

# A Curriculum to Inspire @ Mountfields Lodge

## CURRICULUM STATEMENT: Physical Education



### Our Curriculum Intent for Physical Education

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

**EXPLORE      PERSEVERE      (BE) INDEPENDENT      COMMUNICATE**

**We want our pupils to develop EPIC qualities and become EPIC learners.**

**E:** We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

**P:** We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

**I:** We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

**C:** We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The Key Characteristics that we have identified, and that we believe, will make a **GOOD PHYSICALLY ACTIVE PUPIL** are:

- Have the ability to acquire new knowledge and skills and develop an in-depth understanding of PE.
- Be willing to practise skills in a wide range of different activities and situations **independently**, in small groups and in teams and to apply these skills in chosen activities
- **Persevere** to achieve high levels of performance, demonstrating self-control and having the ability to remain physically active for sustained periods of time.
- Have high levels of physical fitness and understand how exercising regularly is part of a healthy lifestyle.
- Demonstrate high levels of originality, imagination and creativity in their techniques, tactics and choreography.
- Know how to improve their own and others' performance.
- Become excellent young leaders through **communicating**, organising and motivating.
- Have a keen interest in PE with a willingness to participate eagerly in every lesson and want to **explore** whilst showing positive sporting attitudes.
- Be able to make informed choices about engaging fully in extra-curricular sport

We believe that physical activity benefits the children's physical, mental and emotional well-being. At Mountfields Lodge P.E. develops children's physical skills providing them with the knowledge and understanding of the importance of physical activity on their physical health; developing strong muscles, bones and the awareness of the impact of exercise on the body. Our P.E. also enhances

the children's mental and emotion well-being developing self-esteem, confidence and enables them to develop their resilience.

We endeavour to ensure that children develop a positive and enthusiastic attitude towards physical activity enabling them to access a variety of physical opportunities so that it becomes a fundamental part of their lives. Through our P.E. we teach children the importance of cooperation and collaboration through being part of a team. We develop their understanding of fairness and sportsmanship through our P.E. lessons and other sporting opportunities.

## **Our Curriculum Implementation for Physical Education**

At Mountfields Lodge School P.E. is taught as a subject in its own right but we also incorporate active learning within other areas of the curriculum. We use the content from the EYFS statutory framework and the National Curriculum as the basis for our P.E. There is a clear progression that ensures the children have the opportunity to develop and apply skills through a range of activities.

In our Foundation Stage teachers provide a safe and inviting space with engaging, open ended resources to encourage the children to be active and physical.

Throughout Key Stage 1 the children are taught fundamental skills used within sports, rather than sport specific. The children have the opportunity in gymnastics and dance lessons to develop their fundamental movement skills and extend their agility, balance and coordination.

In Key Stage 2 children will continue to apply and develop a broader range of skills. The importance of team work and collaboration with each other is developed further. Children will apply skills within a competitive environment learning team based sports e.g. football, hockey etc. they will develop flexibility, strength and balance through the teaching of gymnastics and dance.

Our Year 3 children will receive a block of swimming lessons delivered by qualified swimming teachers.

Alongside our P.E. curriculum we also provide opportunities for pupils to practice and develop skills. Each class takes part in physical activity such as Active Breaks, Mountfields Mile and have access to a variety of resources. We maximise our outdoor spaces for cross-curricular learning.

There are opportunities within our curriculum for children to participate in competitions; this can be within lesson using small sided games or across year groups with events such as sports days.

We take part in interschool competitions through our LPAP Sports Partnership, involvement with Team Charnwood and the School Games pathway and also opportunities set up between ourselves and local schools.

Some of these competitions provide opportunities for our more able athletes to compete against children of a similar ability and provide pathways to regional and national competitions. In addition to specific P.E. lessons we also provide opportunities for children to access extra-curricular physical activity through a range of sporting and active clubs e.g. cross country, multi-sports, karate. Other competitions give children the opportunity to represent the school in a variety of sports.

We are involved with providing competitions for inclusive sports and have strong links with Leicestershire and Rutland Disability Sports.

Sporting events are used to support charities e.g. Sports Relief, with the focus being enjoyment for all.

We access positive sporting role models from our local community; visits from national athletes coaching opportunities from Loughborough College and University. We also signpost our children to local events and clubs.

