



INTENT

- To teach, develop and refine a wide range of knowledge and skills exceptionally well to develop a broadened understanding of PE so children can utilise this in their long-term memory.
- To provide a wide range of learning and extra-curricular experiences to enhance the cultural capital of our children through sporting experiences, external coaches, competitions and festivals and to ensure we are providing 30 minutes extra physical activity each day for every pupil.
- To develop future citizens with an awareness of how to lead an active, healthy and resilient lifestyle; where they demonstrate an initiative to become excellent young leaders and perform with a wide range of techniques and creativity.
- Develop pathways which inspire children to perform at the best of their ability through a wide range of sports.




IMPLEMENTATION

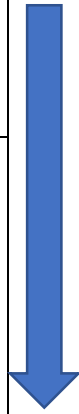
- Our Physical Education curriculum is summarised in the following schematic.
- Progressive learning will provide different contexts for PE knowledge and skills to progress as children move through school.
- Physical Education that develops a range of skills will be timetabled and regular.
- Experienced coaches are utilised to ensure children are accessing the skills, techniques and attitudes required to achieve high levels of performance.
- Super learning sport weeks allow children to experience new sports and acquire new skills and interests.
- Adults will teach pupils and model the use of target vocabulary and techniques in a variety of contexts to assist transfer to long term memory over time this is checked through pupil voice, observations and assessments.
- Competitions will be attended each term to ensure children develop a keen interest into a particular area and are allowed to experience success.

IMPACT

- Children's willingness to practice skills in a wide range of activities and situations.
- All children to have participated in competitions with a positive mindset before they leave primary school.
- Children will remain physically active for a sustained period of time.
- All children will be able to swim 25m before the end of year 6.
- All pupils will have used their initiative to lead before the end of Year 6.
- Children's use of vocabulary in other subject contexts.
- The number of children participating in extracurricular activities will continue to increase.
- Classroom Monitor.
- Lesson observations and Pupil Voice.
- Sainsburys kite mark award to remain platinum.
- High levels of physical fitness will continue to develop as children achieve their personal bests.

Develop Practical skills in order to participate, compete and lead a healthy lifestyle

	Games	Dance	Gymnastics	Swimming	Athletics	Outdoor Adventurous Activities
	Physical Development Gross Motor Skills <ul style="list-style-type: none"> 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. 					
	Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.	Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.	Children begin swimming lessons in Year 3	Athletics activities are completed through games in KS1. <i>Change 4 Life Club Playground Pod Challenges are also opportunities provided by our KS2 leaders.</i>	N/A Orienteering is completed in summer term.
	Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).	Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.	Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.	Arrive properly equipped for outdoor and adventurous activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use maps, compasses and digital devices to orientate themselves.



		and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands).				Remain aware of changing conditions and change plans if necessary.
	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>trike a bowled or volleyed ball with accuracy.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>	<p>Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>	<p>Swim over 100 metres unaided.</p> <p>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the end of a length.</p>	<p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>	<p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
<u>Competition</u>	All children are able to perform their skills and abilities through a range of performances. Interhouse sports competitions lead by sports ambassadors are organised termly. External coaches ensure a termly house tournament is held at the end of the unit of work. During KS2, Dean Valley attend a number of festivals each term in order to learn new sports and compete against other schools. League matches are attended for both football and netball. SEND festivals are also well attended to ensure all children experience physical activity at a competitive level.					
<u>Personal development</u>	All children are set a challenge to meet their personal best. In AT Sports children complete the fitness test once each term which they track their physical development through. Times for 100m sprint and 600m are recorded and displayed on the school notice board in the Summer term so children can track their personal best from reception – Year 6.					
<u>Active 30:30</u>	To ensure children are provided with an active curriculum, Dean Valley takes part in the daily mile on their running track; they use the Apollo Challenge play equipment to ensure they develop their strength; playground markings encourage children to design and play physical games during their break time. During lessons, teachers try to keep lessons as active as possible by using Go Noodle challenges and other sessions such as yoga and mindfulness to encourage a healthy body and mind. Each term, we highlight the importance of this by competing against other classes to see which has performed the most active minutes within their classroom.					

