

Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

Subject/Year Team: PE
Intent
<p>What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group?</p> <p>To be confident in a range of movements and to have control over a variety of equipment. To have learnt skills to facilitate a number of games. To foster a love of PE and healthy living.</p>
<p>How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map.</p> <p>Each year builds on the previous learning and over the four years covers the national curriculum objects across KS2.</p>
<p>How does the curriculum reflect British Values, PSHE and SMSC?</p> <p>Lessons allow children to demonstrate teamwork and co-operation through group games. When choosing children to be a part of teams they must use democracy. Children need to show respect for rules and others during lessons, demonstrating good sportsmanship at all times. Teachers need to encourage children's self-belief by praising and motivating them to participate in all activities.</p>
<p>How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum?</p> <p>PE kit is available to ensure that all children can access the curriculum and extra-curricular activities are available for the selected high attainers to showcase and improve their skills. PE is streamed to allow children's skills to be challenge. Activities are modelled so that EAL children can understand the task. There is a range of equipment to allow SEN children the ability to join in with the lesson. There is a range of extra-curricular sports club for all children to access additional opportunities to join in with sports they enjoy. Sports day is an annual event which allows the children to choose an activity to partake in with parental support.</p>
<p>To what extent have we made the objectives clear and how will everyone know them?</p> <p>Curriculum map is available for all to see. Lessons are planned based on objectives already identified. Subject co-ordinate and resources drive available to all to access.</p>
Implementation – how do we deliver our curriculum
<p>How does the current curriculum match our intention (the points identified above)?</p> <p>The planning ensures that there is a coverage of both skills and games taught. Equipment is checked and replaced when required and easily accessible by staff at all times. Regular PE lessons allow children to develop confidence and enjoyment, activities outside of school are celebrated during assemblies. We have healthy school reps across all year groups who encourage others to make healthy choices.</p>
<p>How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)?</p> <p>PE links to a number of subjects. PE encumbers spoken word, thinking and maths in team games. PE heavily relies on children's understanding of PSHE to work together in harmony. PE links to science as they are taught about how the body works, what nutrients we need and the different parts. They learn about muscles and how their body moves – this is throughout KS2.</p>
<p>How are we encouraging progression as pupils move through the school?</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other's. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>
<p>How do we differentiate our curriculum for the different ability groups? How are the pupils grouped?</p> <p>SEN – There is a range of equipment to allow SEN children the ability to join in with the lesson. EAL – Activities are modelled so that EAL children can understand the task HA- Extra-curricular activities are available for the selected high attainers to showcase and improve their skills. Disadvantaged- PE kit is available.</p>
Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources?

Children are taught by a qualified teacher during PE, in addition to this trained sports coaches teach the game objectives from the curriculum.

Impact – what difference is our curriculum making to pupils?

How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)?

Each unit has an assessed piece of work at the end which is used to determine the children's abilities and progress.

How well are pupils prepared for the next stage of education? Where do they go to? How do we know?

Children have a good grounding of skills to help propel them to the new stage of development. They are able to identify and build on these skills as they progress through the year group. Year groups and curriculum teams collaborate regularly to ensure consistency across the school.

How do we know our curriculum is having an affect across all pupils, including the different identified groups?

Children can demonstrate skills independently and identify and verbalise their preferences across the range of skills taught.

SEN – There is a range of equipment to allow SEN children the ability to join in with the lesson.

EAL – Activities are modelled so that EAL children can understand the task

HA- Extra-curricular activities are available for the selected high attainers to showcase and improve their skills.

Disadvantaged- PE kit is available.

How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?

Teachers assess understanding and make professional decisions as to whether an objective has been embedded or needs further consolidation. Tasks are completed to meet the year group expected or greater depth standards.

How well developed are pupils' learning habits and learning skills? How do we know?

Children can demonstrate skills independently and identify and verbalise their preferences across the range of skills taught.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

Individual teachers are responsible for the standard of skills demonstrated by the children. Lessons are evaluated and planning adapted to allow all children to meet the learning objective.