



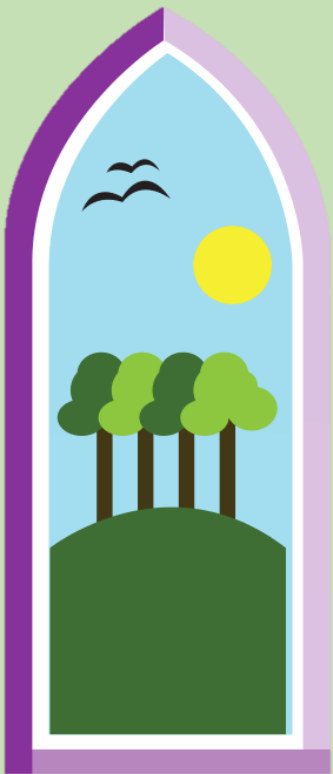
PE Intent

Strength in difference, together we are one, together we fly high

At Dunbury, we want our children to understand that PE is the study of sport, health and fitness through developing competence in a broad range of activities, in order to support and encourage their healthy, active lives beyond their PE lessons.

We want to provide A high-quality PE curriculum which inspires all children 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 that 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.

Our vision of strength in difference, together we are one, together we fly high drives our PE curriculum, aiming to develop a sense that although we might play in different positions we are playing as a team and succeeding together.



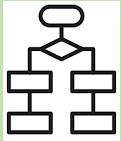


Physical Education



PE is the study of sport, health and fitness through developing competence in a broad range of activities.

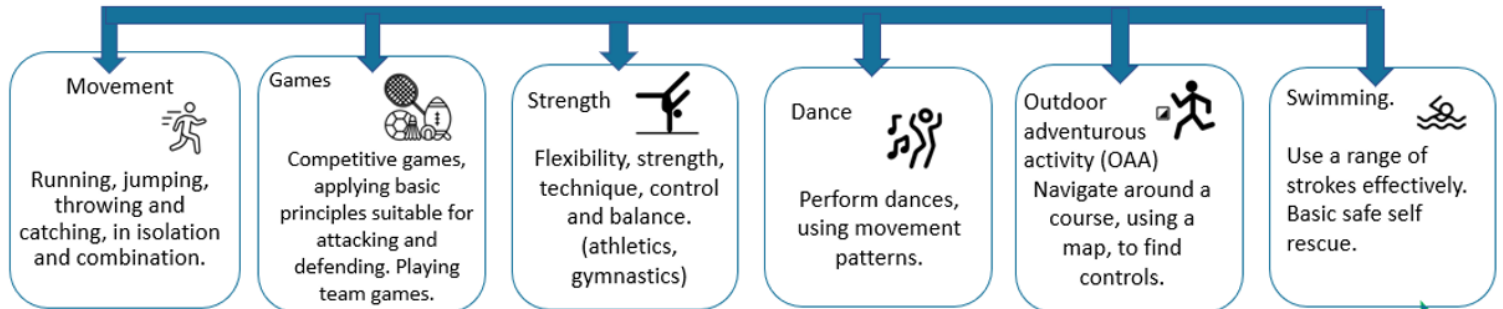
PE Structure



We organise our knowledge into key concepts



As sports people, we use these concepts to investigate.



The fundamental movement components of physical activity

Motor competence – knowledge of the range of movements that become increasingly sport – and physical activity - specific

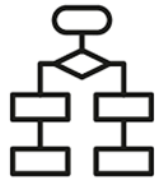
Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities.

Healthy participation – knowledge of safe and effective participation.



PE Concepts

Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the PE curriculum are laid in Early Years. This is built on in KS1 as novice sports people, leading to more expert sports people in KS2. This provides the firm building blocks for children to become discipline sports people in KS3 and beyond.

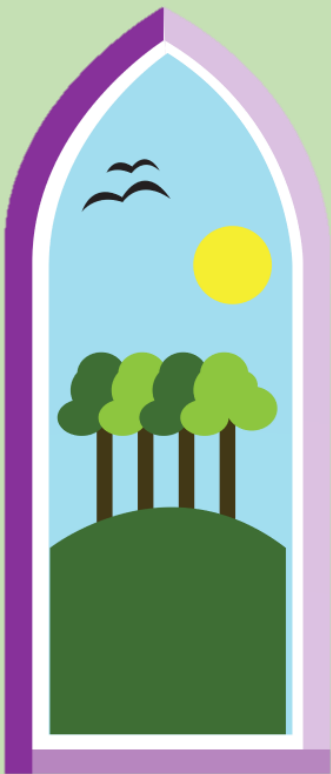


Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key skills through which they can make links to take part in different sports. Key concepts shape the overarching enquiry question for the spine.

