

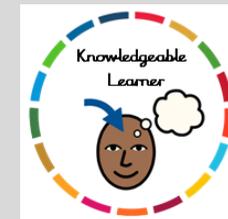
Subject Statement

Intent

Our Physical Education and School Sports Curriculum at Brecknock intends to contribute to the development of lifelong physically active individuals.

Knowledgeable Learners

- Pupils master basic fundamental skills and are competent in a wider range of fundamental movements skills.
- We provide knowledge, practice opportunities and feedback for pupils to flourish through physical activity and understand the benefits that being active can bring to our physical health, mental and social well-being.
- We physically educate all pupils so that they know more and can do more to make informed decisions about their own participation in physical education.
- Pupils achieve motor competence and confidence and essential skills such as teamwork, effective communication, emotional regulation, leadership skills and fair play in a range of physical activities.
- We consider the most appropriate key vocabulary and when and where pupils are taught these.
- By following the STEP (Space, Task, Equipment, People) approach we ensure learning is individual, appropriate and accessible for each child.
- We provide opportunities to secure efficient and effective movements in one context before moving into new and more complex contexts. Children revisit knowledge, practical skills and techniques and contexts during the year.
- Pupils learn the rules, strategies and tactics of games by knowing what and how to do something.
- Pupils learn ways you prepare for safe, effective and healthy participation in sport and physical activity.
- Pupils are taught how to self and peer-assess using clear and precise success criteria.



Confident Communicators

- Oracy techniques are explicitly used in PE lessons to support children's learning of declarative knowledge and skills, ensuring subject specific vocabulary is taught and used.
- Children will be given opportunities to reflect and improve on their knowledge and skills through observation, exploratory talk and partner or/and group discussion opportunities.
- Pupils can verbalise their strengths and limitations as well as communicate their ideas and choices when making a plan.
- The feedback provided to pupils by adults or by other pupils will be to focus on improvement.
- Pupils use the social and emotional strands of oracy to develop teamwork and positive attitudes within games.
- Pupils are given opportunities to discuss and debate sport physical activity.



Active Citizens

- We provide positive and exciting experiences that promote a lifetime of voluntary participation in physical activity and develop valued citizens preparing them for life.
- We embed the Brecknock BRIGHT values in all physical activity to instil positive attitudes inside and outside school.
- We teach pupils how to cooperate and collaborate with others as part of an effective team.
- The opportunities to take part in competitions and festivals with other schools, support the children to be active, resilient and play fairly in new environments. They are taught how to win and lose with grace and how to treat others with respect.
- We teach children about the importance of being physically active and the right to be healthy, making links with the PSHE and science curriculum.
- We give opportunities for all children to be physically active for sustained periods of time during the school day and through extra-curricular activities.



Implementation

- All children receive at least two hours of PE each week, clearly planned into the timetable.
- All children are taught by a PE specialist and the general class teacher.



- We use an innovative pedagogy and an ambitious curriculum with relevant learning themes and learning content that our pupils can access and apply to different contexts when required. This includes a range of different sports, games, dance performances, gymnastics sequences and challenges.
- The PE curriculum is carefully planned to ensure skills progression for all children.
- We assess children each term using our assessment sheet which tracks progress throughout the year in the 3 strands of our PE curriculum – Move, Solve, Connect.
- Teachers monitor progress of student's skills through observation, writing children's names on our assessment sheet and use this to plan and adapt learning for all students.
- All KS2 children take part in an intensive swimming course over a 2 week period in order to create accelerated progress in their swimming ability.
- Pupils are invited to compete and take part in a variety of physical activities, games and sports, including opportunities to represent our school in festivals and/or tournaments. We ensure children experience the most adequate competition at some level, individual or in a team at the right time.
- We allocate enough time or training sessions for people to develop their declarative and procedural knowledge to compete against other schools.
- All children are fully supported across the PE curriculum, ensuring equal access through carefully adapted provision and inclusive sports and activities.
- All children in KS2 and KS1 take part in the Daily Mile, ensuring they are active every day.
- Weekly PE assemblies ensure physical activity is celebrated throughout the school.
- Pupils take ownership of their PE learning by choosing easier or harder challenges and by identifying their own and other's strengths and have time to improve.
- There is an extensive extra-curricular offer, allowing all children to take part in sports clubs before, after school and during breaks or lunchtime. This extensive offer provides opportunities to build, develop and refine knowledge.
- Children are taught about sporting history and a diverse range of sporting figures through workshops. Children are also given opportunities to watch live sport events. The cultural capital that sport provides is prioritised in the school.
- Staff are given opportunities for CPD and training, including Arsenal coaching, gymnastics coaching and dance team teaching from The Place.
- We offer residential trips and local trips to KS2 where children experiment with Outdoor Adventure Activities in different contexts.



- Teachers offer enough time to revisit and develop pupils' knowledge within a context before moving too quickly on to a new sport or physical activity.
- Through demonstrations and precise feedback, all pupils can develop a clear understanding of what success looks like and focus on working towards it.

Impact

Children leave school having explored a range of sport and physical activity both in and out of school. Children work on their own aspirations in relation to physical education, school sport and physical activity, with most children continuing to participate for enjoyment or competitively in their next stage of their learning. All children should be able to discuss the importance of a healthy lifestyle and how this is achieved as well as developed skills such as teamwork, fair play, self-motivation, resilience and independence.

