

# PHYSICAL EDUCATION INTENT FOR OUR PROGRAMME OF STUDY: KNOWLEDGE, PROGRESSION, COVERAGE

(PRIOR, NOW, NEXT)

*Our core school intent runs through every aspect of our teaching and learning. It is our philosophy and approach in every subject area. It is **how** we teach and learn. Every leader commits to this. But every subject must have its own Programme of Study - its own lines of progression for the knowledge and skills we plan to teach and therefore its own rationale/intent for **what** we teach and learn. This is the rationale for this 'prior, now and next' in our subject.*

During Early Years, we aim to ensure that the children have a continuous thread of **fundamental skill** development throughout the year. In addition to this, we have programmed their work so that the children work in **dance, gymnastics** and have the opportunity to develop their skills for **individual and team games**. All of which cover the crucial Physical Development aspects of the EYFS Framework. In doing so, we are establishing a skill set that can be progressively developed during Key Stage 1.

There is a conscious decision to make the **fundamental skills an everpresent aspect across Key Stage 1**. Our children need this and we feel this is the strongest grounding for lasting progression in all areas of Physical Education as they move into Key Stage 2. We have deliberately increased our outdoor games time, in line with the new school sporting uniform which cuts down on preparation and changing, whilst our children greatly need and benefit from the outdoor, team nature of their Physical Education providing a more frequent and necessary active and social opportunity. We believe the **games** aspect is particularly effective at doing this for our children. We aim for the majority of our children to have mastered their fundamental skills by the end of year 2 and we then aim to see these applied in the **gymnastics, dance and games areas** of the Physical Education curriculum. We also aim for the children to have accessed a broad range of different games by the end of Key Stage 1 i.e. cricket, tennis, basketball.

As we move through Lower Key Stage 2, we have devised the opportunity for intervention for any children requiring rapid catch-up in their fundamental skills in year 3 and the opportunity to apply them within a specifically planned unit at year 4.

This core set of skills require, in our view, substantial time for our children to show readiness for more substantial sport based work. We want to see their readiness rather than simply ploughing onwards and have therefore allowed for this in our planning. We have planned to introduce **Outdoor Adventurous Activities from year 4 onwards** and this recurs and builds each year from there. **Our range of sports** are chosen carefully to ensure that each academic years meet the expectations required as we move from cricket to rounders, through a range of invasion and net games and build the opportunities for track and field in athletics. Every area carefully chosen and positioned.

Specific **dance and gymnastic** work is planned progressively for each year group across school and this builds into an expressive arts piece in year 6 in our ABC Theatre. We have planned for our year 6 cohort to undertake the **swimming programme**. This has moved since the disruption caused by Covid-19 and ensures each of our cohorts receive their core programme and the opportunity for focused swimming intervention, in addition to this, during Summer Term.