In PE the key concepts are:

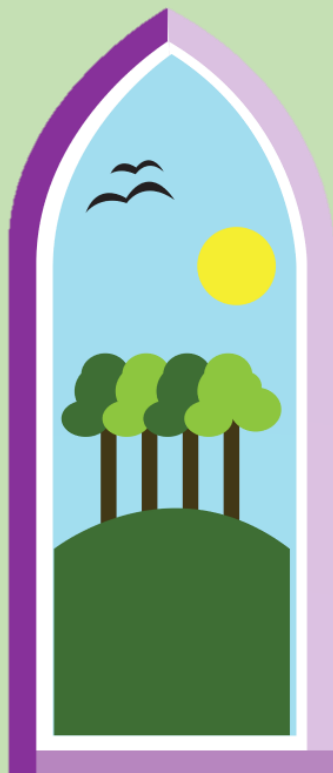
- Movement
- Games
- Strength
- Dance
- OAA
- Swimming











Key concepts support children in developing an understanding of their experience, a progression of skills, and make links between skills needed that are the same or different between sports. In this way, children build a schema of knowledge about some of the key themes through which they can play different games and in different positions, such as attack or defend.

PE Concepts



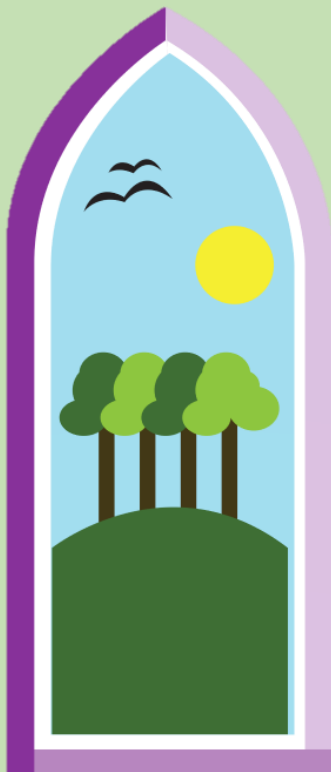
| | Movement  | Games  | Strength  | Dance  | Outdoor Ed  | Swim  |
|-----------|--|--|--|---|--|--|
| EYFS | Ball skills Athletics | Striking / fielding Net / wall | Gymnastics Fundamentals Athletics | Dance Fitness | | |
| KS1 | Ball skills Sending and receiving Athletics | Net / wall Striking / fielding | Gymnastics Fundamentals Athletics | Dance Fitness | | |
| Lower KS2 | Ball skills Athletics | Netball Tennis Rounders Cricket | Fundamentals Gymnastics Athletics | Dance Yoga Fitness | Orienteering | Swimming |
| Upper KS2 | Basketball Hockey Athletics Cricket | Netball Football Tag rugby | Gymnastics Athletics | Fitness Dance | Orienteering | |

Continuous provision of Fundamental movement skills.





PE Concepts






Disciplinary Concepts



Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about PE and use the disciplinary concepts (working as a sports person) to support their approach, asking themselves:

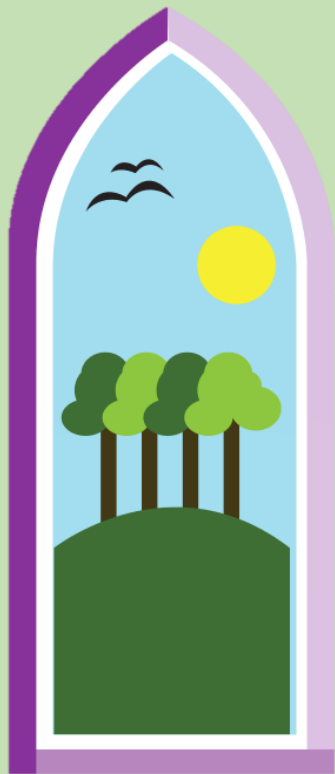
- How can I move my body?
- What shapes can I make?
- How can I use my skills to catch / pass the ball?
- How can I work independently?
- How can we work as a team?