We measure the impact of our PE curriculum in various ways.

- Pupils should be able to recall game rules, strategies and tactics, use subject specific vocabulary and use their practical skills to know more and do more PE. We look at children's ability to talk confidently about their learning and recalling key teaching points.
- Capture pupil voice through questioning.
- Children's self and peer assessment.
- Teachers' observation and assessment to track progress using the assessment sheet.
- PE premium spend analysis and action plan
- Monitoring of participation at extra-curricular activities and festivals or competitions.
- Report the number of pupils meeting the national curriculum for swimming.
- Planning audits are used to support teachers in delivering high quality lessons.
- Big question and partner discussion to recap previous learning at the start of the lessons or to connect prior knowledge with new knowledge.
- Photo and video analysis of children's practical work.

PE Learning Journey – Learning is structure around three strands: 'Move, Solve, Connect'.

	EYFS	KS1	LKS2	UKS2
	Exploring		Mastering	
	<ul style="list-style-type: none"> - Playing racing and chasing games - Adjusting speed and changes direction to avoid obstacles - Travelling under, over and through objects - Different ways of moving: crawling, sliding, walking, running, skipping and hopping - Perform a range of actions to send and object - Send an object back and forth - Use the amount of force when pushing - Track and move using feet only - Use varying sizes and types of equipment when throwing - Aim for targets of varying sizes set at various heights/distances - Throw/catch/roll equipment - Balance - Coordination - Perform body shapes - Can hold the body shapes for a count 		<ul style="list-style-type: none"> - A range of different jumping techniques - Sending an object to a target - Landing actions safely - Movement using a range of actions showing different speeds, levels & direction - Performance of balances occurring on different contact points - Sending an object back and forth - Using the correct amount of force when striking an object - Using a range of equipment when rally - Linking movements together in a sequence - Using different actions, levels and pathways - Performance of movements with good control and posture - Moving safely and confidently - Changing speed to evade opponents - Changing direction to evade opponents - Travelling with objects in different ways (dribbling) 	

			<ul style="list-style-type: none"> - Move in time with the music with good posture, extension and control - Using different areas, levels, pathways and direction during creative movement - Uses mirror image, unison and canon in their dance/gym sequences 		
	EYFS	KS1	LKS2	UKS2	
	Exploring		Developing		Mastering
	<ul style="list-style-type: none"> - Negotiating space safely - Having their own ideas - Trying new ideas - Making simple suggestions to improve - Willing to have a go - Keeps trying - Making links - Choosing ways to do things - Understanding mistakes are OK and support learning - Show curiosity - Making own decisions - Inventive in the way they show movements 		<ul style="list-style-type: none"> - Planning their journey through a crowded area - Choosing safe areas to take off - Selecting the right amount of energy/force/power when throwing - Being creative with the balances they choose - Discovering ways to help them keep steady - Seeking challenge in different movements - Creating and applying simple tactics - Tracking the line of a ball/object - Seeking additional challenge with tasks - Creativity with their movements - Counting in time with music - Identifying space to move in to - Creativity with methods used to evade opponents e.g. 2v1 - Identifying the movement of an opponent - Identifying what they or their team have done well - Knowing how to improve - Trialling new ideas 		<ul style="list-style-type: none"> - Evaluating their own performance - Predicting where their opponent might move - Planning where their throw might hit the target - Recognising balance, flexibility & strength actions - Applying redrafting skills to refine sequences - Being creative with movements used in sequences - Identifying space to strike an object into - Seeking additional challenge - Identifying the movement of an opponent - Creating a plan to protect their goal/scoring zone - Identifying space to move in to be able to support a friend - Knowing when is best to pass and when not to - Contributing ideas and creativity when adapting the games and rules - Understanding and following rules

			<ul style="list-style-type: none"> - Being brave and taking risks in the games - Showing feeling in their movements - Being creative with designing sequences - Using choreography to think/create of ideas 		
	EYFS	KS1	LKS2	UKS2	
	Exploring		Developing		Mastering
	<ul style="list-style-type: none"> - Enjoying the activities - Enjoying achievement - Taking turns - Sharing ideas - Congratulating opponents - Asking questions – pupils and adults - Engaging in a range of pupil led activities - Developing friendships and relationships - Appreciate that others may make different choices - Work with a partner - Respond to feedback they are given 		<ul style="list-style-type: none"> - Working with a partner to overcome problems within an activity - Performing their actions to a partner - Providing feedback/advice to a partner - Identifying strengths and areas for improvement - Encouraging other pupils to build confidence - Collaborating with their team-mates - Sharing their thoughts/ideas and strategies with a partner. Discuss tactics with a partner - Reflecting on their learning and progress - Celebrating calmly as an individual - Enjoys winning e.g. smiles - Congratulating an opponent if they lose 		<ul style="list-style-type: none"> - Creating a plan as part of a group - Sharing ideas that might support the learning of a peer/group - Supporting others to develop their skill - Working with others responsibly to develop sequences/ routines - Applying tactics and strategies as part of a team - Reflecting on their learning and progress with others - Asking for support from a friend - Identifying a friend that needs help - Contributing to team discussions - Collaborating with their team-mates - Linking with other classmates effectively in both in cooperative and competitive scenarios - Practice and competing with different classmates - Helping each other to play fairly - Resolving disagreements - Taking turns - Including everyone in games - Recognising and celebrating differences



Brecknock PE Progression Document

