

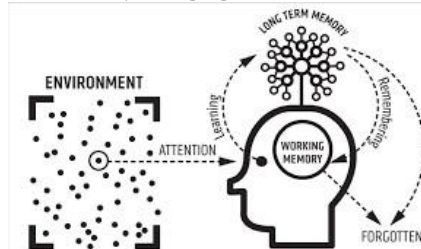


## PE Curriculum Delivery Document

<p><b>Intent</b></p>	<p>We take the National Curriculum statements for PE and provide an enhanced version of this that inspires learners to develop a love of PE, physical activity and sport to enable them to live healthy lifestyles and perform as talented sportspeople.</p> <p>As a result, learners develop a critical engagement with PE, are able to develop their physical capabilities and awareness through repetition and practising skills that are transferable. We recognise the key importance that PE, physical activity and sport has in developing learners' self confidence and self-esteem and how it can enhance wellbeing and mental health.</p> <p>With the five key indicators at the heart of the provision, sports funding is used to enhance opportunities within the curriculum and for extracurricular activities.</p> <p>We map the National Curriculum for PE into a coherent and sequential progression model that outlines the skills, knowledge and vocabulary needed at each key stage that will build towards learners being able to use and apply their knowledge, skills and understanding across a range of physical activities and sports. In this way we clearly outline the sequence of learning in PE so that teachers can build on this at each stage. The subject leader takes the progression model and map this into a long-term plan for each year group, drawing links to other subjects where these are meaningful. The subject leader provides lessons plan at a more detailed level with clear sequencing of content to be taught across each unit with key questions and teaching points linked to the progression grid so that over time children know more and remember more.</p>
<p><b>Implementation</b></p>	<p>PE, physical activity and sport is led by an experienced subject expert who supports staff with the implementation of the curriculum and provides specific detailed lesson plans to support this.</p> <p>Based on Rosenshein's theory, Learners have the opportunity to revisit and build on prior learning. Learners are given the opportunity to practise and applying their knowledge and skills through a wide range of activities using a range of equipment. All lessons start with warm up and finish with a cool down. We offer high quality modelling, opportunities for learners to problem solve and provide opportunities for them to demonstrate their understanding and develop their learning through effective questioning.</p> <p>Learners are given the opportunity to improve and evaluate their performance and that of others within lessons. Learners build on and develop their tier 2 and 3 vocabulary to enable them to talk about their learning. Health and safety rules are reinforced and adhered to with learner powers and values running through lesson. Learners are given the opportunity to experience competition. This is provided through lessons, intra and inter sports, clubs and specifically teams with the opportunity to set and work towards personal goals.</p>
<p><b>Impact</b></p>	<p>Learners have the knowledge and skills to perform like a sports person. Learners make sustained progress in PE and develop the competence in a broad range of physical activities needed to live an active healthy life. Children are inspired, motivated and believe it is possible to excel and compete at the highest level. Learners understand the importance and impact of an active lifestyle now and in the future.</p> <p>Pupil voice will show that children can talk about their PE, health and sport skills, knowledge and understanding using the correct vocabulary, measured against our age-based progression grids. Video clips will show the application of this.</p>

## How do we ensure that knowledge gained is transferred from the working memory into the long term memory?

Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.



### What do our lessons look like?

<u>Introduction</u>	<u>Teacher Input</u>	<u>Pupil Activity</u>	<u>Ongoing Assessment</u>
Daily review	Present new materials using small steps	Guided student practice - You do, I do.	Questioning
	Provide models	Independent practice	Check for understanding and address misconceptions
	Provide scaffolds	Use of scaffolds where needed	Reviews
	Introduce key vocabulary	Obtain high success rate	Daily, monthly, weekly reviews

<b>Principles identified</b>	<b>What do we expect to see in our PE lessons?</b>
Daily Review	Resurface previously taught skills and vocabulary. Call and response, show me how to____. This can be done through the warm up. Review and the end of the lesson can be done through the cool down. An example could be a follow the leader chanting key vocabulary or demonstrated a skill.
Questioning	A variety of key questions are provided on the sessions plans to support the staff delivering the lessons. This also always staff to check understanding and address misconceptions. Some of the questions don't require an answer there and then but are for the children to consider as they practice their skills and begin to use and apply these. Consider..... How can you? What happens if?
Sequence concepts and modelling	Modelling could be provided by expert teachers, peer models, video clips of professionals. These models are repeated and learners are given the time to practice for as long as required. Lesson plans are progressive but broken down into small steps. (See lesson plan example). Scaffolds are used to support and develop mastery. This might be in the form of adult support, alternative equipment or visual aids. For example, aiming at a larger target first to build up the technique.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.