensure that they continue to live a happy and healthy lifestyle. We help to motivate the children to participate in a variety of sports through quality teaching that is both engaging and fun. From the PE lessons the children learn to take responsibility for their own health and fitness. Providing opportunities to compete in sport and other activities, builds character and helps embed values such as fairness and respect.