

The curriculum explained...

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with spaced repetition (interleaved processing)
2. Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

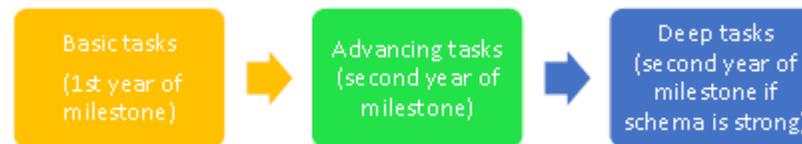
In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach (mini-adventures).

The impact of our curriculum is that by the end of each phase within the key stage, the vast majority of pupils have sustained an advanced level of the content and elements of a mastery that is shown through that of 'remembering, recalling and fluency of learning'. Some pupils may have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

We ask our 4 key questions in our lessons to ensure children base their learning on what they already know to create the memory links, therefore encouraging the transfer of learning to the long-term memory:

- What do I need to recall?
- What am I learning?
- Why am I learning it?
- How have I been successful?



Sustained Mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'



Physical education

INTENT

At SSPP, we believe that high quality physical education, alongside the core PSHE curriculum of staying healthy, is vital for our children to learn great habits that will be used throughout their lives. The curriculum will develop physical fitness, stamina and understanding of their bodies during exercise. This encourages them to be physically confident and develop a positive lifestyle. Opportunities for pupils to compete in sport enables children to build character and feel a sense of personal success in an atmosphere of healthy competition

Characteristics of an Athlete

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Excellent levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

National curriculum: Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

In line with the new PSHE/RSE statutory guidance, PE will also encompass, reiterate and promote: healthy minds and healthy lives, being active and reducing screen-time alongside other relevant areas from 2020 the curriculum.

IMPLEMENTATION

Our pupils should be able to organise their knowledge, skills and understanding around the following concepts.

- To develop practical skills in order to participate, compete and lead a healthy lifestyle

This concept, alongside the PSHE/ RSE curriculum will underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language

IMPACT

Through the explicit teaching of Physical education skills and a broad and balanced knowledge awareness of health and well-being, the pupils will leave primary school secondary ready as healthy and aware individuals. The teachers and children assess their learning continuously throughout the lessons and at the end of PE units. At SSPP, we are lucky to have a range of external coaches that deliver specific sports to our children and this expert input supports the pupils development and knowledge of that sport. The children will be encouraged to reflect on their progress within each session and how they have been successful. At the end of each term, we use the national curriculum framework and skills grids, alongside evidence of children's work to assess their current progress through our electronic tracking system that will, over time, show an informed judgement about the depth of learning and progress made.

PE overview

	Milestone 1	Milestone 2	Milestone 3
Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Gymnastic	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 kinesthetic 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). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
Swimming	<ul style="list-style-type: none"> • Swimming is not a requirement of the KS1 curriculum 	<ul style="list-style-type: none"> • Swim at least 25M 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. 	<ul style="list-style-type: none"> • Swim at least 25 metres using a range of strokes • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Perform safe self-rescue in different water-based situations
Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

Outdoor Adventurous Activities	<ul style="list-style-type: none"> OAA are not a requirement of the KS1 curriculum 	<ul style="list-style-type: none"> 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. Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Use a range of devices in order to orientate themselves. Quickly assess changing conditions and adapt plans to ensure safety comes first.
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Teachers Notes

- As holders of the Gold School Games Award, we provide all students with two hours of timetabled Physical Education per week and have extra curriculum provision inclusive of physical activity in addition to this.
- We use a range of resources to deliver the PE curriculum including 'The Power of PE' scheme of work, Val Sabin and the Chris Quigley Milestones.
- The long term planning (see below) ensures skills are delivered through a range of sports. However due to COVID-19 adaptations will need to be made for Autumn Term 2020.



Long Term Planning 2020-21

PHYSICAL EDUCATION

Year 1	Multi Skills Gymnastics Dance (imoves)	Football Gymnastics Dance (imoves)	Throwing and Catching Athletics
Year 2	Multi Skills Gymnastics Dance (imoves)	Health Related Exercise Gymnastics Dance (imoves)	Striking and Fielding Athletics
Year 3	Netball Football Gymnastics	Swimming Dance (imoves)	Cricket Tennis Athletics Gymnastics
Year 4	Basketball Hockey Gymnastics	Swimming Dance (imoves)	OAA (Manor Adventure) Tennis Athletics Dance (imoves)
Year 5	Netball Football Gymnastics	Swimming Dance (imoves)	Cricket Rounders Athletics Tennis
Year 6	Rugby Hockey OAA(Arthog) Gymnastics	Swimming Dance (imoves)	Rounders Athletics Gymnastics Cycling(Bike Ability)