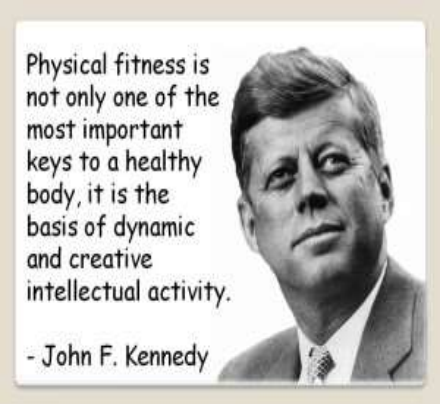
Physical Education

Intent



At Mapperley Plains Primary School, we recognise that PE is about pupils improving their health and wellbeing through activity, whilst being provided with the social, personal, creative and cognitive skills and knowledge needed to become physically literate.

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.

We ensure the curriculum is **Relevant and Memorable.** The unique needs of our children, along with our culture, climate and events shape our curriculum. When planning lessons, we consider the following: 'Because our children...we…'

Our aim is to ensure that an athlete leaving Mapperley Plains will:

- Develop individual motor skills in different situations whilst using a wide range of equipment.
- See all new challenges as opportunities to learn and develop.
- Understand the importance of at least 1 hour of exercise per day.
- Implement basic fitness components into their daily life.
- Be driven to engage competitively; both against themselves and their peers; through co-operative physical activities.
- Show sportsmanship across all activities and understand the feeling associated with winning and losing.
- Encourage, respect and help classmates.
- Work in teams of different sizes.
- Persevere with a task and improve their performance through regular practice.
- Solve problems in different game scenarios.
- Describe different tactics used in games.
- Comment on their own performance and that of a peer.

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Implementation



As a school, we follow our Progression Map for Physical Education, devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills of Physical Education are taught across all year groups.

We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both **substantive** (the factual knowledge for each subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge e.g. skills and technique).

We have adopted a thematic approach to our curriculum. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. To prevent the creation of tenuous links, discrete subjects are taught where necessary.

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning e.g. 'Why is Brazil in the news again?' or 'Why is the earth so awesome?'

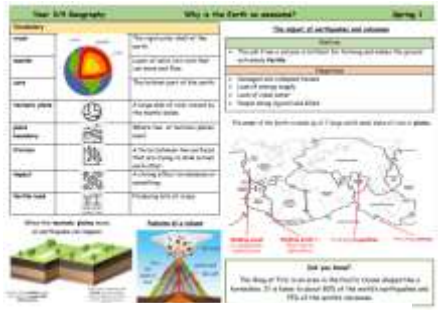
Although Physical Education is classified as a discrete subject within the school thematic approach, we do look to incorporate themes where appropriate. For example, when a global sporting event occurs, we often participate within our own 'mini version' such as the Olympics and World Cup. This generates excitement for the pupils within sport and they become enthused to try game scenarios, engage competitively and show sportsmanship.

Alongside this, on themed days that have a link to sport such as 'Health and Fitness Awareness Day', 'Mental Health Week' and 'Red Nose Day' we participate in a variety of house events that encourage the children to see new challenges as an opportunity to learn and develop within different situations.

Where appropriate, we use memorable sporting experiences to enhance learning. This might include visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.

To add to this experience, the school has a broad range of sporting environments that provide conditioned areas for developing skill and continue to engage the children. The school consists of a Multi-Use Games Arena, Sports Hall, Basketball Court and open space that can be capitalised in order to fulfil the curriculum aims and provide the children with all essential skills to become physical literate.

Physical Education



Currently live in Geography

Currently being devised and developed for each subject overtime, as part of each topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with both children and families. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year.

Developing the use of the correct vocabulary in Physical Education is crucial and so key vocab will be identified and listed for each unit of learning. This can then be used to assess knowledge and enables pupils to express and communicate their understanding and knowledge clearly and effectively.

Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to visit prior learning through low stakes mini-quizzes and other revisit tasks which allow teachers to measure their level of understanding. End of year assessments state whether children are working towards, expected or exceeding age-related expectations.



Each Subject Leader is given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. Subject Leaders monitor the subject across the school through a range of monitoring activities which might include: learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders.

Impact

Through the high quality teaching of PE, we will see:

- Children who are engaged and experiencing high levels of enjoyment when communicating, collaborating and competing with each other.
- Children whose skills and knowledge of different PE activities are being developed through effective questioning, discussion and practise.



Physical Education

- Children who feel inspired to try hard and achieve their very best.
- Children becoming increasingly competent and confident and accessing a broad range of opportunities to extend their agility.
- Children who are learning how to use a broad range of skills in different ways and link them to make actions and sequences of movements.
- Children developing an understanding of how to succeed in different activities and sports and learning how to evaluate and recognise their own successes.
- Children who enjoy replicating teachers' demonstrations and value the positive comments, technical advice and praise provided by them.
- Children having regular opportunities to be creative, make decisions for themselves and practise skills independently, in pairs and small groups for sustained periods of time.
- Children being challenged to improve their feedback through teachers regularly assessing and providing pertinent feedback.
- The pace of the learning always being purposeful and physically active.
- Lessons that are sharply focused because they are based securely on high-quality long-term planning.
- Teachers that have planned together to avoid duplication of activities across key stages and to ensure that lessons contain suitably challenging tasks for pupils of different ages and abilities.

Physical Education and SEND

For children with SEND, adaptations may be made in Physical Education which are based on the child's individual needs. We ensure that children with SEND are appropriately challenged in Physical Education by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for children with SEND.
- Understanding that, for children with more complex SEND needs, it may be appropriate to have different curriculum expectations.

