



## Subject- PE

### **INTENT – the knowledge and skills to be gained.**

#### **Why do we teach PE?**

PE has a special place at Crockerne. As a subject that teaches through the physical, we believe it makes a huge and indeed unique contribution to our pupils' physical and mental well-being.

We aim to create young people who are physically competent, who know how and want to live active and healthy lives, that are confident, resilient and independent, that show curiosity and creativity, that can make decisions, build learning and social relationships, and show leadership and character.

We want our children to have new and exciting experiences, to find things they love to do and play and to be ready for the next stage of their learning.

#### **Does the curriculum enhance learning across the other subjects?**

Yes - Learning to move = moving to learn.

Activity boosts brain-power, motor skills helps writing, opportunities for reading, number and different aspects of cross-curricular learning – clear ties with science and PSHE.

#### **What difference does it make to the children?**

We aim to develop the whole child. We think of 'Hands, Head, Heart' so we develop their physical skills alongside their thinking skills – decision making, reflection, creativity etc. – and their character – resilience, teamwork, desire and sense of fairness.

We aim for children to become increasing physically competent – including fine and gross motor skills. We aim to develop their thinking skills and character – skills that will help in classroom and life.

Life-long love of activity. Find something they love to do. Give them opportunities to try different activities, compete against others and themselves, go to places they've never been.

Knowledge of benefits of healthy lifestyles.



**Does it provide children with the building blocks and knowledge they need to experience?**

We want the children to be “next-stage ready”.

The “story” of PE at Crockerne will flow from phase to phase.

In EYFS the children will begin to move confidently, control large and small movements, link movement to language and play co-operatively.

In KS1 the children will develop fundamental movement skills of agility, balance and coordination in a range of opportunities. They will engage in competitive activities (both against self and others) as well as engage in increasingly challenging cooperative activities.

In KS2 our young people will further develop and apply a broader range of skills in a wider range of sport-specific and non-traditional activities. They will link skills to make actions and sequences of movement. They will develop their understanding of how to improve in different activities. They will evaluate and recognise their own success in detail. They will express confidence and interest in continuing an active lifestyle and articulate the benefits of doing so. They will enjoy communicating, collaborating and competing with each other and other schools. They will show persistence, resilience, leadership and creativity.

**IMPLEMENTATION - HOW**

**How have you designed your curriculum to ensure pupils achieve what you want then to?**

We make an important distinction between PA (Physical Activity) and PE (Physical Education). We look upon PE as any other subject to develop children’s learning.

The National Curriculum drives our curriculum. For instance the key focus in KS1 is on agility, balance and co-ordination which gets them next stage ready for more sport-specific activity in KS2, where a key focus is in communicating, collaborating and competing.

The curriculum is sequential and builds on previously learned skills. There are many opportunities to consolidate skills and apply in different games, activities and contexts.

Vocabulary is learned and applied alongside movement e.g. pathways in EYFS “straight, curved, zig-zag” etc. Opportunities for reading is regularly given e.g. game cards where children read the card, set-up and play a game before teaching to other groups.

**Is it taught discretely or cross curricular?**

Discrete but links to some projects where opportunities are taken for cross-curricular learning e.g. R/Y1 animal dance, Y2 Fire of London dance, Y5/6 science measuring performance “All about me”.



**Is the subject timetabled each week?**

Yes. 2 x sessions a week plus daily physical activity.

**Do you have suitable resources?**

We use the PE Premium wisely to enhance resources and opportunities.

**How do you support staff to gain the right level of subject knowledge to teach confidently?**

Our CPD focus in the past few years has been to use the PE Premium to bring in coaches to work alongside staff in areas where they identify a desire to develop e.g. Y5/6 Chance to Shine, Y3/4 FA Football and Bristol Sport netball, Y2 cricket with Somerset CCC and R/Y1 games with NSSPEA. We use our links to NSSPEA to access CPD opportunities. PE leader leads staff development e.g. staff meetings.

**How does it support all pupil groups/ diversity?**

As in the classroom we use first wave teaching effectively to give our children every opportunity and support to be “The best me I can be”. Our focus on ‘Hands, Head, Heart’ not only develops the child’s physical skills but their thinking skills and character. We know that some children who find academic learning difficult may find PE a chance to shine. We give children a wide range of sport-specific and also non-traditional experiences and activities including inclusion sports such as speed-stacking, boccia and new age kurling.

We use our PE Premium to give our more vulnerable, PP or SEND children extra-curricular opportunities in intervention groups, club places and inter-school competitive experiences.



## **IMPACT – PROGRESS**

### **How do you assess and record progress?**

Teacher assessment. End of year FS data across all subjects and year groups.

Running data over time monitored.

### **How do you access pupil work?**

Walk-throughs and Pupil conferencing.

### **Why are children doing things, not just how?**

See PE vision.

### **Do children understand and appreciate the value of learning in you subject?**

Children can talk about the activities and sports they enjoy and would like to pursue in the next stage of their learning. Children can link sporting values to the values of the school and our Gem powers. They know about inspirational and diverse sporting personalities.

### **What does your evidence of monitoring show?**

Children enjoy PE and their extra-curricular opportunities. They know the physical and in some cases mental benefits of PE and PA.

The PE instructional programme and medium term planning is sequential and progressive. Walk-throughs and pupil conferencing shows progression e.g. Gymnastics in Y2 and Y5 – balances, shapes, rolls, jumps and travels develop and use of partner work, reflection and improvement, and performance shows progression.

### **Can you demonstrate the increased knowledge the children now retain?**

Pupil conferencing shows good knowledge of using and applying PE skills – physical and character and thinking. In walk-throughs we have seen some excellent use of language e.g. dance vocabulary in Y5/6.

We celebrate our success in and out of school. We are very proud 17 time NS champions in a variety of sports and activities. We have had high representation in North Somerset select teams in different sports.

