

Physical Education Rationale

Intent

At Wallop Primary School it is our intention to enable children to understand the importance of physical activity as part of a healthy lifestyle. We want children to have an understanding of the key knowledge and skills in physical education so that they leave primary school ready to access the key stage 3 curriculum and can apply these skills across a range of sports as well as outside the school setting.

We aim to give children opportunities to explore key areas of physical education including the following:

- gymnastics
- dance
- games
 - net games
 - striking and fielding games
 - invasion games
- athletics
- outdoor adventurous activities (only in KS 2)
- swimming (only for year 5 and 6)

Through the teaching of physical education at Wallop, we aim for children to secure core knowledge in these areas, develop skills which can be applied to both familiar and unfamiliar physical activities, engage in activities both independently and as part of a group and all whilst understanding the values of fair play and respect.

Implementation

Our physical education curriculum is delivered through two one-hour weekly discrete lessons. This will consist of one session per week that alternates half-termly between dance and gymnastics and the other session focusing on games, athletics and outdoor adventurous activities. Swimming is blocked, usually in the summer term, to Year 5 and 6 only.

Physical education knowledge and skills are taught progressively following the progression of core knowledge statements and progression in skills documents.

Alongside this, we also build in regular opportunities for a variety of year groups to be able to compete and participate in a wide range of sports with our local school cluster. There is a whole school sports day planned in the summer term, of which the whole school participates.

At Wallop Primary School, physical education lessons begin by reviewing prior learning to support children in their recall of the core knowledge and skills for that unit. These are broken down into small chunks and allow the children the chance to practise and apply new skills and knowledge. Scaffolds are provided to support children who require additional



support to achieve the learning outcomes. Alongside this, appropriate challenge and support will be considered for those children who need it.

During lessons, teachers regularly check for understanding and modify their teaching as appropriate. After a lesson, teachers use this information to plan for the next session.

At the end of every unit of work, opportunities for summative assessment are planned for. This takes the form of a game scenario or performance. This information is then used to plan and adapt future units of work.

In EYFS, physical education is taught through the curriculum areas of physical development and personal, social and emotional development. Children revise and refining their fundamental movement skills through;

rolling - running

crawling - hopping

walking - skipping

jumping - climbing

As well as developing their overall body-strength, balance, coordination, agility and core muscles. They will also engage in team activities to encourage awareness of how to work with others.

Impact

Children will engage on their own and as part of a group.

Children will understand the importance of physical activity as part of a healthy lifestyle.

Children can understand and apply the ideas of fair play and respect.

Children can have an understanding of the key skills in physical education.

Children can apply skills that they have learnt in one area of physical education to a range of others.