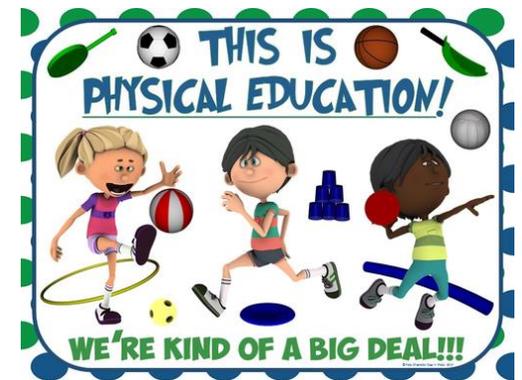


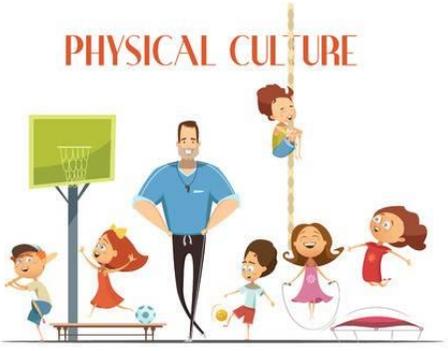
**Common Road Infant and Nursery School
Physical Education
Curriculum Statement**

'Flying High Together'

We aim to encourage our pupils to develop an appreciation and understanding of physical education through the use practical apparatus and equipment, allowing our pupils to explore knowledge of the physical body and its capabilities within a range of sporting and physical activities.

| Intent | Implementation | Impact |
|---|--|--|
| What will take place before teaching in the classroom? | What will this look like in the classroom? | How will this be measured? |
| <p>Pupils will develop their core strength and larger muscle groups in a coordinated way through suitable activities that challenge and change their bodies. At Common Road School we will promote a positive approach to physical activity, health and wellbeing. All pupils will develop their fundamental skills in agility, balance and coordination enabling them to be physically literate. Whole body strength and structure will help develop their fine motor and gross motor skills. Pupils will be given experiences of activities from their own and other cultures through movement, games and outdoor adventurous activities. For P.E. to be accessible to all children in our care whatever their level of physical ability or health it is our responsibility to ensure our school creates an environment where pupils feel safe and are encouraged to be aware of the importance of health, fitness and well-being along with being safe in P.E. To help children to begin to understand the links between taking part in a physical activity and their health. Our school will encourage all children to increase their knowledge of how the body moves and works when physically active. Lessons will be created to help children to develop an appreciation for their own capabilities and those of others. Pupils will learn how to co-operate with others as members of groups or when working with a partner. PE lessons</p> | <p>PE provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, functional fitness, gymnastics and dance. Our long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Pupils participate in high quality PE lessons taught weekly, covering sporting disciplines and skills every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time activities are available each day and children can attend after school sport clubs three times per week. Children are invited to attend competitive sporting events within the local area and out of school clubs are celebrated within school. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.</p> <p>Our teaching sequence:</p> <ul style="list-style-type: none"> • All learning will start with revisiting prior knowledge. • Staff will model specific key movements, actions and activities. | <p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary knowledge, skills and a love for sport thus equipping our children with life-long understand of health and well-being allowing them to hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.</p> |



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| <p>will provide opportunities to be creative and competitive and to break through the challenges of competing as individuals and in groups or teams. Children will develop the drive and desire to want to take part and compete in sporting activities with other local schools through close links with local Infant Schools and Minsthorpe Academy.</p>  <p style="text-align: center;">PHYSICAL CULTURE</p> | <ul style="list-style-type: none"> • Variety of warm ups – children to develop their knowledge of why this is important and how their bodies start to change. • Demonstration of skills including key teaching steps. • Explore using different equipment to perform the skill. • Provide opportunities for the children to work, independently interactively and/or collaboratively. • Provide opportunities for children to critically review their own work and that of others. • Cool down – children to develop their knowledge of why this is important. | |
| <p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Share curriculum expectations effectively to support teaching and delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more. <ul style="list-style-type: none"> • Ensure an appropriate progression of curriculum skills and knowledge are in place over time so that pupils are supported to be the best they can be, this includes challenge to support struggling athletes and extend more competent athletes. • .To work alongside our sports coaches to ensure first quality teaching of the PE curriculum. | <p>Our learning areas will:</p> <ul style="list-style-type: none"> • Provide the pupils with high quality apparatus, equipment and resources for each area of the curriculum. • Have display learning walls which include high quality WAGOLs, evidence, images and physical demonstrations of particular movements, actions and skills. • Pupils will work individually, in small groups or whole class as appropriate. • Promote a healthy lifestyle within the classroom. | <p>Recorded evidence will show that:</p> <ul style="list-style-type: none"> • A varied and engaging curriculum which develops a range of skills. • Pupils have had opportunities for practice and refinement of skills. • Increasing developing skills demonstrated during final pieces of work which showcase their learned knowledge and skills. • Clear progression of skills in line with expectations set out in the progression grids. • All pupils, over time, develop a range of skills and techniques across all of the sporting areas covered in school. • Opportunities where children have applied the skills learnt within competitive competitions. |



The class teacher will, with support from the curriculum leader:

- Create teaching plans which ensures appropriate coverage of knowledge and skills.
- Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.
- Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct equipment.

Our pupils will be:

- Engaged learners – able to ask questions confidently
- Resilient learners – who understand their own strength and areas for development.
- Able to review their own work and talk about how they can improve their practice.
- Enjoy learning in a safe environment which gives them opportunities to explore their own creative development through physical activities.
- Nurtured to overcome any barriers to their learning and develop their self-confidence.
- Develop physical knowledge and skills, confidently over time as a result of quality first teaching.

The curriculum leader will:

- Celebrate the successes of pupils in assembly, parents meetings, information meetings, governor reports and displays around school.
- Collate evidence over the year which demonstrates that pupils know more and remember more, specifically when applying different techniques, skills and movements within particular tasks.
- Monitor the standards in the subject to ensure that outcomes are at expected levels for all pupils.
- Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

**PHYSICAL
EDUCATION
IS THE ONLY
SUBJECT THAT
MAKES YOUR
HEART RACE**

School Evidence

| | Nursery | Reception | Year 1 | Year 2 |
|-------------|--|---|--|--|
| Autumn Term |  |  |  |  |
| Spring Term | | | | |
| Summer Term | | | | |

