**Physical Education curriculum implementation**

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| **Statement of intent**  At Barkisland C of E (VA) Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:   * Develop competence to excel in a broad range of physical activities * Are physically active for sustained periods of time * Engage in competitive sports and activities * Lead healthy, active lives |
| **Schemes of work**   * Get Set 4 PE * Teach Active (Maths) |
| **Curriculum content**  Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school, whilst having opportunities to revisit and consolidate prior learning. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.  We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.  **Nursery**  **Personal, Social and Emotional Development**   * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. * Increasingly follow rules, understanding why they are important. * Remember rules without needing an adult to remind them.   **Physical Development**   * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.   **Expressive Arts and Design**   * Respond to what they have heard, expressing their thoughts and feelings.   **Reception**  **Personal, Social and Emotional Development**   * Manage their own needs. - personal hygiene. * Know and talk about the different factors that support overall health and wellbeing: - regular physical activity.   **Physical Development**   * Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping – climbing. * Progress towards a more fluent style of moving, with developing control and grace. * Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. * Develop overall body strength, balance, coordination and agility.   **Expressive Arts and Design**   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively, sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. * Watch and talk about dance and performance art, expressing their feelings and responses. * Explore and engage in music making and dance, performing solo or in groups.   **Early Learning Goals**  **Personal, Social and Emotional Development**  **Managing Self**   * Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing.   **Building relationships**   * Work and play cooperatively and take turns with others.   **Physical Development (Gross Motor Skills)**   * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   **Expressive Art and Design (Being Imaginative and Expressive)**   * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.   **Key stage 1**  Pupils will 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 will 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 will 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 patterns.   **Key stage 2**  Pupils will 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 will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils will 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 best.   **Swimming and water safety**  Swimming is taught in Year 4 and Year 5.  In particular, will 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 situations. |
| **Record of pupils work**  As PE is a practical subject, the recording of work is not priority. However, photos and videos may be recorded to showcase pupils work. Pupils work may be shared on social media platforms, but this is not a requirement. |
| **Assessment**  Our teachers assess the children’s work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers. |
| **Cross curricular**  **Active maths** Teachers will teach an active maths lesson when its suit due to following the White Rose Maths scheme. Ideas can be accessed through the ‘Maths of the Day’ scheme where children have practical lessons surrounding different areas of maths.  **Active Calderdale**  Starting the academic year of 2023, we have signed up to the Calderdale’s Active Schools programme, which sees schools implement opportunities to be active throughout the school day and beyond. Children have the opportunities to have active breaks, active playtimes and showcase themselves on the ‘Healthy Selfie’ display. |
| **Enrichment**  The school supports a wide range of physical enrichment opportunities. Barkisland has a purpose-built running track to encourage children to get an active 15 minutes at school every day by running ‘The Daily Mile’.  There are an array of extra-curricular clubs, providing a variety of activities for all ages such as dance, football, cricket, hockey, athletics, cross-country and netball. We change clubs every half term to ensure all children can have the opportunity to take part. Children have the opportunity to represent school throughout the year in competitive sporting events, such as a Swimming Gala and Football Leagues. |
| **Home school links**  P.E. at Barkisland aims to encourage parental engagement and support through spectating team matches and competitive events. As well as providing opportunities for parents to be involved with our annual sports day.  At Barkisland, we have introduced talking homework where the teachers ask questions about their subjects throughout the week and the children have to answer them verbally to their parents. Finally, our school X feed is always updated with the latest activities that the children do. For example, pictures of sporting games, sporting tournaments, active lessons and the daily mile. Our parents engage with twitter by commenting or liking the picture. |