



Deighton Gates Primary School

Curriculum Overview: Physical Education



Intent

At Deighton Gates Primary School, our intent is to deliver high-quality physical education that inspires pupils to succeed and excel in competitive sport. Which in turn provides them with opportunities to become physically confident to support their own personal health and fitness. At Deighton Gates Primary School, we are committed to providing opportunities for pupils to compete in sport and other activities in order to build character and embed values, such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

In order to achieve these aims we have adopted an ambitious physical education curriculum scheme (Spiral PE) that is coherently planned and sequenced and fulfils the requirements set out in the [National Curriculum](#). We have identified the key 'Threshold Concepts' which set out the fundamentals of the subject from the scheme. We use these threshold concepts to ensure that our curriculum offer in Physical Education is coherently planned and enables pupils to make progress within each discipline.

The [Threshold Concepts](#) in Physical Education for Key Stage One are:

Agility

This concept involves pupils understanding body awareness and their own flexibility of movement. As well as, dodging and evading, reactions, rotations and travelling in order to boost their competitive skills for future game situations.

Balance

This concept involves pupils understanding points of contact, dynamic balance, generating force, balancing equipment, understanding base and static balance.

Coordination

This concept involves sending and receiving, differentiating the appropriate force, organising limbs with a combination of skills, and timing.

The [Threshold Concepts](#) in Physical Education for Key Stage Two are:

Cognitive

This concept involves understanding tactical variation, evaluation, peer coaching, understanding rules, team work and the skills of anticipation.

Physical

This concept involves physical processing in terms of power, strength and stamina, control, speed and agility.

Manipulation

This concept involves accuracy, striking, fielding and catching, passing, dribbling, and shooting, which are all essential and transferable sporting skills.

This [document](#) sets out the specific, intended progression for each threshold concept.

Sequencing

The Spiral PE scheme has been sequenced to ensure that children develop and refine the skills defined in each threshold concept. Each threshold concept is taught through detailed lesson planning twice every half term. The threshold concepts are never taught in isolation, for example, it would be impossible to carry out a balancing practise without using and reinforcing coordination skills. They therefore build up their bank of transferable skills to become physically literate. The pupils are continually revisiting and mastering the skills set out in the threshold concepts with every lesson taught. The Spiral PE scheme was adopted due to the opportunity it provides to revisit learning and to support the acquisition of knowledge into the long term memory. The name 'spiral' refers to an approach to education that introduces key concepts to students at a young age and covers these repeatedly, with increasing degrees of complexity. Each school year, pupils build upon their physical literacy with a series of tasks and challenges that go from introduction to basic skills in Reception to in-game application of skills in Year Six.

The Physical Education Long Term Spiral PE Plan sets out the intended sequencing of the curriculum.

Implementation

The intended Physical Education curriculum is implemented through the planning, teaching and assessment of the subject as transferable skills that are embedded and contextualised during each academic year. As the pupils move up through school, there is a vertical increase in the challenge levels in each area of skill. The detailed Long Term Plan (see link above) sets out when, within the curriculum's design, each concept is taught, revisited and assessed.



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During each teaching sequence or 'unit' of physical education, teachers collect evidence and make termly assessments of each child's progress and attainment against the defined concepts using a scale score. The last week of each term features a 'game week'; this involves setting up small sided games on rotation and observing the skills taught over the term in action. This informs teachers assessment. This is also used to inform end of year assessments which are reported to governors and parents (outlined below).

// Rec		agility 8 ability to move quickly and easily			balance ability to carry out tasks in a steady position without falling			co-ordination ability to use different parts of the body together smoothly and efficiently.			PE SCORES	
SEN	M/F	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1 PE Score	Term 1 ATTITUDE
No	F	3	0	0	3	0	0	3	0	0	9	0
No	F	4	0	0	4	0	0	4	0	0	12	0
No	M	4	0	0	4	0	0	4	0	0	12	0

(This is an example of Reception Class during Term One. Please note the score guide: 1 – needs a lot of support, 2 – finds it difficult, 3 – is able but not consistent, 4 – is meeting expectations, 5 – the skill is secure. A PE score for each term is calculated, in addition to an attitude score, given by the class teacher for participation and individual effort.)

Teachers are required to make a judgment on where a pupil is for each of the threshold concepts. The aim of the system designed is to ensure we have useful information about where children need support and to show the progress that they have made over the academic year. This is particularly effective for those children with special educational needs and disabilities as the progress points are broken down into small steps of progress, which can be identified, by both teachers and parents. This therefore enables us to adapt the curriculum implantation accordingly and target these children.

Impact

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

Annual reports are created and shared with governors to highlight the impact of the implemented curriculum, its strengths and areas for review.