

Subject Statement

Intent

Our Physical Education and School Sport Curriculum at Torriano intends to contribute to the development of lifelong physically active individuals.

Knowledgeable Learners

- Pupils master basic fundamental skills and are competent in a wider range of fundamental movements skills.
- We provide knowledge, practice opportunities and feedback for pupils to flourish through physical activity and understand the benefits that being active can bring to our physical health, mental and social wellbeing.
- We physically educate all pupils so that they know more and can do more to make informed decisions about their own participation in physical education.
- Pupils achieve motor competence and confidence and essential skills such as teamwork, effective communication, emotional regulation, leadership skills and fair play in a range of physical activities.
- We consider the most appropriate key vocabulary and when and where pupils are taught these.
- By following the STEP (Space, Task, Equipment, People) approach we ensure learning is individual, appropriate and accessible for each child.
- We provide opportunities to secure efficient and effective movements in one context before moving into new and more complex contexts. Children revisit knowledge, practical skills and techniques and contexts during the year.
- Pupils learn the rules, strategies and tactics of games by knowing what and how to do something.
- Pupils learn ways you prepare for safe, effective and healthy participation in sport and physical activity.
- Pupils are taught how to self and peer-assess using clear and precise success criteria.



Confident Communicators



- Oracy techniques are explicitly used in PE lessons to support children’s learning of declarative knowledge and skills, ensuring subject specific vocabulary is taught and used.
- Children will be given opportunities to reflect and improve on their knowledge and skills through observation, exploratory talk and partner or/and group discussion opportunities.
- Pupils can verbalise their strengths and limitations as well as communicate their ideas and choices when making a plan.
- The feedback provided to pupils by adults or by other pupils will be to focus on improvement.
- Pupils use the social and emotional strands of oracy to develop teamwork and positive attitudes within games.
- Pupils are given opportunities to discuss and debate sport physical activity.



Active Citizens

- We provide positive and exciting experiences that promote a lifetime of voluntary participation in physical activity and develop valued citizens preparing them for life.
- We embed the Torriano values in all physical activity to instil positive attitudes inside and outside school. This is linked closely to the School Games values and Premier Primary Stars values.
- We teach pupils how to cooperate and collaborate with others as part of an effective team.
- The opportunities to take part in competitions and festivals with other schools, support the children to be active, resilient and play fairly in new environments. They are taught how to win and lose with grace and how to treat others with respect.
- We teach children about the importance of being physically active and the right to be healthy, making links with the PSHE and science curriculum.
- We give opportunities for all children to be physically active for sustained periods of time during the school day and through extra-curricular activities.



Implementation

- All children receive at least two hours of PE each week, clearly planned into the timetable.
- All children are taught by a PE specialist and the general class teacher.
- We use an innovative pedagogy and an ambitious curriculum with relevant learning themes and learning content that our pupils can



access and apply to different contexts when required. This includes a range of different sports, games, dance performances, gymnastics sequences and challenges.

- The PE curriculum is carefully planned to ensure skills progression for all children.
- We assess children each term using our assessment sheet which tracks progress throughout the year in the 3 strands of our PE curriculum – Move, Think, Connect.
- Teachers monitor progress of student’s skills through observation, writing children’s names on our assessment sheet and use this to plan and differentiate learning for all students.
- All KS2 children take part in an intensive swimming course over a 2 week period in order to create accelerated progress in their swimming ability.
- Pupils are invited to compete and take part in a variety of physical activities, games and sports, including opportunities to represent our school in festivals and/or tournaments. We ensure children experience the most adequate competition at some level, individual or in a team at the right time.
- Allocate enough time or training sessions for people to develop their declarative and procedural knowledge to compete against other schools.
- All children are fully supported across the PE curriculum, ensuring equal access through carefully adapted provision and inclusive sports and activities, such as boccia and wheelchair basketball.
- All children in KS2 and KS1 take part in the Daily Mile, ensuring they are active every day.
- Weekly PE assemblies ensure physical activity is celebrated throughout the school.
- Pupils take ownership of their PE learning by choosing easier or harder challenges and by identifying their own and other’s strengths and have time to improve.
- There is an extensive extra-curricular offer, allowing all children to take part in sports clubs before, after school and during breaks or lunchtime. This extensive offer provides opportunities to build, develop and refine knowledge.
- Children are taught about sporting history and a diverse range of sporting figures through workshops. Children are also given opportunities to watch live sport events. The cultural capital sport provides is prioritised in the school.
- Staff are given opportunities for CPD and training, including Arsenal coaching, gymnastics coaching and dance team teaching from The Place.
- We offer residential trips and local trips to KS2 where children experiment with Outdoor Adventure Activities in different contexts.

