



Dallimore Primary and Nursery School

Subject on a page - PE

<p style="text-align: center;">Intent</p> <p style="text-align: center;">Scheme - what do we use and why?</p> <p>Get Set 4 PE. The scheme fully aligns to the National Curriculum requirements and ensures that as a school, we have comprehensive coverage of all aspects of PE.</p> <p>Each unit of learning provides National Curriculum links and a breakdown of key procedural knowledge and vocabulary to be taught within the unit. Assessment criteria are also identified for each unit of learning.</p> <p>In each phase, children are taught on a two-year cycle and cover the PE curriculum. Children are taught 2 PE lessons each week ranging from swimming and yoga, fundamental skills to competitive team sports.</p>	<p style="text-align: center;">Pedagogical approaches</p> <p>Each PE unit is broken down into a series of objectives which support children in achieving the overall aims for that particular unit.</p> <p>Children always begin each lesson with a warm and a reminder of why warm-ups are important. This is followed by an introduction to the learning in which key vocabulary is explored and discussed. Skill development forms a key part of each PE lesson. Once children have succeeded in developing their skills, they then apply this new learning in the context of a performance, a game or a competitive scenario. A lesson summary then recaps the key learning and improvements made throughout the lesson.</p> <p>Subsequent lessons recap the previous lesson's learning so that new learning builds on what children already know and can do.</p>
<p style="text-align: center;">Sequencing of learning</p> <p style="text-align: center;">How is the ... curriculum sequenced? Why is it sequenced in this way?</p> <p>In the EYFS, children have a number of units which introduce them to PE such as ball skills, fundamentals and games.</p> <p>In KSI, children develop their knowledge and skills in dance, gymnastics, athletics invasion games and striking and fielding. They also learn additional ball skills and fundamentals to build on what they have learnt in EYFS.</p> <p>In KS2, children build on the knowledge and skills gained in the EYFS and KSI, through further dance, gymnastics, athletics, striking and fielding sports units. Additionally, children have the opportunity to use the skills and knowledge gained in previous phases through units such as dodgeball, tennis and volleyball.</p> <p>The PE curriculum is a progressive model in which children link new learning to previous learning and build on the skills they have gained in previous units. By revisiting units regularly, children will know and remember more and become more skilled and confident.</p>	<p style="text-align: center;">Teachers' Expert knowledge</p> <p>The Get Set 4 PE scheme was specifically selected as it supports teachers' expert knowledge in a number of ways. Firstly, each knowledge organiser breaks down key information, rules and definitions that you might require to teach a unit.</p> <p>Lesson plans contain equipment required, diagrams of selected activities and explanations for how to successfully perform certain skills.</p> <p>Additionally, videos are available to demonstrate key skills and aspects which can be viewed by teachers to support their own subject knowledge development.</p> <p>The PE lead teaches PE across all phases and models good practice to all staff. The PE lead is also engaging in a level 5 qualification in Primary School Physical Education and is available to support staff with the planning, delivery and assessment of PE.</p>
<p style="text-align: center;">Semantic and procedural knowledge</p> <p>Semantic knowledge is mapped on each unit knowledge organiser. In PE, these are specifically for the teacher's use to inform their planning and delivery of lessons. These include information and rules about the particular sport.</p> <p>Each PE unit plan maps out the key physical skills (procedural knowledge) that children will learn. Within lessons, there are opportunities for children to learn the semantic knowledge i.e. rules and key vocabulary in addition to extensive opportunities to develop skills.</p>	<p style="text-align: center;">Assessment</p> <p>Each unit of PE has an accompanying set of assessment criteria. This criteria breaks down what children should be able to do if they working at ARE.</p> <p>During PE lessons, the teacher is assessing through observation as to whether children are achieving these criteria.</p> <p>A judgement about a child's current level is made in line with other data entry points throughout the year to capture a child's attainment.</p> <p>Children who are working below ARE are targeted for additional support during PE lessons and are invited to before and afterschool sports clubs and other events to promote enjoyment of PE.</p>
<p style="text-align: center;">Vocabulary</p> <p>Each different sport or unit of learning has an associated vocabulary pyramid. These pyramids outline key tier 3 vocabulary and show what children know at each point, throughout each year group. Unit plans map out the vocabulary that should be taught and teachers refer to this specific vocabulary during PE lessons.</p>	<p style="text-align: center;">Impact</p> <p>Pupil voice will show that children have positive attitudes towards PE. Assessment information will show that the majority of children are working at or above ARE.</p>