



Physical Education

Intent Our curriculum offers a coherently planned sequence of topics to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The scheme of work ensures that children have a varied and well mapped out PE curriculum.. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps.

In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Marton Manor, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention to ensure that every child has access to at least 60 minutes of physical activity every day.

Implementation At Marton Manor we use 'PE Primary' for planning as it has detailed lesson plans to ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Questioning allows teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning. Formative assessments are supported through the inclusion of assessment grids on lesson plans where notes can be recorded to show different children's achievements and where challenge or support is required in future lessons.. A more formal summative assessment spreadsheet is included to help monitor the impact against National Curriculum aims..

Impact Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Attainment and progress can be measured using our assessment spreadsheets. The high quality and consistent approach to PE teaching, that is a feature of 'P.E Primary' lessons, should significantly improve attainment in knowledge and skills in PE. The impact of

using the full range of P.E primary resources, including display materials, will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary displayed, spoken and used by all learners, the learning environment will be more consistent across both key stages. We want to see pupils improving on their personal best and developing skill, stamina and strategy to become accomplished sports participants with a strong sense of fair play, respect for others and enjoyment of physical activity as a lifelong interest.