

Physical Education in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The SUBJECT curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p>Character: In our curriculum, Physical Education is far more than sport alone. Through our primary focus on developing a depth of physical competency, physical education will embody the reflection of “Who am I and Who am I becoming”. We will create children who understand the values of teamwork and sportsmanship, children who articulate the value of being physically active in our modern society and children who understand that being physically active is more than just playing sport, but is a positive lifestyle decision.</p>
	<p>Competence: Our PE curriculum is designed to ensure that children are empowered to master the foundation skills within movement and physical activity. We will create physically literate children who develop a love of physical activity and embrace healthy lifestyles. We will cultivate children to have a deep mastery of the fundamental skills of sport, providing them with the ability to apply these transferable attributes across a range of sports as their lives progress.</p>
	<p>Community: Through the power of physical activity, we will cultivate children who understand the position of sport within a local, national and global context. Through sport, children will feel like they belong and will have the opportunity to represent themselves and their communities through local and national events. We will use our physical education programme and extra-curricular offers to provide every child with the opportunity to succeed, the opportunity to become part of a bigger community and the opportunity to experience and understand how sport brings people together.</p>

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised

coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Willingham’s Models of Memory, Sweller’s Cognitive Load Theory, Rosenshine’s Principles of Instruction and the thinking behind Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for PE:

Core Concepts in Physical Education			
<p>Stability and locomotion</p> <p>Small steps - Dance, Gymnastics, Athletics (part of athletics is also considered object control (javelin etc)).</p>	<p>Object Control</p> <p>Small steps - Invasion games, Net and Wall, Strike and Field</p>	<p>Fitness/Healthy Lifestyles</p> <p>Small steps – upper body, lower body, cardiovascular endurance and speed/agility</p>	<p>Outdoor Adventurous Activity</p> <p>Small steps - Orienteering, map work, problem solving.</p>

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Lesson Delivery Structure for PE:

- Warm up/Do Now: (10 minutes) - review previous learning with 3 x skills based tasks.
- Introduce new skill: (5 minutes) – High quality teacher modelling
- Apply new skill: (15 minutes) - children apply newly learnt skill in a different context and combine with skills learnt in rest of unit.
- Plenary: (5 minutes) - review key teaching points of current skill

Subject Delivery

Lesson Timings	Type of delivery
PE is taught twice a week for an hour per lesson. In addition to this, there is a focus in outdoor activity in the community theme.	The PE lessons are predominantly discrete, although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.

Annual Organisation per year group

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles
	Object Control – Foundations 1	Object Control – Foundations 2	Object Control – Strike and Field (Cricket)	Object Control – Invasion Games (Football)	Swimming + Object Control – Invasion Games (Rugby)	Object Control – Invasion Games (Basketball)
Autumn 2	Stability and Locomotion – Foundations 1	Stability and Locomotion – Foundations 2	Stability and Locomotion – Through Gymnastics	Object Control – Net and Wall (Badminton)	Object Control – Net and Wall (Tennis)	- Invasion Games – Foundations 6 (Tactical Application)
	Object Control – Invasion Games 1	Object Control – Net and Wall 2	Object Control – Net and Wall (Tennis)	Stability and Locomotion – Through Gymnastics	Swimming + Object Control Invasion Games (Rugby)	Object Control – Foundations 6 (Skills reinforcement)
Spring 1	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles
	Stability and Locomotion – Through Gymnastics	Stability and Locomotion – Through Gymnastics	Object Control – Invasion Games (Netball)	Swimming + Object Control – Foundations 4 (Tactical Application)	Invasion Games Foundations 5 (Tactical Application)	Stability and Locomotion – Through Gymnastics

Spring 2	Outdoor and Adventurous Activities Object Control – Strike and Field 1	Outdoor and Adventurous Activities Object Control – Invasion Games 2	Outdoor and Adventurous Activities Locomotion and Object Control – Through Athletics	Outdoor and Adventurous Activities Swimming + Invasion Games – Foundations 4 (Tactical application)	Outdoor and Adventurous Activities Stability and Locomotion – Through Gymnastics	Outdoor and Adventurous Activities Object Control – Net and Wall (Badminton)
Summer 1	Fitness and Healthy Lifestyles Stability and Locomotion – Through Athletics	Fitness and Healthy Lifestyles Object Control – Strike and Field 2	Fitness and Healthy Lifestyles Swimming + Object Control – Foundations 3 (Tactical Application)	Fitness and Healthy Lifestyles Object Control – Strike and Field (Rounders)	Fitness and Healthy Lifestyles Object Control – Strike and Field (Cricket)	Fitness and Healthy Lifestyles Object Control – Strike and Field (Rounders)
Summer 2	Stability and Locomotion – Through Dance Object Control – Net and Wall 1	Stability and Locomotion – Through Dance Object Control – Through Athletics	Stability and Locomotion – Through Dance Swimming + Invasion Games – Foundations 3 (Tactical Application)	Stability and Locomotion – Through Dance Locomotion and Object Control – Through Athletics	Stability and Locomotion – Through Dance Locomotion and Object Control – Through Athletics	Stability and Locomotion – Through Dance Locomotion and Object Control – Through Athletics

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for PE in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through **end of unit assessment quizzes** and Student Portfolios in Showbie.

