

## ST MARY'S, WELHAM GREEN



**BETA**

““Inspiring all children to develop a love of physical activity and sport.”



**Practice creates  
confidence. Confidence  
empowers you.**



**- Simone Biles -**

# Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	Introduction to PE	Dance	Gymnastics	Ball Skills	Athletics	Games
	Bikes and Scooters					
<b>1</b>	Fundamentals	Invasion	Gymnastics	Net/Wall	Athletics	Striking / Fielding
	Ball Skills	Dance	Sending and Receiving	Team Building	Ball Skills	Target Games
<b>2</b>	Fundamentals	Invasion	Gymnastics	Net/Wall	Athletics	Striking / Fielding
	Ball Skills	Dance	Sending and Receiving	Team Building	Ball Skills	Target Games
<b>3</b>	Fundamentals	Football	Gymnastics	Tennis	Athletics	Rounders
	Netball	Dance	Swimming	Swimming	OAA	Tag Rugby
<b>4</b>	Fitness	Hockey	Gymnastics	Tennis	Athletics	Cricket
	Netball	Dance	Dodgeball	OAA	Swimming	Swimming
<b>5</b>	Fitness	Football	Gymnastics	Tennis	Athletics	Rounders
	Basketball*	Dance*	Dodgeball	OAA	Tag Rugby	
<b>6</b>	Fitness	Hockey	Gymnastics	Tennis	Athletics	Cricket
	Basketball*	Dance*	Dodgeball	OAA	Tag Rugby	

\*Swimming Boosters for Yr 5/6 in Autumn



## **“Inspiring all children to develop a love of physical activity and sport.”**

At St Mary’s, we inspire all children to develop a love of physical activity and sport. Through good physical education, our school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as their own successes.

We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to flourish in their sporting challenges and active lifestyles at secondary school and beyond.

We educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We are building links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

# Key Principles of Our Curriculum



Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our school values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

- The long-term plan maps out the PE activities covered in each half term during the key stage. The PE subject leader works this out in conjunction with the curriculum leader, teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through.
- Our medium-term plans give details of each unit of work for each half-term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit.
- The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

We offer opportunities beyond the curriculum for children to take place in a variety of competitive teams, clubs and tournaments. They include and have included: District Sports Athletics; School Football Teams; Street Dance Club; Tennis Club; and Netball Club.

# The Non-Negotiables



We teach two weekly timetabled PE lessons.

## **Before the lesson -**

- On PE days, children come to school in PE kit. If they are not wearing kit their parents/guardians are rang first thing. If a child still does not have kit for a lesson, they will have to take notes on the knowledge shared during the lesson on paper/clipboard. See appendix.
- Teaching staff should be appropriately dressed to teach PE.
- Staff should check equipment is safe for children to use before the lesson starts.

## **During the lesson -**

- Children should be briefed on the activities before going out, to aid hearing of instructions, if there are video examples and to increase the amount of active time.
- Where possible activities should be set up before or during the warmup.
- Only staff are allowed in the PE Shed.
- Staff use short term plans to ensure that knowledge and skills are being shared in a progressive way.
- Staff use the subject specific vocabulary (shared on ST/MT Plans) and praise to help children improve.

## **After the lesson -**

- All equipment should be returned at the end of the lesson to the PE Shed (unless its being handed over to the next class).

## **At the end of the unit -**

- At the end of each unit, teachers must input assessment data into Get Set 4 PE. These follow the criteria on the short/medium term plans.
- Staff must inform the PE Leader if any equipment needs replacing.
- All equipment being purchased MUST go through the PE Leader.



**Intelligence and skills  
can only function at the  
peak of their capacity  
when the body is  
healthy and strong.**



**- J.F. Kennedy -**

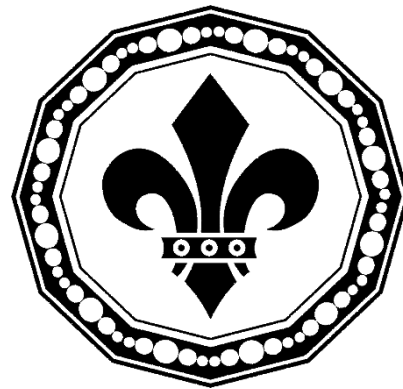
# Barriers To and Solutions for Engagement, Progress and Achievement



	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Change in acoustics in hall/outdoor PE lessons can make it hard for pupils to hear</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in seeing target</li> <li>• Difficulty in seeing object (ball, shuttlecock etc.)</li> <li>• Difficulty navigating space</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Holding bat, racquet, stick</li> <li>• Foot control</li> <li>• Balance</li> <li>• Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of instructions</li> <li>• Memorising routines</li> <li>• Use of specific language</li> <li>• Delay between instruction and task results in forgetting</li> </ul>	<ul style="list-style-type: none"> <li>• Noise and movement – overstimulating</li> <li>• Sharing space and equipment with others</li> <li>• Too many rules/instructions</li> <li>• Interpreting as unfair</li> </ul>	<ul style="list-style-type: none"> <li>• Waiting + frustration</li> <li>• Fairness</li> </ul>	<ul style="list-style-type: none"> <li>• Recall of prior learning</li> <li>• Recall of instructions</li> <li>• Understanding rules</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in taking turns &amp; sharing</li> <li>• Difficulty with not winning/succeeding</li> <li>• Difficulty with boundaries</li> </ul>
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> <li>• positioning in learning space</li> <li>• use of communication in print/signals</li> <li>• visual modelling</li> <li>• instruction in classroom before lesson</li> <li>• audio equipment</li> </ul>	<ul style="list-style-type: none"> <li>• ensure use of contrasting balls/beanbags etc</li> <li>• use of tactile, larger balls for throwing catching</li> <li>• peer support</li> <li>• specialist equipment – sound balls</li> </ul>	<ul style="list-style-type: none"> <li>• malleable balls/beanbags make catching easier</li> <li>• make sure that there is some easy-grip on bats</li> </ul>	<ul style="list-style-type: none"> <li>• use of pictorial representation and reduction in verbal instruction</li> <li>• film, photograph of routines to aid recall</li> </ul>	<ul style="list-style-type: none"> <li>• clear structure of lesson with minimal periods of inactivity</li> <li>• absolute clarity of instruction</li> <li>• safe space and safe people identified for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching of rules and expectations</li> <li>• Careful partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>• Careful groupings</li> <li>• Specific rules</li> <li>• Work on resilience</li> </ul>

- The majority of adaptations in PE relate to STEP – Space, Task, Equipment, People
- Consideration of cognitive load theory is key in PE – less talk, explicit instruction, clear modelling and clear expectations
- Adaptations should never involve pupils “going into deep field”
- Care should always be taken when allowing pupils to “pick sides” this can bring huge risks of exclusion and should therefore be avoided
- Celebration of disabled athletes/sportspersons can show all pupils what is possible – without this, there is a risk of exclusion
- Don’t forget inhalers
- Ensuring that resources for session are available and ready





**[www.stmarys565.herts.sch.uk](http://www.stmarys565.herts.sch.uk)**