



Physical Education Curriculum

Implementation

'let your light shine'
Matthew 5:16

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1. Modular knowledge approach



PE is taught in weekly sessions and links to our thematic curriculum where appropriate. The children at Hawkesley are educated by their class teachers. They teach high quality lessons that are planned and prepared in advanced. During lessons, there will be a range of resources for children to use. There will also be access to an indoor hall and outdoor field space.

Children are taught how to develop their skills and knowledge in a range of areas, from EYFS through to Year 6. In EYFS, children are taught the fundamentals of walking, running, rolling, jumping, throwing and catching a ball, and developing control and coordination to move their bodies confidently, in preparation for KS1. These common threads are focused on right through to Year 6 and underpin the PE curriculum at Hawkesley. Children focus on developing and mastering skills and knowledge in KS1 and this knowledge is then transferred into KS2, where it is integrated into many sports. As they build upon their knowledge, children will progress over time. Therefore, they will know and remember more.

The fundamentals of PE are taught in the earlier stages of the curriculum to ensure that all children have the knowledge of specific skills. For children to progress, it is essential that they have the right fundamental skills that can be transferred into KS2. In lower KS2, they will begin to use their knowledge in small sided games, transferring their skills into a range of different sports. In upper KS2, their knowledge will be progressed into full sided games and competitions.

Do Nows, hinge knowledge retrieval and Reteach weeks are also used to support retention of knowledge.

2. Developing Disciplinary knowledge and skill development



As well as ensuring pupils are taught fundamental skills, each medium-term plan is designed to offer pupils the opportunity to develop and master skills and knowledge in KS1 and this knowledge is then transferred into KS2, where it is integrated into many sports. The main purpose of the PE curriculum is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. The rationale behind this is that learning through health and wellbeing enables children to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional and social skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of all children
- Perform at high levels in sport or prepare for careers within the health and leisure industries

3. Lesson structure



| Feature | Function |
|----------------------------|---|
| Do Now | To recall previous learning so children know and remember more. |
| I (Model/Guided Discourse) | The class teacher will model explicitly how to achieve the lessons learning objective and empower children to with the knowledge required to do so. Name the steps need to achieve the learning objective. |
| We | Children are provided with an opportunity to rehearse the lesson objective with other children to embed the skill being taught with support from peers . This allows the class teacher to circulate with purpose and check whole class understanding through QFT methods whilst all children are on task. |
| You | All children can independently apply their new skill into their own work to demonstrate they have understood the learning objective. |
| Exit ticket (cumulative) | At the end of every lesson a question is given to each children which directly links to the learning objective as lessons build in each unit the ticket become cumulative so children as once again having and opportunity to recall/retrieve previous learning so it because embed in their memory and not lost in their short term. |

4. Knowledge organisers and key vocabulary



Accompanying each unit is a Knowledge Organiser which contains key vocabulary, key questions, outlines key learning and contains examples which all pupils are expected to understand and retain.

Knowledge organisers support the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge organisers includes questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood.

Knowledge vocabulary is listed and defined on each knowledge organisers and supports children in using tier three subjects specific language when discussing their learning. Key vocabulary is shared every lesson and they practice through using it in context when discussing learning. Key learning matches end points laid out in the computing knowledge progression allowing children and teachers clear identification of key knowledge and skill that need to be required during each unit.

4. Knowledge organisers and key vocabulary



Knowledge Organiser: Year 4 Athletics

Prior Learning: Show controlled movements in response to instructions. Demonstrated agility and speed. Jump for height and distance. Thrown with speed and power and applied appropriate force.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, batons.

Unit Focus: Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

Head: Decide on ways to improve, run, jumps and throws and implement changes.

Hand: Throw a variety of objects demonstrating accuracy.

Heart: Work with others to score and record distance and times accurately.

Key Vocabulary/Skills

| | |
|------------------------------------|---|
| Aiming at targets. | Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex |
| Accelerating over short distances. | howler, bounce, target, take off, sling, exchange, accuracy. |
| One footed take off. | |
| Sling Throw. | |
| Baton exchange on the curved run. | |

Key Questions:

- How did you improve on your scores?
- Can you name two throwing techniques?
- Why should you start moving when you receive the baton?

Rules:

- Correct use of a stopwatch.
- Where to receive baton.
- Measure from throwing line.

Baton exchange

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Knowledge Organiser: Year 1 Send and Return Unit 1

Prior Learning: Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.

Equipment needed: A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons.

Unit Focus: Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.

Head: Can describe how they worked with their partner to send and receive.

Hand: Chase, stop and control balls and other objects.

Heart: Work with a partner to send and return.

Rules:

- Stop the ball from bouncing twice on your side of the net.
- If the ball bounces twice in your opposition's side of the court, you win a point.
- The ball must land within the boundary of the court.

Key Vocabulary/Skills

| | |
|--|--|
| Sliding and receiving a ball/beanbag. | Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court. |
| Explore different ways of sending a ball. | |
| Moving towards and returning balls. | |
| Work with a partner to receive and return. | |
| Scoring points against opposition . | |

Key Questions:

- How do you get accuracy in your hits/throws?
- Where do you need to be to return a ball? (behind the ball)
- What do you need to do to get behind the ball?

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Key vocabulary is taught explicitly at the beginning of every lesson and referred to implicitly throughout each lesson when discussing learning.

5. Formative Assessment



Assessment for learning strategies

Think-pair-share, cold calling, strategic questioning, rally robin, call and response, teaching movements/actions step by step verbalising and demonstrating different sporting skills.

Hinge Points

Class teacher identifies the hinge points in the lessons to check all children understand before moving on to prevent misconceptions or gaps in learning.