### Our expectations for Teaching and Learning are:

- There will be daily physical learning opportunities in our Foundation Stage
- KS1 and KS2 will have two planned P.E. lessons each week providing sufficient time for them to learn and/or consolidates appropriate skills
- Pupils will wear appropriate kit
- Staff will be positive role models when teaching or supporting P.E. lesson e.g. appropriate dress, enthusiasm
- All pupils will participate in P.E. lessons with adaptations made where needed
- Behaviour expectations for P.E. lessons are the same as in class
- Instructions clearly explained and followed by all ensuring safety during activities
- Pupils will be taught about the importance of fair play and sportsmanship and demonstrate this in their practice
- Appropriate equipment will be provided and maintained for each area of the curriculum
- There will be a balance across a year of the different areas of P.E.
- There will be written plan for each block of teaching
- Lessons will have a clear structure and children will be taught the importance of warm up and cool down

### KS1

P.E. is taught on a 2-year cycle and taught as a whole class.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Indoor PE</b>	Gymnastics	Dance	Yoga	Gymnastics	Dance	Gymnastics
<b>Outdoor PE</b>	'Hands & Feet' Movement Skills + Ball Skills	Health Related Exercise (HRE) Circuits & Skipping	Team Games	'Sticks & Balls' Movement Skills + Ball Skills	Athletics	Athletics

### Y3&4

P.E. is taught on a 2-year cycle and taught as a whole class.

Cycle A 2021/22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Onyx</b>	Invasion Games Netball Swimming	Invasion Games Uni hoc Gymnastics (Stretch & Curl / Balance)	HRE circuits/skipping Tri Golf	Net Wall Tennis Dance	Athletics Archery	Athletics Striking & Fielding Rounders
<b>Garnet</b>	Invasion Games Netball Gymnastics (Stretch & Curl / Balance)	Invasion Games Uni hoc Swimming	HRE – circuits/skipping Dance	Net Wall Tennis Tri Golf	Athletics Archery	Athletics Striking & Fielding Rounders
<b>Sapphire</b>	Invasion Games Netball Tri Golf	Invasion Games Uni hoc Gymnastics (Stretch & Curl / Balance)	HRE – circuits/skipping Swimming	Net Wall Tennis Dance	Athletics Archery	Athletics Striking & Fielding Rounders

<b>Emerald</b>	Invasion Games Netball Gymnastics (Stretch & Curl / Balance)	Invasion Games Uni hoc Tri Golf	HRE – circuits/skipping Dance	Net Wall Tennis Swimming	Athletics Archery	Athletics Striking & Fielding Rounders
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<b>Cycle B 2020/21</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Onyx</b>	Invasion Games Basketball Swimming	Invasion Games Tag Rugby Gymnastics	HRE – X Country HRE Circuits	Net Wall Tennis Dance	Athletics Badminton	Athletics Striking & Fielding Rounders
<b>Garnet</b>	Invasion Games Basketball Gymnastics	Invasion Games Tag Rugby Swimming	HRE – X Country Dance	Net Wall Tennis HRE Circuits	Athletics Badminton	Athletics Striking & Fielding Rounders
<b>Sapphire</b>	Invasion Games Basketball HRE Circuits	Invasion Games Tag Rugby Gymnastics	HRE – X Country Swimming	Net Wall Tennis Dance	Athletics Badminton	Athletics Striking & Fielding Rounders
<b>Emerald</b>	Invasion Games Basketball Gymnastics	Invasion Games Tag Rugby HRE Circuits	HRE – X Country Dance	Net Wall Tennis Swimming	Athletics Badminton	Athletics Striking & Fielding Rounders

## Year 5&6

P.E. is taught on a 2-year cycle and taught as a whole class. One session is taught by the class teacher and the other by an HLTA to cover PPA.

<b>Cycle A 2021/22</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Turquoise Amethyst Moonstone</b>	Gymnastics (Spinning & Turning / Flight)	Invasion Games  Football	Dance	OAA  Orienteering	Net Wall  Tennis	Striking & Fielding  Cricket
<b>Larimar Serpentine</b>	Invasion Games  Football	Gymnastics (Spinning & Turning / Flight)	Dance	OAA  Orienteering	Net Wall  Tennis	Striking & Fielding  Cricket
<b>Year 5 &amp; 6 (PPA cover time)</b>	invasion Games  Hockey	Invasion Games  Tag Rugby	Netball	HRE -  Skipping / Circuits	Athletics	Athletics  Striking & Fielding  Rounders

## Progression Map for PE

<b>Games</b>	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Throw and catch with two hands.</li> <li>• Move a ball with hands and feet.</li> <li>• Stop a beanbag or large ball sent to them using hands..</li> <li>• Run and stop when instructed.</li> <li>• Move around showing limited awareness of others.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination</li> <li>• Use the terms 'opponent' and 'team-mate'</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>
<b>Y34</b>	<ul style="list-style-type: none"> <li>• Throw and catch with control and accuracy.</li> <li>• Strike a ball and field with control.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>• Pass to team mates at appropriate times</li> <li>• Choose appropriate tactics to cause problems for the opposition</li> <li>• Follow the rules of the game and play fairly</li> <li>• Lead others and act as a respectful team member.</li> </ul>
<b>Y56</b>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul>