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and everyone is interconnected.

| | | |
|---|---|--|
| <p>Motor Competence</p>  <p>Knowledge of the range of movements that become increasingly sport – and physical activity – specific.</p> | <p>Rules, strategies and tactics</p>  <p>Knowledge of the conventions of participation in different sports and physical activities.</p> | <p>Healthy Participation</p>  <p>Knowledge of safe and effective participation.</p> |
|---|---|--|



PE Skills



PE Skills

Children will be taught the physical skills required in order to be an effective sports person.

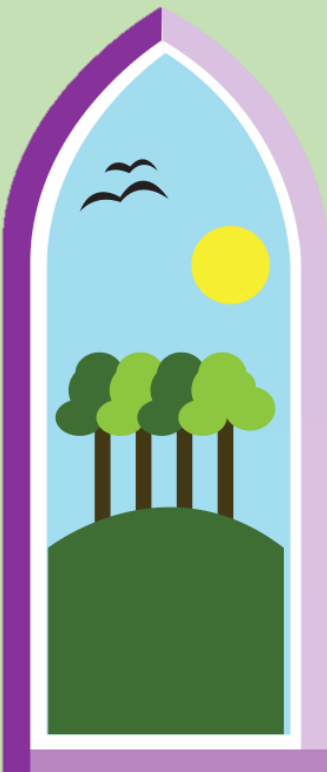
They will learn to:

- Move their bodies, in different ways, with increasing control.
- Participate in different sports, using different skills in order to deepen their understanding of games.
- Through the understanding of different sports skills develop their understanding of rules and tactics to help them / their team be successful.





PE Progression



Children in the Early Years develop and consolidate their initial fundamental movements. They develop a sense of moving and stopping with control and changing direction at a slow pace. They learn to jump and hop with bent knees. Throw ball into spaces. Balance their bodies.



Novice

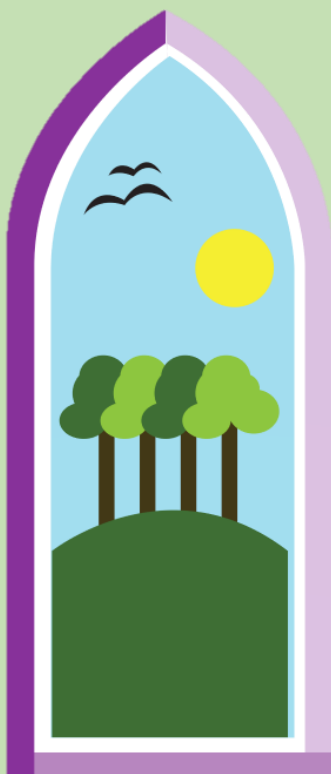
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement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

Expert

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







PE Implementation



Planning:

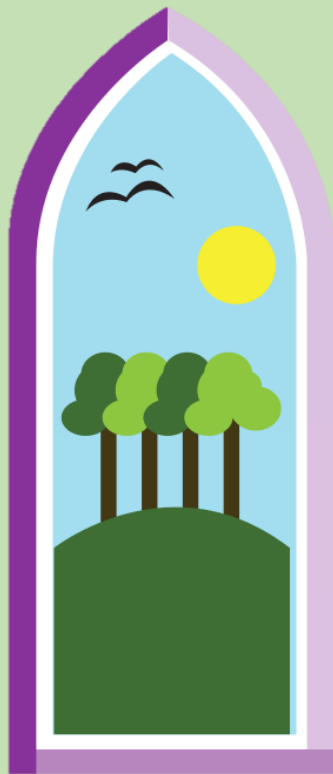
Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

| Connect  | Curiosity  | | Resilience  | | Spoken Language  |
|--|--|---|--|---|---|
| Activate prior learning | Learning questions shaped the disciplinary concept. | Explicit instruction and modelling by teacher. | Guided Practice so that all children can access independent practice | Independent practice with tasks that match the learning question. Structured in small steps | Structured reflection for children to talk about what they know and their developing schema. |
| Recalling previous pertinent knowledge and building blocks. | How does this new knowledge fit into my existing PE schema? How does it build to my final application questions? | What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go? | How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go? | I can apply new learning through practicing what I was taught, shown or modelled. | I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me as a sportsperson. |



PE Impact



Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within PE teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))

Impact

At Dunbury, children's physical demonstrations and pupil voice, show learning sequences that develop their understanding of skills and knowledge of key concepts. These demonstrations evidence snapshots of the learning sequence, with rich vocabulary, guided and independent performances. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in PE.

We use the laid out essential knowledge in the progression table below to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.