

Bempton Primary School

Physical Education

Curriculum



Intent

Physical Education and sport play an important role within the curriculum at Bempton Primary School. This subject is one of the key areas that helps us to fulfil Bempton's mission of encouraging pupils to 'strive for excellence'. Our extensive PE and school sport curriculum provides opportunities for pupils to become physically confident in a way which supports their mental and physical well-being. Pupils of all physical abilities have the opportunity to take part in a wide range of activities, which helps them to develop their physical skills, build their characters and resilience, whilst also embedding values such as fairness and respect.

Our PE curriculum intends for all children to:

- Develop competencies to excel in a broad range of physical activities
- Learn and develop a variety of sport-specific skills
- Be physically active for sustained periods of time
- Engage in competitive sports and learn the values of teamwork, resilience and how to cope with failure and success
- Analyse, reflect and improve upon performance
- Understand their bodies and how they adapt during physical exercise
- Lead healthy, active lives

At the end of Foundation at Bempton

In EYFS, the focus is on developing fundamental movement skills (FMS) - more specifically children's balance, movement, throwing, catching, rolling, dribbling and striking.

Pupils will be taught to:

- 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
- Develop their core strength, stability, balance, spatial awareness, coordination and agility

At the end of EYFS, we expect all children to have developed their fundamental movement skills (FMS) and be ready to improve

At the end of KS1 at Bempton

We continue to work with children on developing their FMS and start to gradually introduce children to a greater variety of sports. FMS continues to be progressed and assessed through age-related expectations and children begin to slowly sequence the learning of their FMS into fundamental sport skills (FSS) as they learn different sports and have experienced a broader range of physical activities/ games. Children are set group and personal challenges to motivate and stretch them within their learning.

Pupils will be taught to:

- Improve basic movements including running, jumping, throwing and catching
- Develop their balance, agility and coordination
- Begin to apply these skills to a range of activities and participate in some team games

At the end of KS2 at Bempton

During Key Stage 2, our curriculum focuses on a broad range of sports and activities. The main focus in this stage is on developing children's fundamental sport skills (FSS) whilst still enabling children to grow holistically. In KS2, we attempt to provide lots of opportunities for children to attend extracurricular sport activities and clubs with the aim to provide a pathway for them to join local teams.

Pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching
- Improve balance, agility and co-ordination, and begin to apply these to a range of activities and sports
- Participate in competitive team games and develop tactics for attacking and defending

<p>upon these in KS1 with the plan to transfer these skills into a simple sporting setting.</p>	<ul style="list-style-type: none"> ● Develop some basic tactics for attacking and defending ● Perform dances/ gymnastic routines using simple movement patterns <p>Our vision at the end of KS1 is that all children have managed to underpin the basic FMS to allow them to move into KS2 feeling confident in their ability to participate, actively learn and compete in a variety of sports.</p>	<ul style="list-style-type: none"> ● Perform dances/ gymnastic routines using more advanced movement patterns ● Take part in outdoor and adventurous activity challenges both individually and within a team ● Reflect upon and analyse their performances with the goal to demonstrate improvement. <p>Our vision at the end of KS2 is that all children have mastered basic movement patterns and have developed their FSS so that they can transfer these skills across a range of sports and physical activities. We intend for children to be able to critically analyse their own performance in order to improve their future performance.</p>
---	--	--

Implementation

School Beliefs

“We want 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” (Sport England)

- 1) All pupils can succeed and achieve in physical education
- 2) Children learn best when improving upon previous learning in small, manageable steps
- 3) A holistic approach is fundamental in developing children’s skills and knowledge
- 4) Developing knowledge of physical education will lead to a healthy and active lifestyle
- 5) Children need opportunities to explore and apply learnt skills to a variety of sports, games, and activities



Content, Sequencing and Retrieval

PE units are taught in a chronological order. The lessons are supported through the Scheme of Work (Steps into PE). The Long-term plan ensures that pre-requisite knowledge and skills are considered and linked to their new learning. Opportunities to revisit and retrieve prior learning are integrated into the scheme of work