<b>Athletics</b>	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Run and stop with control</li> <li>• Jump and hop with bent knees</li> <li>• Throw large balls and bean bags into a space</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Run with good posture and balance</li> <li>• Start, stop and change pace in response to instructions</li> <li>• Demonstrate various jumps in response to instructions</li> <li>• Use an underarm action to throw accurately at a target and for distance</li> <li>• Co-operate with others working in partners or as part of a small team</li> </ul>
<b>Y34</b>	<ul style="list-style-type: none"> <li>• Sprint over a short distance up to 60 metres.</li> <li>• Run over a longer distance up to 400m conserving energy in order to sustain performance.</li> <li>• Use a range of throwing techniques (such as under arm, over arm).</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> <li>• Jump in a number of ways, using a run up where appropriate.</li> <li>• Compete with others and aim to improve personal best performances.</li> </ul>
<b>Y56</b>	<ul style="list-style-type: none"> <li>• Sprint over a short distance up to 80 metres.</li> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Run over a longer distance up to 800m conserving energy in order to sustain performance.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take-off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement</li> </ul>

<b>Dance</b>
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<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Copy basic body actions and rhythms.</li> <li>• Choose and use travelling actions, shapes and balances.</li> <li>• Travel in different pathways using the space around them.</li> <li>• Begin to use dynamics and expression with guidance.</li> <li>• Begin to count to music</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>
<b>Y34</b>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching</li> </ul>
<b>Y56</b>	<ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>

<b>Gymnastics</b>	
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Create shapes showing a basic level of stillness using different parts of their bodies.</li> <li>• Begin to take weight on different body parts.</li> <li>• Show shapes and actions that stretch their bodies</li> <li>• Copy and link simple actions together</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul>
<b>Y34</b>	<ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul>
<b>Y56</b>	<ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including:  travelling      balances      swinging      springing      flight  inversions      rotations      linking skills      stretching      twisting</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> </ul>
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Swimming	
EYFS	N/A
KS1	N/A
Y34	<ul style="list-style-type: none"> <li>• Swim unaided up to 25 metres.</li> <li>• Coordinate leg and arm movements for breast stroke, front crawl and back stroke</li> <li>• Coordinate breathing as appropriate for the stroke being used.</li> <li>• Swim at the surface and below the water.</li> </ul>
Y56	N/A

OAA	
EYFS	N/A
KS1	N/A
Y34	<ul style="list-style-type: none"> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps to orientate themselves.</li> </ul>
Y56	<ul style="list-style-type: none"> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a maps and compasses in order to orientate themselves.</li> </ul>

### **Curriculum Impact Statement**

In our school we have a set of assessment ‘tasks’/tools that we use across all Foundation subjects; tasks/tools that are widely used (by teachers) and widely known (by pupils). We use these in **P.E.**

We believe that they have maximum impact on T&L outcomes (learning ‘stickiness’ and impact on ‘next lesson’ content and approach) for minimum demand upon staff workload and pupil wellbeing.

In **P.E.** we recognise that we need to:

- **Share the Curriculum ‘Journey’** – *do the pupils know what they are doing and why they are doing it and where it ‘fits in’?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Has it stuck?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson? Has it stuck?*
- **Using ‘the checks’ to adjust T&L** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in **P.E.** it will be relevant and impactful.



## Our 3 agreed approaches to assessment in P.E. are

### 1) At the Planning Stage

CTs refer to the **Progression Map for P.E.** (x-ref Curriculum Implementation statement) at the point of planning and consider not only the 'current' Yr Gp expectations but also make themselves fully aware of the 'previous' and the 'next' expectations.

CTs then reference 'prior learning' in their introductory slide(s) (ppt/flipchart) to a new theme/unit; i.e. 'Do you remember in Year ? when you did/learned about/found out about?'

CTs judge the 'stickiness of the prior learning' and help pupils contextualise their learning. We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

### 2) The Learning Journey

CTs create and share **The Learning Journey** of each unit/theme in **P.E.** (in a ppt or flipchart slide); this includes **Skills related to the unit of work and Questions related to physical health and fitness** (max.6) that are to be answered throughout the theme/unit, Unit-specific **vocabulary** that must be used/taught and the **Core Learning** expectations. The learning journey may also contain link to videos enabling children to see quality performances in different sports.

The slide is referred to at the beginning of each **P.E.** lesson; the strength of this is the coming back to it regularly and making sure the questions are answered and the vocabulary is embedded.

Our school's **Core Learning** expectations in **P.E.** map out the 'non-negotiables' along the Learning Journey of a pupil in MfL. These **Core Learning** expectations are taken from our school's **P.E. Progression Map**, which itself reflects the **National Curriculum**.

They clarify **our Curriculum Intent** for **P.E.** They are our, ***'by the time a pupil in MfL leaves (an identified Yr Gp) they must know/have experience of/ learn...'***

They 'build' on previous learning/K&U/skills and are our 'points of assessment' in **P.E.** along the Learning Journey; they are things that are assessed by CTs and their stickiness monitored by Subject Leads and the SLT. They are how we assess **P.E.**