PE Specific Impact Measures

Physical education cannot be assessed on a sport by sport basis. Children all have different skills and abilities and our understanding of the impact of our curriculum needs to reflect this. Children will be assessed half termly by the adults delivering the unit against a rigorous criterion which covers elements of every core concept being delivered.

Children's physical competency will form a key part of their journey from year group to year group, ensuring that all children's physical ability is recorded and shared with staff from year to year. Through this, we will have the ability to meet the needs of all children, identifying both children who need additional support and children with the ability to take their physical competency further.

Children also self-record their achievements during fitness sessions to track their fitness over time and to develop understanding that skills have to be practiced to improve.

The statutory reporting requirements for swimming will be delivered during the Autumn term of Year 6, following children swimming once per term throughout KS2.

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Fitness and Healthy Lifestyles	<ul style="list-style-type: none"> ▪ Pupils begin to understand the effects of exercise on their body. ▪ Pupils can begin to describe how they feel after exercise. ▪ Pupils begin to develop competence at a range of fitness activities. 	<ul style="list-style-type: none"> ▪ Pupils can articulate the effects of exercise on their body. ▪ Pupils can articulate the importance of being physically active and make links to how they feel. ▪ Pupils show increasing competence at a range of fitness activities. • Pupils can recognise and evaluate improvements made with regards to their physical health. 	<ul style="list-style-type: none"> ▪ Pupils can articulate and apply basic safety principles when preparing for exercise. ▪ Pupils can suggest specific physical activities to meet a set criteria. ▪ Pupils can design their own fitness plans to address a specific area of physical fitness. ▪ Pupils can use their knowledge to identify ways to improve both themselves and others.
Object Control	<ul style="list-style-type: none"> ▪ Pupils can explore the key concepts of object control independently. ▪ Pupils can repeat object control concepts with some consistency. ▪ Pupils begin to show a basic understanding of tactics. • Pupils can begin to select appropriate skills and actions linked to their activity. 	<ul style="list-style-type: none"> ▪ Pupils can repeat object control concepts both independently and with consistency. ▪ Pupils show they understand tactics by responding accordingly in different situations. ▪ Pupils select and use skills, actions and ideas appropriately, applying them with greater coordination and control. • 	<ul style="list-style-type: none"> ▪ Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations. ▪ Pupils can select and apply skills and apply them to specific sports with consistency and accuracy. ▪ Pupils can use their knowledge to identify ways to improve both themselves and others.
Stability and Locomotion	<ul style="list-style-type: none"> ▪ Pupils can explore the key concepts of locomotion and stability independent. • Pupils begin to move with confidence, imagination and competence. 	<ul style="list-style-type: none"> ▪ Pupils show consistency with their movements and choices. ▪ Pupils show confidence and imagination in selecting movements to reflect the activity. • Pupils can plan and create short sequences, understanding and link them to wider ideas. 	<ul style="list-style-type: none"> ▪ Pupils show increased strength, flexibility, control and balance. ▪ Pupils can use their knowledge to identify ways to improve both themselves and others. ▪ Pupils performances show control, fluency and precision.
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> ▪ Pupils can select activities and skills to solve a small number of simple problems. • Pupils begin to develop problem solving and teamwork skills. 	<ul style="list-style-type: none"> ▪ Pupils can select activities and skills to solve more complex problems. • Pupils understand the importance of team work and problem solving. 	<ul style="list-style-type: none"> ▪ Pupils can understand the importance of team work and problem solving and will recognise that different people are suited to different roles. ▪ Pupils show humility in understanding that others may be better placed to complete a task than they are. • Pupils begin to feel confident in recognising their strengths and articulating this to their peers.
Swimming (KS2 only)	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> ▪ Be safe, confident and comfortable in different water-based situations. ▪ Is confident in travelling through water a distance of at least 10m without placing feet on the pool floor. ▪ Use the backcrawl stroke effectively. ▪ Can enter and exit the pool safely. • Knows what to do if they get into difficulty. 	<ul style="list-style-type: none"> ▪ Perform safe self-rescue in different water-based situations. ▪ Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke).