

# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

## PHYSICAL EDUCATION CURRICULUM

### Curriculum Intent

Learning is a change to long-term memory. To this end, our aim is to ensure that our children experience a wide breadth of study and will have committed to their long-term memory an ambitious body of procedural and semantic knowledge (knowledge and skills).

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.

### Breadth of Study

Key Stage 1 children will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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 children will be taught to:

- 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.

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics. Our *forwards and backwards engineering* of the curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

### Threshold Concepts

We have identified threshold concepts, the most significant knowledge in the subject, which form schema to help pupils to assimilate new knowledge and are referred to in a wide breadth of topics. In physical education, threshold concepts mean knowing about:

Agility, balance, coordination, running, jumping, throwing and catching, attacking and defending, flexibility, strength, technique, control

## **Milestones**

These are the goals that the children should reach to show that they are meeting the expectations of our curriculum. At High Littleton Primary School, we help pupils progress in PE by:

- carefully sequencing the knowledge that they need to understand PE concepts in our long term plans
- by providing the vocabulary that they need to articulate their understanding of PE
- by providing the children with *deliberate practice* activities that will help them to make progress towards the milestones and remember what they have learnt

## **Assessment**

We assess the outcomes for PE through our POP tasks which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.