- Teachers offer enough time to revisit and develop pupils' knowledge within a context before moving too quickly on to a new sport or physical activity.
- Through demonstrations and precise feedback, all pupils can develop a clear understanding of what success looks like and focus on working towards it.

Impact

Children leave school having explored a range of sport and physical activity both in and out of school. Children work on their own aspirations in relation to physical education, school sport and physical activity, with most children continuing to participate for enjoyment or competitively in their next stage of their learning. All children should be able to discuss the importance of a healthy lifestyle and how this is achieved as well as developed skills such as teamwork, fair play, self-motivation, resilience and independence.

We measure the impact of our PE curriculum in various ways.

- Pupils should be able to recall game rules, strategies and tactics, use subject specific vocabulary and use their practical skills to know more and do more PE. We look at children's ability to talk confidently about their learning and recalling key teaching points.
- Capture pupil voice through questioning.
- Children's self and peer assessment.
- Teachers' observation and assessment to track progress using the assessment sheet.
- PE premium spend analysis and action plan
- Monitoring of participation at extra-curricular activities and festivals or competitions.
- Report the number of pupils meeting the national curriculum for swimming.
- Planning audits are used to support teachers in delivering high quality lessons.
- Big question and partner discussion to recap previous learning at the start of the lessons or to connect prior knowledge with new knowledge.
- Photo and video analysis of children's practical work

PE Learning Journey – Learning is structure around three strands: ‘Move, Think, Connect’.

	EYFS	KS1	LKS2	UKS2
	Exploring <ul style="list-style-type: none"> - Playing racing and chasing games - Adjusting speed and changes direction to avoid obstacles - Travelling under, over and through objects - Different ways of moving: crawling, sliding, walking, running, skipping and hopping - Perform a range of actions to send and object - Send an object back and forth - Use the amount of force when pushing - Track and move using feet only - Use varying sizes and types of equipment when throwing - Aim for targets of varying sizes set at various heights/distances - Throw/catch/roll equipment - Balance - Coordination - Perform body shapes - Can hold the body shapes for a count 	Developing <ul style="list-style-type: none"> - Using arms and legs effectively - A range of different jumping techniques - Sending an object to a target - Landing actions safely - Movement using a range of actions - Performance of balances occurring on different contact points - Sending an object back and forth - Using the correct amount of force when striking an object - Using a range of equipment to rally - Linking movements together in a sequence - Using different actions, levels and pathways - Performance of movements with good control and posture (LKS2) - Moving safely and confidently - Develop spatial awareness, identify where other children are - Develop agility and speed: - Changing speed to evade opponents - Changing direction to evade opponents - Travelling with objects in different ways (dribbling) - React to the movement of an opponent (LKS2) - Evades an opponent - Tag an opponent 	Mastering <ul style="list-style-type: none"> - Change direction whilst moving (LKS2) - Using different ways to take off when jumping - Move effectively in a range of directions - Use disguise when moving/changing direction - Being able to slow down effectively (LKS2) - Be able to stay balanced when landing (LKS2) and absorb your landing by bending knees - Perform symmetrical and asymmetrical shapes (LKS2) - Execute a range of balances: counter balance and counter tension (LKS2) - Travel in different ways: exploring rolls and jumps in order to travel (LKS2) - Developing agility and coordination - Changing their speed whilst moving, experiment with different speeds when pacing - Find a consistent speed that you can maintain - Different techniques when throwing and passing - Develop accuracy when throwing and passing - Recognising technique and control of balance, flexibility & strength actions 	