Support, Inclusion and Progress for All

- Teachers are encouraged to use PE as an opportunity to develop the whole child: physically, socially, and emotionally. This holistic approach reinforces our school values and ethos. It also links to the 'learning cogs' set out in Real PE.
- Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units
- Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of Bempton's teaching and learning opportunities
- Some children have specific support and guidance taken from their EHCP and SEND provision map
- Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels

Pedagogy: How the Curriculum is Taught

At Bempton, the teaching of PE is underpinned by methodical, coherent, curriculum design (Steps into PE) and supported by carefully crafted lessons and resources to ensure children are successful and make sufficient progress in their lessons. The scheme 'Steps into PE' helps support our children to develop the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. This unique, child centred approach transforms how we teach PE to include challenge and support for every child. 'Steps into PE' is fully aligned to the National Curriculum requirements and focuses on the development of agility, balance and coordination, healthy competition, and cooperative learning.

Within our PE curriculum there are four main elements:

- **Basic Skill** – mastery and achievement of the critical elements of the skill according to the age and developmental level of the students.
- **Combinations** – once the basic skills and critical elements are mastered, other skills and movement concepts can be added.
- **Skill in Contexts** – The pupils use the skills, movements, and combinations are performed in a variety of contexts.
- **Disciplinary Activity** – As skills and concepts progress through phases 1, 2, and 3, the application of the skill occurs in different content areas within games, sports, gymnastics, and dance.

In addition, we employ and carefully utilise specialist coaches to support the delivery of the PE and Sport curriculum at Bempton. Fully qualified coaches are used across key stages to deliver expert lessons, which contain specialist modelling and feedback, to ensure all children make progress and thrive in PE. These specialist coaches also provide children with a broad range of sporting experiences and physical activities, which we strongly believe helps to encourage our pupils to live active, healthy lives and take part in the various sports clubs we offer at school.

Impact

Assessment

We use a varied approach to assessment within PE:

- 'Steps into PE' assessment is used to measure, monitor and assess children's progress
- Specialist coaches create reports based on children's performance in relation to the NC objectives
- Retrieval practice takes place verbally at the beginning of every lesson to recap prior learning
- Assessment for learning is used within each lesson through the skilful use of questioning and live feedback with demonstrations/ modelling

Cultural Capital

Enrichment and extracurricular sporting events are an essential part of the Bempton's PE Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within PE:

- Morning and after-school sports clubs
- External specialist coaches to support the delivery of our PE programme
- Bridlington Schools Sports Partnership and inter-school sports competitions
- Healthy living week and Sports Day
- Inspirational visits from elite sports men and women
- Charity fundraisers sporting events
- Year 5/6 residential to Bewerley Park (outdoor sports/games specialists)
- School trips to Sewerby Park and Danes Dyke
- Swimming lessons

Career Professional Development

We attempt to develop strong subject knowledge amongst all staff through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and PE pedagogy. All staff benefit from implementing the high-quality planning resources provided by the 'Steps into PE' scheme of work. In addition, staff are encouraged to observe the external coaching specialist deliver sessions to their class.

Here is a summary of the CPD activities bespoke to PE:

- 'Steps into PE' staff training
- Skill specific videos to support teachers ('Steps into PE')
- Opportunities to team teach or observe specialist coaches in PE
- Twilight PE CPD delivered by PE coordinator or external specialist coach

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Agility and locomotion	Co-ordination and object control	Stability and balance	Balance and healthy eating	Using objects and moving	Balancing and moving
Class 2	Games – Locomotion Multi Skills	Games – Send/receive <i>Gymnastics</i>	Games – Multi skills Dance	Games – Object control <i>Gymnastics</i>	Games – Net/wall Health and fitness	Athletics
Class 3	Games – Invasion <i>Gymnastics</i>	Games – Invasion Dance	Games – Invasion <i>Gymnastics</i>	Games – Net/wall <i>Gymnastics</i>	Games - Striking/fielding Swimming	Athletics
Class 4	Games – Multi skills <i>Gymnastics</i>	Games – Invasion <i>Gymnastics</i>	<i>Games – Invasion</i> <i>Gymnastics</i>	Games – Net/wall OAA	Games – Striking/fielding Dance	Athletics

Progression of Skills

Please see our progression of skills documents for each area of learning.