



How we teach Physical Education



This document outlines: the intent and rationale behind our PE curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Physical Education curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children will explore and develop their skills in a range of activities, including, but not limited to, a variety of games, dance, gymnastics, swimming, athletics and Outdoor Adventurous Activities and revisit these domains in later years to build upon previous learning.	Children will be exposed to competitive sport and other activities through imitating game scenarios in our lessons, hosting inter-school competitions and selecting pupils to represent the school at intra-school events and competitions.	Children will possess the foundations to lead healthy and active lives by being both physically confident and competent learners who possess the confidence, resilience, and social skills to thrive in the next stage of their education.

At Godmanchester Bridge Academy, we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at GBA, not only through the sporting skills taught, but through the underpinning values and disciplines that we hold dear.

Aims of the PE Curriculum

At Key Stage 1 (Years 1-3) the national curriculum for PE aims to ensure that all:

Pupils should 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 should 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 should 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.
- Formal elements

At Key stage 2 (Years 3-6) the national curriculum aims for pupils are that:

Pupils should 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

At Key Stage 2, pupils should 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.
- to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Early Years

In Early Years the children will learn through the specific Early Learning goal of Physical Development and the whole curriculum is tailored to providing many experiences to use gross motor skills. Gross motor skills are the abilities required in order to control the large muscles of the body for walking, running, sitting, crawling, everyday activities such as dressing and self-care and are essential in maintaining appropriate posture which links to the children's fine motor skills e.g. drawing, writing and cutting.

Read more: <http://www.healthofchildren.com/G-H/Gross-Motor-Skills.html#ixzz6g1tYxB6m>

Specifically, the children will;

- 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.
Additional experiences
- Children have regular access to appropriate outdoor space through the day.
- Open-ended resources are provided.
- Children often make assault courses that develop their balance and co-ordination.
- Open-ended resources are available for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing.

Physical Education - Implementation

Modular Approach – Knowledge and Skills

At Godmanchester Bridge Academy, PE is taught across each year group in modules that enable pupils to have access to:

- ***Clear and comprehensive scheme of work in line with the National Curriculum.***
In P.E, children will study four areas of sport. These include: Gymnastics, Athletics, Games and Dance. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader and explore many different outdoor activities. There is a module devoted to the fundamentals (key skills which underpin all sports) and to health, wellbeing and fitness.
- ***PE Kit***
Children have access to a Godmanchester Bridge Academy PE kit when they represent the school in competitions, at school and away.
- ***Access to experts***
Over the period of their time at Godmanchester Bridge Academy children will have opportunities to work with PE experts.
- ***Inter Events***
Children will have access to competing against pupils from other schools.
- ***Intra Events***
All pupils will have access to competing against pupils in school over the course of the year.
- ***Displays***
Displays in school will celebrate involvement in PE and is linked to wellbeing.

Vocabulary

Children are taught to use the appropriate vocabulary connected to the sport and skill they are learning e.g. pivoting, manoeuvring, sequence etc. Key vocabulary is shared as part of the learning objective and reinforced throughout the session.



All Pupils:

- access an adapted curriculum lead by the subject lead that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- one-to-one interaction and targeted intervention by the teacher/coach.
- differentiated lesson structure, e.g. more paired/ discussion work or increased mini-plenaries during PE activities.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.

Specific Pupils Need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs – this can be met through 1:1 coaching.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).



Assessment

Teacher and self-assessment form part of every session. Teachers and coaches will continually assess the acquisition of skills and knowledge throughout each session and will reinforce, support or challenge pupils accordingly to deepen their understanding and master techniques. Pupils are encouraged to peer and self-assess, e.g. considering form or effectiveness and how these can be modified and improved.

Observation and feedback

Subject leads regularly observe lessons and check planning to ensure progress within lessons. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Sports coaches with specialist subject knowledge are involved in school CPD and ensuring progression through the curriculum.

Ongoing Teacher Assessment and Development

Assessment is used by teaching staff to inform future planning. CPD will be planned to allow staff to be confident in making sure the children are performing to the best of their ability and acquiring the skills and knowledge needed.

The expected impact of following the Cambridgeshire Scheme of PE is that we will:

- To provide access to a broad and balanced curriculum, covering a range of sports and activities.
- To progressively develop children's skills and capabilities through sequential learning opportunities.
- To provide opportunities to learn to move to become physically competent.
- To provide opportunities to learn through movement to develop communication, decision making and leadership skills.
- To provide children with the capability to support their own health and fitness throughout their lives.

Subject Map

Year	Autumn	Spring	Summer
R	Fundamentals 1 & Fundamentals 2	Dance & Gymnastics	Ball Games & Athletics
1	Indoor: Dance / Gymnastics Outdoor: Fundamentals 1 / Fundamentals 2	Indoor: Gymnastics / Dance Outdoor: Adapted Netball / Football	Indoor: Gymnastics / Dance Outdoor: Athletics / Striking & Fielding
2	Indoor: Dance / Gymnastics Outdoor: Fundamentals 1 / Fundamentals 2	Indoor: Gymnastics / Dance Outdoor: Adapted Netball / OAA	Indoor: Gymnastics / Dance Outdoor: Athletics / Striking & Fielding
3	Indoor: Gymnastics / Dance Outdoor: Ball Handling / Tag Rugby	Indoor: Gymnastics / Dance Outdoor: Football / OAA	Indoor: Athletics Outdoor: Athletics / Striking & Fielding
4	Indoor: Gymnastics / Dance Outdoor: Basketball / Ball on the Ground	Indoor: Gymnastics / Dance Outdoor: Hockey / Net Games	Indoor: Athletics Outdoor: Cricket / Athletics
5	Indoor: OAA / Gymnastics Outdoor: Netball / Football	Indoor: Dance / Gymnastics Outdoor: Flag Football	Indoor: Dance Outdoor: Cricket / Athletics
6	Indoor: OAA / Gymnastics Outdoor: Hockey / Tag Rugby	Indoor: Dance / Gymnastics Outdoor: Flag Football	Indoor: Dance / Swimming Outdoor: Athletics / Cricket