



Physical Education

Intent:

The Physical Education curriculum at Hunningley Primary Academy provides opportunity for and inspires all pupils to succeed and excel across all areas of physical education, competitive sport, and other physically demanding activities. This is achieved through the framework of six vertical concepts. Beginning first with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts which provide a concrete lens through which to study and contextualise physical education, as well as small steps to help pupils to gain a deep understanding of complex, abstract ideas:

Dance

Fundamental Movement Skills (FMS)

Games

Body Management

Outdoor and Adventurous Activities (OAA)

Social, Emotional, Thinking (SET)

Our curriculum is designed in a way that embeds core disciplinary knowledge and the ability to approach challenging, competitive sporting situations. It equips children with sufficient knowledge for them to think, act and perform like professional athletes.

Our curriculum is designed in a way which builds excitement for Physical Education, that inspires a curiosity and willingness to learn and develop their skills more so children can apply these in a competitive environment. The curriculum has been designed in line with the National Curriculum as a starting point however, extending children's exposure to sports in readiness for Key Stage 3 and adult life. This high-quality, inclusive curriculum is rich, varied, imaginative and ambitious and that meets the needs of all individual learners.

Implementation:

Early Years is the first opportunity to develop our children's curiosity for Physical Education. We implement our PE curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of the way they move and develop confidence through activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

In Key Stage 1, the physical development skills are further built upon as children are introduced to new learning where children build on the fundamental skills taught in EYFS and aim to master the basic skill movements such as running, throwing, jumping and catching as well as beginning to develop balance, agility and coordination. Children are introduced to team games as well as individual sports. Basic



tactics are introduced to the children as well as competitive sports whether that be competing against other children, teams or themselves. This ensures a firm foundation and understanding of physical education, ready for Key Stage 2.

In Key Stage 2, the physical education curriculum is delivered to continue applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Children enjoy communicating, collaborating, and competing within physical education lessons and inter and intra school competitions. Children will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success, preparing for Key stage 3 where pupils will build on and embed the physical development and skills learned in key stages 1 and 2, becoming more competent, confident and expert in their techniques. Children will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and how to apply the long-term health benefits of physical activity to their adult life.

Each year group in Key Stage 2 will attend swimming lessons for one term, usually in Year 3/4.

Hunningley Primary Academy have purchased GetSet4PE's curriculum as from conducting and evaluating research from partner schools in the United Learning Trust and from other schools, this is the market leading curriculum and with this, builds excitement, love for learning and athletes of the future. Children are taught regularly by class teachers and the external sports company, Primary Sports Coaching, who are qualified to deliver the highest quality physical education curriculum and throughout the delivery of the long term plan, they begin with the end in mind, having clarity about exactly what they want the children to learn. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills of an athlete throughout their time at Hunningley and not just learn a series of skills of how to run, catch and throw. Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed concepts are delivered following Rosenshine's Principles of Instruction. Teachers create knowledge organiser which outline the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

The curriculum is well designed and developed to be ambitious for all learners and to ensure children know more and can remember more. Based upon up-to-date research on cognitive load and on how children learn most effectively, determined our approach to implementing our physical education curriculum. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory. For learning to stick in the long-term memory we teach physical education skills and knowledge in meaningful contexts and in a connected way.

At Hunningley Primary Academy, we have developed an all-inclusive range of sporting opportunities, in school and in extra-curricular groups such as: dance, golf and multi-sports, that offer the children a wide-variety opportunities of to access sports that they may not have access to outside of school time.



Our Curriculum Lead and Sports Coaches will be giving the Year 6's the opportunity to become play leader supervisors, where they will deliver sports activities at lunchtime, to the younger children of the school. As an active school, we aim to ensure that the children participate in active lessons outside of their regular PE lessons. This involves incorporating moments within lessons whereby the children can be active and further curriculum links will be created to other subjects within school and this is shown in the long-term progression maps.

For each unit of learning, teachers/coaches will deliver and plan for and children experience:

- The disciplinary knowledge needed to be successful athletes.
- Co-operative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that learning in physical education and sport can lead to.
- Educational visits, visiting experts and sporting events to enhance the learning experience.
- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.
- Opportunities for all pupils to see themselves reflected in the curriculum by exploring significant figures and locations in their local area, allowing them to achieve a sense of relevance and belonging through local sport.
- A curriculum that teaches pupils about the development of skills across a rich variety of sports and how these skills are implemented and applied within a competitive sporting situation and how to develop their ability to win and lose in a professional manner.
- To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the 'Physical Education Four Broad Areas of Need document' to ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the Physical Education Lead and the SENCO.
- Teachers and PSC receive termly professional development to enable them to deliver the curriculum effectively.

Impact:

Our Physical Education Curriculum is high quality, well sequenced and planned to demonstrate progression. Children will become increasingly critical and analytical within their own thinking and performing to make 'in the moment', pre/post informed and balanced judgements based on their knowledge of tactics within sports. The impact of our curriculum will provide children with a secure



knowledge and understanding of sporting skills, sporting rules and tactics and create a competitive willingness to win. Our children will develop a passion for P.E and an enthusiastic engagement in learning, which develops their sense of curiosity about sport and how to become a respectable, competent athlete.

Our curriculum is designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress.

In addition to this, we measure the impact of our curriculum through the following methods:

- A pre learning activity to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place two weeks prior to the start of new learning to provide time for any prior learning gaps to be addressed.
- A reflection on standards achieved against the planned outcomes.
- A whole school floorbook and pupil discussions about their learning.
- Teachers/PSC constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
- Teachers/PSC review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.

Our P.E curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors, organising and attending sporting events. Cultural capital in Physical Education has been identified in terms of the knowledge and skills that are useful to our lives and we are aware that powerful knowledge will put children at an advantage.