Torriano Physical Education Learning Journey



		<ul style="list-style-type: none"> - Use two or more body parts at the same time - Developing a range of throwing techniques - Developing different methods of catching – a 'W', a cup, one handed - Being on the balls of your feet 	<ul style="list-style-type: none"> - Linking balance, flexibility & strength actions into sequence - Maintain good technique and control when linking actions - Translate redrafting tools into a physical context to refine actions and sequences of movements - Produce high quality performances - Throwing an object accurately at a target - Moving quickly in a range of directions (LKS2) - Using a range of equipment to strike a ball (LKS2) - Use cricket bats to strike a moving ball - Using the body as a barrier to opponents - Moving the body to outwit an opponent - Using their body to block an opponent - Travelling with a range of equipment - Executing a range of passes - Catch a moving object using various techniques – a 'W', a cup, one handed - Scoring points for their team - Tracking an object effectively - Adopt the 'ready' position in a range of contexts - Move in time with the music with good posture, extension and control - Using different areas, levels, pathways and direction during creative movement (dance) - Uses mirror image, unison and canon in their dance/gym sequences (dance)
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			<ul style="list-style-type: none"> - Completing challenges as quickly as we can - Moving quickly and safely - Move as the same speed as their partner - Use balance to control their body - Change direction effectively - Control the ball and send to a partner - Being able to dribble a ball effectively. - Ball control - Moving to receive a ball from a team mate - Combine with a teammate to score a goal - Watch the movement of the ball - Move your feet to get into a position to hit the ball 	
	EYFS	KS1	LKS2	UKS2
	Exploring	Developing	Mastering	
	<ul style="list-style-type: none"> - Negotiating space safely - Having their own ideas - Trying new ideas - Making simple suggestions to improve - Willing to have a go - Keeps trying - Making links - Choosing ways to do things - Understanding mistakes are OK and support learning - Show curiosity - Making own decisions - Inventive in the way they show movements 	<ul style="list-style-type: none"> - Planning their journey through a crowded area - Choosing safe areas to take off - Selecting the right amount of energy/force/power when throwing (LKS2) - Being creative with the balances they choose - Discovering ways to help them keep steady - Seeking challenge in different movements - Creating and applying simple tactics - Tracking the line of a ball/object (LKS2) - Seeking additional challenge 	<ul style="list-style-type: none"> - Evaluating their own performance - Predicting where their opponent might move - Predict where an object might land - Identify types of jumps - Planning where their throw might hit the target - Consider how hard you will need to hit the ball and where you will hit the ball - Recognising balance, flexibility & strength actions - Applying redrafting skills to refine sequences 	



Torriano Physical Education Learning Journey



		<ul style="list-style-type: none"> - Creativity with their movements (LKS2) - Use different prompts to create ideas (LKS2) - Counting in time with music (LKS2) - Identifying space to move in to - Creativity with methods used to evade opponents e.g. 2v1 - Identifying the movement of an opponent (LKS2) - Identifying what they or their team have done well - Knowing how to improve - Trialling new ideas - Set challenges to achieve personal best - Solving problems created by a range of activities - Improve performance based on feedback - Predicting where and object might land - Prepare my body position to be able to catch an object, getting my hands into a 'ready' position - Alter technique to ensure accuracy - Select the best type of throw for the activity - Choosing an appropriate time to throw 	<ul style="list-style-type: none"> - Being creative with movements used in sequences - Identifying space to strike an object into (LKS2) - Seeking additional challenge. Set their own personal challenges (LKS2) - Identifying the movement of an opponent - Identify a space an opponent might use - Mindset to try new things (LKS2) - Creating a plan to protect their goal/scoring zone - Identifying space to move in to be able to support a friend - Knowing when is best to pass and when not to - Knowing when to use different passing techniques in a game - Select the most efficient type of pass to be successful - Decide when it is the best to dribble/run and when is the best to pass to a teammate - Contributing ideas and creativity when adapting the games and rules - Understanding and following rules - Recognise how to improve - Being brave and taking risks in the games - Showing feeling in their movements - Create their own routine incorporating their learning (LKS2) - Develop a motif into a longer piece of work
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Torriano Physical Education Learning Journey



