



Chilthorne Domer Church School Curriculum Statement

Physical Education



'Together we love, we aim high and we celebrate!'

"All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport." – Primary School Sport.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Variety of warm ups – children to develop their knowledge of why this is important and how their bodies start to change. • Review most recent learning in PE • Demonstration of skills including key teaching steps and key vocabulary. Explain key vocabulary and the meaning to children. • Explore using different equipment to perform the skill. • Provide opportunities for the children to work interactively. • Provide opportunities for children to critically review their own work and that of others. • Cool down – children to develop their knowledge of why this is important. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the skills and techniques needed to complete activities at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the physical education curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as athletes. • Ensure an appropriate progression of skills is in place over time so that pupils are supported to be the best they can be, and challenge teachers to 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include high quality WAGOLLS, including skills, and carefully chosen vocabulary, which are regularly updated. • Promote a healthy lifestyle within the classroom. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of development.

<p>support struggling athletes and extend more competent athletes</p> <ul style="list-style-type: none"> • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 		<ul style="list-style-type: none"> • Opportunities where children have applied the skills learnt within competitive competitions.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. <p>We will measure progress by:</p> <ul style="list-style-type: none"> • Observations • Self assessment • Peer assessment 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work because they know how to be successful. • Safe and happy in P.E lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Able to talk about how to perform a variety of skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils • Collate appropriate evidence over time which indicates that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.