

## Curriculum statement for the teaching and learning of Physical Education 2021-22

Curriculum Lead: Miss Rutter

**Intent:** At Hazlewood Community Primary School, we recognise the value of Physical Education and therefore aim to provide a curriculum that promotes health, fitness and well-being in a safe and motivating environment. To do this, we focus on the development of knowledge, skills and vocabulary through a broad range of sporting activities and skills based on the Early Years Outcomes and National Curriculum.

The P.E. Curriculum at Hazlewood:

**Ignites passion** through a range of skill based activities and Sporting opportunities provided and also supports the well-being of all children in our school.

**Embraces difference** regardless of children's background, needs or ability due to an inclusive curriculum and safe environment.

**Unlocks limitless potential** as children become inspired to beat their own personal best and set new personal targets throughout their education at Hazlewood Community Primary School.

### **Implement:**

We provide a broad and balanced programme of Dance, Gymnastics, Games, Athletics and Swimming, with a particular focus on the Fundamental skills and how to develop these skills throughout their time at Hazlewood Community Primary School. The long term Plan has been carefully planned to ensure that children are accessing a broad and balanced curriculum that is progressive and skills based. The long term plan highlights the units that are to be taught throughout the year to ensure that the Early Years Outcomes and National Curriculum requirements are met as well as a clear vision of the progression of skills. Children in Key Stages 1 and 2 participate in two P.E. sessions per week, and are also encouraged to take part in lunch and after-school clubs as well as Sporting competitions throughout the school year. Early Years aged children participate in one P.E. lesson a week and have access to outdoor learning daily. To ensure that all children are keeping fit and active outside of P.E. sessions, we use P.E. passport to log which children take part in clubs outside of school as well as regular questionnaires to parents asking which children attend clubs not based at our school. Alongside this we have allocated Year 5 and Year 6 children to be Sports Leaders, these children have attended CPD sessions and enjoy the responsibility of promoting a love of sport and exercise across Lunchtimes.

### **Early Years:**

Beginning to look at the ABC Fundamental skills  
(Agility, Balance and Coordination)

Gross Motor Skills Children at the expected level of development will:

- 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.

### **Key Stage 1:**

Transition from Early Years Outcomes to the National Curriculum. Developing skills and beginning to look at applying skills in team games.

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

### **Key Stage 2:**

Easy flow into Key Stage 2, focusing on technique and delivery in isolation or in team games. More focus on the vocabulary and the effects on own bodies in Upper Key Stage 2 through Fitness.

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3:

- Swim competently, confidently and proficiently over a distance of at least 25 metres .
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

**Impact:** Children have an understanding of why we take part in P.E. sessions as well as how to lead a healthy lifestyle. Children understand the importance of values and sportsmanship when taking part in team games and competitions at and outside of school. Our curriculum highlights the progression of skills and therefore children are able to apply these skills to a range of sporting activities. Well-being is highly regarded when planning and delivering our P.E. curriculum, at the end of their school year we hope that all children have the knowledge and tools to prepare them for a healthy lifestyle, both physically and mentally.

We are able to delve further into the impact through:

#### **Pupil Voice:**

Learning Walks  
Feedback in sessions  
Questionnaires

#### **Evidence in Skills:**

Teacher Judgment  
Learning Walks  
Assessment- seesaw video at start and end of unit and evidence of PE Passport