			<ul style="list-style-type: none"> - Being creative with designing sequences - Using choreography to think/create of ideas - Showing emotional control when winning and losing - Identify what has worked for them as an individual (LKS2) - Explain their plan for tricking an opponent (LKS2) - Select the most effective jump for their body and distance (LKS2) - Identify the target you are going to throw towards (LKS2) - Trialling ideas and evaluating them - Creating plan as a group - Making suggestions to solve problems (use a make to identify the location of a given object) - Identify the pace that is too fast/slow for you and for your partner - Trial a new technique suggested by your partner - Select the most efficient way to travel - Select the correct speed to use in a range of activities - Plot a route through a playing area 	
	EYFS	KS1	LKS2	UKS2
	Exploring		Developing	Mastering
	<ul style="list-style-type: none"> - Enjoying the activities - Enjoying achievement - Taking turns 		<ul style="list-style-type: none"> - Working independently, in pairs and small groups (LKS2) 	<ul style="list-style-type: none"> - Work with different sized groups - Discuss their plans to improve their performance (LKS2)



<ul style="list-style-type: none"> - Sharing ideas - Congratulating opponents - Asking questions – pupils and adults - Engaging in a range of pupil led activities - Developing friendships and relationships - Appreciate that others may make different choices - Work with a partner - Respond to feedback they are given 	<ul style="list-style-type: none"> - Working with a partner to overcome problems within an activity - Performing their actions to a partner - Providing feedback/advice to a partner (LKS2) - Identifying strengths and areas for improvement - Encouraging other pupils to build confidence (LKS2) - Collaborating with their team-mates - Sharing their thoughts/ideas and strategies with a partner. Discuss tactics with a partner (LKS2) - Reflecting on their learning and progress (LKS2) - Celebrating calmly as an individual (LKS2) - Enjoys winning e.g. smiles - Congratulating an opponent if they lose (LKS2) - Identify how other students are moving - Take turns and play fairly - Respectful towards team-mates - Encourage and support their peers - Identify someone that was honest - Include everyone in the game 	<ul style="list-style-type: none"> - Be able to ask question of a peer (LKS2) - Being able to decide and communicate a winner (LKS2) - Observe and provide constructive feedback to others - Creating a plan as part of a group - Sharing ideas that might support the learning of a peer/group - Supporting others to develop their skill - Working with others responsibly to develop sequences/ routines - Identify how others can or have redrafted sequences - Applying tactics and strategies (LKS2) as part of a team - Reflecting on their learning and progress (LKS2) with others - Asking for support from a friend - Identifying a friend that needs help - Communicate clearly during activities to support your group - Contributing to team discussions - Collaborating with their team-mates - Linking with other classmates effectively in both in cooperative and competitive scenarios - Reflecting on their learning and progress - Practice and competing with different classmates - Helping each other to play fairly - Resolving disagreements - Taking turns - Including everyone in games
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Torriano Physical Education Learning Journey



			<ul style="list-style-type: none">- Recognising and celebrating differences- Checking answers as a group/team- Use clear and simple instructions- Showing perseverance when finding a task difficult- Identify someone that consistently persevered when playing- Seek feedback from your partner- Act in a positive manner and offer praise and encouragement to teammates- Show perseverance when learning a new skill
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