



Physical Education: Intent, Implementation & Impact

Curriculum Intent

The 2014 National Curriculum for Physical Education aims to ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

At Maulden Lower School we inspire all children to enjoy physical activity and to develop physical literacy. We offer a varied and engaging program of physical activity to ensure that all children progress through our fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle, increase their self-esteem and encourage each other to achieve.

We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

Children will:

- know the importance for good health of physical activity, exercise, positive mental health and making healthy eating choices
- master movements and develop balance, agility and co-ordination
- participate in both team and competitive games and apply principles for attacking and defending
- understand the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor activities and work towards achieving and improving their personal best

Curriculum Implementation

Our PE curriculum is taught using the Get Set 4 PE scheme and enhanced physical activities linked to topics are threaded through the curriculum. Long-term plans ensure that we meet the requirements of the National Curriculum and Early Years Foundation Stage and our Whole School Curriculum Map

shows progression across the key stages. All pupils receive at least two hours of high-quality PE and active learning opportunities using the outside space and school hall. All children have weekly PE lessons with their class teacher or HLTA and have sports opportunities led by a qualified coach. Our PE curriculum ensures progression of knowledge and skills throughout children's lower school education, thus enabling children to build upon prior experiences and apply these fluently, with confidence.

Children also have the opportunity to further these skills at inter and intra sports events and after school clubs. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participating to win. We have an inclusive approach and value the importance of physical and mental well-being.

Children take part in a range of invasion, striking and fielding or net and ball games, we promote imagination and creativity in gymnastics and dance as well as providing opportunities for athletics using both indoor and outdoor environments. In KS2, children go on a residential course for outdoor activities. We provide opportunities for KS2 children to become confident in the water, knowing how to keep safe and also work towards meeting the National Curriculum requirements of swimming 25m by the end of Year 6.

Playtimes are an important part of our children being happy, healthy and ready to learn. We have a long-term action plan in place to improve our outdoor environment and resources. We have KS1 and KS2 playgrounds, a beautiful sports field, outdoor KS2 classroom and an outdoor area specifically for the EYFS children.

To develop leadership and communication skills, children in Year 4 can experience the role of a Sports Leader taking responsibility in encouraging younger children to learn how to play collaborative games, respecting rules and to be as active as possible during playtimes. The Sports Leaders are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

At Maulden Lower School we are active learners and we support the children to develop positive attitudes as well as their physical health and emotional wellbeing. We promote a physically active learning approach across all subjects and we strive to get the children off their seats, not only as a way to raise attainment but to help improve children's health, communication, leadership and life skills. We teach positive Values such as determination, teamwork, honesty and sportsmanship and life skills such as striving for a personal best, positive Growth Mindset, positive sense of self and group participation.

Early Years

Physical Development: Gross Motor Skills ELG

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Physical Development: Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Personal, Social and Emotional Development: Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Key Stage One

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.

Lower Key Stage Two

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.

Assessment

Teachers continually assess children's knowledge, understanding and skills in physical education and sporting activities by making observations of the children during lessons, events and games. This assessment is then used to inform adaptation, support and challenge required by the children.

As part of our assessment for learning process, children will receive verbal feedback to aid their understanding, skills and progress in the subject. Children are also encouraged to be critical of their own actions, highlighting their own next steps.

Curriculum Impact

By the time children leave Year 4, we aim for our children to develop motivation, confidence, physical competence and knowledge and understanding which will have a positive impact on their future by becoming physically active citizens to benefit their long-term health and well-being. Children will have been given the opportunity to participate in a variety of sports and physical activities which are engaging and fun. Children will instinctively utilise skills and knowledge acquired during PE, sports and physically active lessons, encouraging them to take responsibility for their own health and fitness thus encouraging them to lead a positive, active and healthy life.

In order for this to happen, the Physical Education Subject Co-Ordinator, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the physical education curriculum and the standards achieved by the children. The subject co-ordinator will complete monitoring activities throughout the year.

This monitoring takes the form of:

- formative teacher assessment of pupils' achievement
- summative assessment at the end of each session unit
- pupil surveys and pupil voice activities
- parent surveys
- lesson observations
- monitoring/observing pupils' knowledge and skills
- curriculum reviews
- interest in extra-curricular activities
- pupil progress meetings with the head teacher where Sonar Tracker data is analysed and intervention and next steps are put in place for children not making expected progress.
- moderation within the FARM cluster of local schools.
- transition opportunities for our Year 4 pupils, as well as staff, to engage with Alameda Middle School.