



**SEQUENCING (How are we piggybacking learning?)**  
 PE Pathways –

1. Games
2. Swimming
3. Athletics
4. Gymnastics
5. Dance
6. OAA

Teacher can identify where the children have come from and what they will need to achieve next. Teachers can recap previous knowledge and use to explain how this supports the new skill they are learning.

**KEY CONCEPTS (What is the subject Intent?)**

Physical Education aims to make sport and physical activity accessible for all and enable them to progress, be motivated and increase their participation. The teaching of PE should allow children to develop a joy of physical activity, an understanding of the body, achieve personal challenges and learn to work individually or as a team. Teachers aim to continuously demonstrate a good knowledge of health, physical education and wellness ensuring all children will be physically active for the entire lesson. Teachers will provide equipment within every lesson for children to practise and refine skills. Opportunities will be provided for children to transfer skills from sport to sport. Mastery of skills will be achieved through linking skills to a variety of sports.

**CURRICULUM DRIVERS – How?**

**AMBITION (Success)** – Lessons will aim for success for all, providing children with achievable outcomes and provide depth. All children will be encouraged to celebrate their successes and show good sportsmanship to their peers. Children will be able to participate in interclass competitions, at the end of each term and the school year.

**BELIEF (Confidence)** – Through using “piggyback learning”, children will be able to feel that they are familiar with their new learning by reflecting and developing on previous learning. This will allow them to develop skills taught through guidance from the teacher and independently. Children will be encouraged to use links to prior learning to refine skills.

**COMPASSION (Motivation)** – Children will be encouraged to learn through practising skills and asking appropriate questions to deepen their understanding of them. They will be motivated to show their understanding of skills through performances and games at the end of each topic. Their awareness of global sporting events will be developed through PE lessons, assemblies and whole school events to develop their love and appreciation of sport. Children can receive a Sports Achievement awards through the school's reward system when they have gained/ made progress in a new skill or achieved an award outside of school.

**PRIDE (Knowledge)**– All staff will teach physical education with a clear understanding of what has been taught previously and how this links to today’s learning. Modelling of appropriate attitudes towards PE as well as skills will be provided with explanations for all learning styles. Deep ideas will be developed for children on a regular basis to challenge their learning.

**RESPECT (Responsibility)** - Children will develop a responsibility for learning about a variety of sports and skills. They will learn about the benefits and role physical activity has in their health and wellbeing. They will work with a range of people in teams and with a variety of equipment responsibly and respectfully. Physical activity for 30 minutes within each day will be each child’s responsibility through guidance given by the teacher, sports ambassadors and activities during playtimes. Children will be rewarded for achieving active 30 through being given carrot rewards.

**DEEP IDEAS (Curriculum Depth)**

Pupils will gain a deepening understanding of...

- A variety of sports, including disability sports
- Knowing how to improve skills through practising and refining
- The rules and tactics in various games and able to change a tactic to suit the game
- Working effectively as a team showing great sportsmanship and encouraging of others.
- How to effectively transfer skills in PE lessons from one sport to another sport.
- How to effectively use equipment, in all lessons, and be able to transfer knowledge of how equipment is used from one sport to another

**TESTING OUT KNOWLEDGE (Has it stuck? How do we know?)**

- Video/photograph children demonstrating required skills at the end of each pathway.
- EYFS – using tapestry to record skills that meet Development matters – Physical Development.
- Ongoing teacher assessment of pupil achievements in lessons.
- Pupil mark book to track all outcomes.
- Interclass competitions