

PE at Whitehouse Primary School

Whitehouse Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development. We aim to provide a PE curriculum which aids children's increasing self-confidence in their ability; planning a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their school years. All children are encouraged to join clubs and extend their interest and involvement in sport and are taught to appreciate the importance of a healthy and fit body and begin to understand those factors which affect health and fitness.

Big Ideas

Skills: Pupils learn to excel in a broad range of physical activities.

Activity: Pupils are physically active for sustained periods of time.

Competition: Pupils engage in competitive sports and activities.

Being healthy: Pupils lead healthy, active lives.



Content and sequencing

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and cooperative in physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

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.

In **Key Stage 2** children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

ARP- Inclusion takes place for all children, within their age appropriate year group

Pupils are taught to:

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, rounder's 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.

Links with English and Maths



- Counting
- Shape
- Orienteering
- Timing
- Giving and following instructions

Progress



Units of work are carefully **sequenced** so **prior knowledge** and concepts are built upon.

Regular **formative assessment** and assessment for learning ensures gaps are filled.

Effective **questioning** and **higher order thinking** features in every level.

Progress and **attainment** within units is recorded and **shared** with all teaching staff.

Opportunity for **revisiting content** or **apply** learning at **greater depth**.

Support



For staff:

- National Curriculum
- LCP & Tops schemes of work
- Progression document
- Mr Pilkington (SSCO) from John Spence High School
- North Tyneside PE SLA
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For Pupils:

- Ambitious targets for all pupils.
- Quality first planning and teaching in first instance to meet all needs.
- Guidance from any individual support plans used when meeting any specific needs.