Exit Tickets

Links directly to each lesson learning objects assessing everyone's individual understanding every lesson.

Cumulative assessments

Exit tickets are completed cumulatively supporting children to recall previous learning so they can learn and remember more. Hinge knowledge questions are also repeated across the year and taken using end points from the knowledge progression document quick recall style question to prompt memory and identify gaps for individuals.



6. Summative Assessment

End of unit assessments

End of unit assessments are completed each half term at the end of each unit to assess children's understanding. They are made up of the exit tickets completed at the end of each lesson.

End of term assessments

End of term assessment are completed at the end of Autumn, Spring and Summer which assess children understanding from units they have complete that year and key hinge knowledge from previous years in the style of questions with writing responses and practical demonstrations.

End of year assessments

End of years assessments are made up of end of unit and end of half term assessments from across the year. Children will also complete practical task demonstrating key skills they have learnt in that particular year group.

Reteach weeks

During reteach week children a retaught a lesson from a the previous unit. This lesson is identified through gap analysis of the assessment results to identified the question with the least correct answer their for identify a gap which needs to be closed.

Retrieval Weeks

During retrieval week children complete a lesson which enables them to retrieve key knowledge related to the knowledge progression in order to help them retrieve essential knowledge to help them achieve the relevant end point.

Autumn Anchors

Teachers communicate with their classes teacher for the next academic year in regards to any gaps or areas of weakness that need to be filled before starting the next academic years learning.

7. Supporting pupils with SEND



We aim for all PE lessons and learning questions to be accessible to all pupils. Pre-teaching of specific PE vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of PE hub unit plans allow teacher to be aware of changes that can be made to the lesson to make it easier or more difficult in order to make every pupil achieve each lessons learning objective.

As part of termly SEND reviews, the SENDCo uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.



8. Reading and vocabulary instruction

We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. PE language is taught and built upon with vocabulary being a focus. Utilising research, the school explicitly teaches Tier 2 and Tier 3 vocabulary in all subjects.

Vocabulary progression has been mapped out for nursery to year 6 to ensure a purposeful and structured learning of relevant tier 2 and 3 vocabulary. Vocabulary is built upon year by year to equip children with the subjective specific vocabulary they need to discuss their physical education learning to demonstrate their range of athletic skills and abilities.

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-----------|---------------------|---------------|---------------------|-----------------------|--------------------------|----------------------|
| Catch | Kick | Catch and intercept | Dominant hand | Accuracy | Intercepting the ball | Power | Forehand shot |
| Throw | Dribble | Tournament | Non-dominant | Possession | Direction | Accuracy | Backhand shot |
| Aim | Control | Defend | Serve | Short passes | Isolation | Miss hit | Overhead shot |
| Partner | Pass | Overarm | Rally | Receive the ball | Pull shot | Strength | Net play |
| Ball | Space | Underarm | Boundaries | Control | Ground shot | Defensive | Drop shot |
| Beanbag | Move | Targets | Service | Dribble | Overarm bowling | Offensive | Rally |
| Hoop | Win | Compete | Agility | Inside of the foot | Run singles | Optimal base positioning | Smash shot |
| | Far | Opponents | Self-feed | Outside of the foot | | Field | Defending formations |
| | Fastest | | | Trapping the ball | | Backwards hit | |
| | | | | Communication | | Bask stop | |
| | | | | | | Attacking shot | |



9. Physical Education in the EYFS

At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

Within the revised EYFS statutory framework, the specific area of development physical education has the strand of gross motor skills: - negotiate space and obstacles safely, with consideration for themselves and others -demonstrate strength, balance and co-ordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

PE in the Early Years can present as through a range of activities:

| PE |
|--|
| Using bikes – pedal around site |
| Mark-making opportunities with a range of different resources e.g. <i>water and brushes, rolls of paper and paint.</i> |
| Mark-make in a range of ways and begin to form recognisable letters – adults to support. |

| PE |
|--|
| Can travel around, under, over and through equipment |
| Can change speed and direction. |

| PE |
|---|
| Holds the pencil between the first two fingers and thumb and uses it with good control. |
| Runs skilfully and negotiates space successfully, adjusting speed or direction – pancake races / pretending to walk on the moon |

| PE |
|---|
| Shows good coordination in large and small movements. |
| Able to transport and store different classroom equipment safely. |

| PE |
|---|
| Participate in fine motor activities e.g. hole punching the fruits in The Very Hungry Caterpillar story or sorting matchsticks for the bug hotel. |
| Make a 'live' butterfly life cycle, thinking of the movements in and out of a cocoon and butterfly motions. |
| Join in with Sports Day activities and games such as balancing a beanbag on head, running race and simple relay. |
| Talk about the effects exercise has on our body. |

10. Celebrating diversity



We are committed to ensure that our curriculum reflects the diversity of British society. Anyone can be great at PE whatever their gender, upbringing, ethnicity, sexuality, age... Throughout the year we celebrate a range of sport events which take across the world. Events such as the Olympics, the Commonwealth Games, Wimbledon and different international football tournaments. These inspirational people are shared with the children as Hawkesley.

In PE, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic).



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Promoting diversity across our Trust



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Proud to support our LGBTQ+
staff, pupils & families



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A Disability Champion

11. Staff CPD



Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum. The PE lead is currently looking into options to support with understanding around delivering the subject follow a survey taken by staff.

- Audit
- Briefing training based on audit needs
- Curriculum leader coaching for target teachers
- Detailed MTPs
- Access to unit support through PE hub website and videos directed at teachers to support understanding for each individual lesson