

# PE



## Where it begins

In EYFS, physical development takes an important role. Pupils develop their movement, balancing, riding and ball skills. They choose resources and carry out their own plans, learning to hop and old poses as they go. They begin to move in different ways such as rolling, crawling and hopping



## Hands-on learning

PE is all about moving and exploring sport. Learners learn about the theory behind PE including muscle groups, styles of dance and nutrition. However, our curriculum ensures that children have a chance to apply skills, move and be active!



## Reading and vocabulary

Vocabulary is outlined by subject leaders and deliberately taught. Vocabulary in PE gets progressively more difficult and links between recurring PE themes.



## Well-sequenced lessons

Teachers plan well-sequenced lessons with the support of knowledge organisers which provide guidance for the order and content of lessons. Key knowledge is outlined and CPD opportunities are provided. Subject leaders attend MAT training and disseminate to staff during staff meetings.



## Inclusivity

All pupils are included in PE lessons as they should be accessible for all. Adjustments are made for any pupils with physical disabilities to ensure they still have an equal chance to be active. Pupils are scaffolded (e.g, using larger balls) or challenged (e.g. smaller balls) based on ongoing teacher assessment.

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## Cross curricular links

PE relies on understanding the role and needs of our body. This is supported by our Science and PSHE curriculum, both of which allow pupils to learn about how to keep a healthy mind and body. Maths and Computing help us to time ourselves, count steps or calculate scores. Many of our units link to Music or Literacy in some way.



## Cultural Capital

Leaders have created a cultural capital map for teachers to follow. This provides experiences linked deliberately to PE topics including experiences we may otherwise not get to experience. This includes watching clips of sporting events and aspirational interviews with sports stars.



## Disciplinary knowledge

Pupils at Houghton St. Giles learn **how** to be a sportsperson. They learn about how to keep their bodies active, warming up and cooling down.

## Substantive knowledge

Guided by the National Curriculum, subject leaders have created a two-year rolling programme which is both progressive and challenging to support our mixed-age school. Our PE curriculum covers a wide range of disciplines, leading up to sports.



## Assessment

Teachers assess throughout topics and not just at the end. They balance assessment of substantive and disciplinary knowledge. Quizzes and performances help to keep assessment engaging for pupils. Teachers assess pupils throughout the unit using observations to build up a picture.