



**The Mosley Academy**  
**Subject Leader Curriculum Overview - Physical Education**  
**Natasha Ingham**



<p>The National Curriculum for Physical Education aims to ensure that all pupils by the end of Year 6:</p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul>	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>-rolling -walking -running -skipping</li> <li>-crawling -jumping -hopping -climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<p><b>EYFS</b></p> <p><b>Early Learning Goals: Gross Motor Skills</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

<b>Intent</b>	<p>At The Mosley Academy we value Physical Education as an important part of the children's entitlement to a broad and balanced curriculum. Through Physical Education sessions we promote qualities such as perseverance, enthusiasm, tolerance, reliability and above all, enjoyment, across the curriculum, environment and wider community. Our Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities to develop and extend skills and become physically confident in a way that supports health and fitness. We aim to motivate each child to recognise the importance of healthy lifestyles, ensuring that each child has the opportunity to achieve the recommended amount of physical activity per day as recommended by the Chief Medical Examiner. We engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create through the artistic strands of Physical Education. We strive to provide opportunities to compete in sport and other activities to build character and embed values, fairness and respect and make links between these and our British Values.</p>							
	<p><b>At The Mosley Academy our children will present the following characteristics of learners:</b></p>							
	To lead in their own learning, questioning everything whilst thinking for themselves	To drive forwards their interests, through attendance of after school clubs and external opportunities.	To show resilience and push through challenges with a determination to succeed.	Show independence, initiative, and originality which they can use to develop their creativity.	Have inner motivation and self-discipline to exercise their minds and their bodies.	To cultivate good habits.	To know how and when to ask for help.	Be willing to take risks, fail, and learn from their mistakes.

<b>Implementation</b>	<b>Key concepts</b>		
	<b>Motor Competence</b>	<b>Rules Strategies and Tactics</b>	<b>Healthy participation</b>
	Motor competence embodies the physical aspect of PE. It helps us improve accurate movement, movement patterns, movement techniques and movement sequences, all of which are embedded into sporting activities. Our PE curriculum is designed to ensure children can recall key points for success in movement and movement patterns. It allows children to demonstrate accurate, safe and efficient movement patterns within sport.	To be successful in sport, it is essential to show a clear understanding of the rules which leads children to develop both their tactical awareness and strategic understanding. Our PE curriculum is sequenced to build on prior learning of basic rules of games, leading to applying tactics and finally showing clear strategies in game-based situations. Applying understanding of these three areas encourages a higher level of game-based play in which children can work as a team to outwit their opponent.	Healthy participation emphasises the importance of safe practice, the importance of participation in a healthy lifestyle and the long-term implications of promoting an active life. The curriculum sequence allows children to build on their understanding of what a balanced lifestyle is and the importance of exercise leading to understanding the long-term implications of these factors both physically and mentally. The curriculum gives children the opportunity to apply their knowledge of healthy participation by practising awareness of safety in sports and well as discussion of positive implications of this.
	Physical Education Medium Term Plan based on Get Set 4 PE is followed to ensure progression of skills and knowledge across school. Learning is carefully sequenced to build upon and revisit prior knowledge. Opportunities to retrieve knowledge and skill are offered regularly. PE is taught discreetly, and the sequence of learning considers knowledge that is being revisited and new learning, with choices made about the lesson content based on this.		
<p><b>At The Mosley Academy we understand that SEND can be categorised in four main ways:</b></p> <p><b>social, emotional, and mental health      cognitive and learning      communication and interacting      physical and/or sensory</b></p> <p>We aim to understand individual barriers to learning and adapt lessons accordingly to enable SEND pupils to feel successful, as well as improve their understanding of concepts and retention of knowledge. In school, this support may include some of the following methods: the use of visual or practical resources, the use of adult support, differentiating by outcome according to the child's needs, pre-teaching key vocabulary, providing templates to scaffold, the use of spaced repetition to improve memory, consideration of the type of task e.g. group, partnered, individual.</p>			

<b>Impact</b>	<p>Our pupils develop a secure knowledge of fundamental movements that become increasingly complex throughout the year group progression. They will secure fundamental movement vocabulary (skills) that form the building blocks of sport specific motor movements contain flexible knowledge (e.g. throwing, catching, running etc) but this knowledge is situated within each sport (e.g. throwing and catching a rounders ball requires a different technique to throwing and catching a netball). In addition, pupils develop recall of key movements which allows for accurate demonstration of safe movement. We aspire that our pupils can name and demonstrate tactical awareness strategies showing context specific rules and understanding and have knowledge of and can show how to safely participate in a range of sports. They will know the short term and long-term impact of sport and physical activity.</p>										
	<p>Ongoing assessments take place as each unit is completed throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Children in EYFS are assessed within Physical Development and their progress is tracked termly and age-related expectation levels are reported to parents at the end of the reception year.</p>										
	<p>Monitoring through: Learning Walks Pupil Voice Book Scrutiny</p>	<p>Increased Cultural Capital through an exposure to a wide range of vocabulary. Recognition that PE has fundamental links to British values with focus on mutual respect and rules.</p> <table border="1" style="width: 100%; font-size: small;"> <tr> <th>Democracy</th> <th>The Rule of Law</th> <th>Individual Liberty</th> <th>Mutual Respect</th> <th>Tolerance of those of different faiths and beliefs</th> </tr> <tr> <td>There is a code of conduct for the school that permeates all subjects, including PE. Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making. A pupil voice for PE &amp; School Sport (e.g. re curriculum, extracurricular activities, kit).</td> <td>Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups. An established ethos in PE with regard to how to win and lose, fairly and understand good sportsmanship. Competition against oneself is encouraged in addition to competition against others</td> <td>PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety.</td> <td>Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to. Pupils are taught about the environment and different activity contexts.</td> <td>Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. The school engages in competition and encourages competition within and across the community.</td> </tr> </table>	Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	There is a code of conduct for the school that permeates all subjects, including PE. Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making. A pupil voice for PE & School Sport (e.g. re curriculum, extracurricular activities, kit).	Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups. An established ethos in PE with regard to how to win and lose, fairly and understand good sportsmanship. Competition against oneself is encouraged in addition to competition against others	PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Pupils are taught safely and about safety.	Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to. Pupils are taught about the environment and different activity contexts.
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<p>Broad, balanced curriculum where skills and knowledge are embedded and create a shift in long term memory. Provision is adapted so that it is suitable for all groups of learners, including SEND.</p>											

