

PE Curriculum Rationale



At Abbey Lane, we believe in providing an innovative, PE curriculum and extra-curricular opportunities for all pupils to acquire and develop new knowledge.

Our PE Vision is:

- To develop pupils personal and social skills by offering a range of opportunities for competitive sport, to improve communication, organisation and teamwork, and to nurture the values of fair-play, respect, resilience and perseverance.
- To instil a passion and life-long participation for PE, sport and physical activity by providing stimulating, enjoyable and appropriately challenging learning experiences for all.
- To encourage participation in PE and sport as we believe it is a vital contributor to a pupil's physical development and well-being, and we encourage pupils to appreciate the importance of a healthy and fit body.
- To promote equality of opportunity and aim to inspire ambition, irrespective of a pupil's ability, age, gender, cultural or ethnic background.
- To aim for all pupils to enjoy success and to be motivated to further develop their individual potential.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to the National Curriculum	Abbey Lane's PE curriculum objectives align with EYFS Learning Goals of Physical Development (Gross Motor Skills) and Personal, Social and Emotional Development (Managing Self), and National Curriculum programme of study. Swimming is provided in Year 4. Outdoor and adventurous sessions take place on the school grounds, through a residential visit in Year 6 and an activity day in Year 4. Specialist coaches support the teaching of tag rugby, football, dance and badminton. Extra-curricular activities are provided and opportunities to represent school at sporting events. All year groups in KS1 and KS2 will learn about and experience some Paralympic sports.	Pedagogical Approaches	Teacher's deliver their own progressive units of work based on the knowledge, skills and vocabulary provided through our implementation grids. Lessons begin with warm ups and the children's learning objective is shared. New skills are modelled and demonstrated to the children with carefully planned teaching points. Children with particular strengths are engaged to model skills and lead activities. Children are then given opportunities to practise their key skills and knowledge through a variety of independent, partner and group activities, and later these skills and knowledge are applied to game and whole class situations. Lessons conclude with an opportunity for children to reflect and evaluate their performance.	Approach to assessment	Ongoing teacher assessment takes place to ensure that children are confidently demonstrating the key skills and knowledge needed to meet age-related expectations. Continuous observation takes place during lessons and formative assessment strategies such as target questioning and talk partners are used to check children's understanding of key knowledge and vocabulary. Teachers complete assessment trackers for each PE unit, which are used to inform future planning and differentiation.
End points	By the end of KS2, we aim for the vast majority of children to meet at least the National Curriculum age related expectations. Our children will acquire new substantive knowledge and will be able to apply these fundamental PE skills in a wide range of activities and situations. Children will be competent, young leaders, who display an excellent sporting attitude. Our children will show engagement towards sport and competitive sport, and will be eager to celebrate their sporting achievements.	Teachers' Expert Knowledge	Teacher's are provided with opportunities for CPD through our local sports partnership, Forge. Currently, Forge also provide teacher's throughout the school with curriculum support in dance and gymnastics. We work collaboratively with local sports organisations who support the development of staff knowledge whilst delivering lessons to the children.	Performance Data	Teachers assess pupil performance based on the disciplinary and substantive knowledge outlined in our PE curriculum in order to judge when they are working within and exceeding age-related expectations and to identify gaps in students' learning. End of KS2 swimming and water safety data is published annually in the Sports Premium report.

Sequencing

Children will have the ability to take responsibility for their own health and fitness and maintain a healthy lifestyle.

Our PE curriculum is built upon our own progression of substantive and disciplinary knowledge which enables children to learn appropriate skills and knowledge for their age level. Each strand of PE is visited within each phase in order to consolidate and embed key concepts, skills, knowledge and vocabulary. In EYFS, children are taught key fundamental movement skills which can be built upon in KS1 and KS2.

Addressing Social Disadvantage

At Abbey Lane school we believe that all children should have equal access to our PE curriculum. PE lessons are differentiated to provide appropriate learning opportunities for all abilities and we have a range of PE equipment to cater for children's individual needs. We are aware that children come from different backgrounds where there may be limited sporting experiences. Sports Premium Funding is used to ensure that children have the opportunity to participate in competitions, to provide playground equipment and to participate in further sporting opportunities where appropriate.

Local Context

We recognise that Sheffield is rich in green spaces and parks, which provide excellent spaces for physical activity to take place. We plan to use local green areas for outdoor and adventurous lessons to promote a culture where physical activity is part of everyday life. We have established links with many local clubs and sports providers which enables our children to participate in activities off-site such as sports day, a swim gala and swimming, badminton and tennis lessons. This gives children access to a wide range of sports, which they may otherwise not have had access to.

Promoting Discussion and Understanding

In PE lessons, collaborative working is encouraged through the use of partner and group work. Children work collaboratively to make plans and discuss team tactics and strategies. Teachers use target questioning to check understanding and to encourage children to reflect on and evaluate their performance.

Knowing More and Remembering More

Our Implementation grids show the key knowledge, skills and vocabulary to focus on in each unit. These are referred to within each lesson and are frequently revisited through a block of lessons. Children are encouraged to use key knowledge and vocabulary during discussions. Units are also repeated within each phase to allow children to revisit their learning in order for it to be transferred into their long term memory.

Teacher Assessment

In each PE lesson, teacher assessment takes place through continuous observation to measure the children's progress against the lesson's learning objective. Frequent use of mini-plenaries and plenaries are used to address misconceptions and to re-model the lesson outcomes. Teachers also carry out gap analysis throughout the unit to identify which children can confidently demonstrate the necessary skills and to identify those who require further support.

Pupils' Work

Each year group at Abbey Lane have their own display which evidences a learning journey of a PE unit. As children's work is practical, there is no formal written method for evidencing work.

Talking to Pupils

Pupil voice provides the subject lead with feedback on how well the children have retained key skills, knowledge and vocabulary. Children are also asked to express their opinion on their learning opportunities which is then used to inform our curriculum and additional sporting opportunities.