

Curriculum Subject: PE

Equity

Intent

At Woodford, we believe that P.E. and physical activity is essential to the academic, social, emotional and personal development of every child. PE grows the potential in all children and provides the foundation for a healthy lifestyle, building key qualities such as teamwork, resilience, respect and leadership. Our curriculum is built around the 3 key pillars of PE: motor competences, rules, strategies, and tactics and healthy participation. It is planned progressively to allow children to learn new skills, build on and embed previously learned skills. In the early years, children are taught to develop the key fundamental motor skills, which allow them to become physically literate. As they progress through the school, they are given chance to apply these skills by participating in various game-based activities that require more specialised movement patterns, informed by their knowledge rules, strategies and tactics. Over the course of their PE journey at Woodford, our children develop an understanding of the importance of well-being and leading a healthy, active lifestyle beyond PE lessons.

Expectations

- All children experience two hours of high-quality PE teaching each week and 30 active minutes a day.
- ARENA schemes of work used to ensure skills progression and lesson consistency across the school.
- Clear lesson objective set at the start of each session
- 3 phase teaching approach: teacher instruction, guided demonstration and independent practice.
- Retrieval: children given opportunity to use and practice previously acquired skills.
- Aim for around 15-20% teacher speak and 80-85% activity time.
- In KS2, an intra-school house competition or presentation should take place at end of PE unit.
- Assessment for learning carried out during PE lessons and at the end of each PE unit.
- By the end of year 6, all children will have the opportunity to attend swimming lessons and be able to swim a minimum of 25m.

Opportunities

- Opportunities are provided for a wide range of children to attend sports events and represent Woodford at competitions with other schools.
- Intra-school competitions, such as Sports Day, with parents invited to watch.
- Woodford's Sports Leaders help to run and officiate events and clubs to develop leadership skills, as well as providing personal challenges for younger children during play leading.
- Outside of PE lessons, there are frequent times during the week where children are provided with opportunities to be active, such as the Daily Mile, moves brain breaks, extra lessons, break / lunchtimes and extra-curricular clubs.
- Play leaders.
- Bikeability
- Big walk and wheel
- Plymouth schools challenge

Adaptations

- In PE, activities are modified to take into consideration physical needs / barriers (ARENA- STEP Space Time Equipment People).
- Adapted equipment used to allow all children to access the activities e.g. balls, socks.
- Carefully considered groupings in PE to ensure that children do not become emotionally overwhelmed or anxious during activities.
- Additional support in lessons may be required from an adult who is attuned to their individual pastoral, emotional and learning needs.
- When giving feedback in PE, peer review with small groups or pairs rather than whole class watching.
- Use ARENA end-of-unit assessment to identify children who may require adapted provision / PE intervention.
- Consistency in approaches across the subject and across the school, including when coaches teach PE.

Social Structures

- Silent signals
- Talk partners
- Choral rehearsal of key vocabulary
- Shared discussion and demonstrations
- Follow clear lesson structure and routine.

Diversity

At Woodford, we understand the importance of diversity. Our curriculum is underpinned by the British values: **Individual liberty**: PE allows children to decide how far to devote themselves to a sport. They may set personal targets and will use their individual liberty to progress towards them. **- Mutual respect and tolerance**: In PE, children are able to practise democratic values such as working together, regardless of differences and ability. We promote respect in sport. **Democracy**: In PE, children recognise the need for different roles and responsibilities within a team. Pupil voice is heard when house captains are selected. **The rule of Law**: PE provides opportunity to make explicit the need for rules and laws governing conduct on the field of play. This helps to foster an inclusive and respectful school culture, where everyone is accountable for their actions.

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We promote correct use of tier 3 vocabulary and connect knowledge to build schema in the long-term memory.

CURRICULUM DELIVERY			
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.			
Entry	Consistent Approach	Common Language	Teacher/TA Role
Entry	Ready for learning: • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge. High-quality collaborative learner talk.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MYT' 'TYP' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence. Scaffolding support to adapt access for children to progress with knowledge content.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it yet again.' 'Say it again better' 'MYT' 'TYP'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.
Deliberate Independent Practice (You do)	Assessment for learning. Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured. Live feedback to address misconceptions and deepen thinking.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?

Assessment and Curriculum Knowledge Content

All children included in learning and have access to the curriculum content - Equity.
All children secure new knowledge and progress with learning.

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.