



PE at Westfields Junior School

At Westfields Junior School, we aim to provide an engaging and purposeful PE curriculum and sports provision that provides children with the skills to develop healthy lifestyles and become lifelong sportspeople. The skills developed through our curriculum are planned to be progressive across each year group and through a variety of different teaching approaches, all children are able to build on their skills including the development of stamina, agility, coordination, and control. In addition, through PE, we provide opportunities for children to take part in competitive sports whilst developing values and transferrable life skills such as fairness and respect. It enables children to celebrate and respect peoples' differences through sport participation and teamwork, including opportunities to experience inclusive sports.

Coverage

- The purpose of our PE curriculum and sports provision enables children with the opportunity to participate in a variety of competitive sports and other physically demanding activities. It provides children with the means for lifelong participation in physical activity through engaging lessons and extra-curricular activities that support the children's physical literacy.
- Through our sporting opportunities, including the extended curriculum, children are able to build character strengths and embed the values of fairness and respect.
- With our cross-curricular links with PSHE and Science, we intend for children to be able to lead healthy and active lifestyles with an understanding of why this is important.
- Throughout our school week, children are provided with the opportunity of being active over sustained periods of time and are enabled to reach the goal of being active for 60 minutes a day.

Cross-Curricular Links

- Year 4 - Dance links to Ancient Greece topic
- Year 5 - Dance links to Space topic
- Year 6 - Dance links to Word War II topic
- PSHE - Healthy Lifestyles
- Maths - Measurement and Time
- Science - The impact of exercise on the body

Assessment

- Whole class and verbal feedback
- Use of retrieval practice at the beginning and end of lessons
- Use of starter and plenary activities
- Teacher assessment, self-assessment and peer assessment of activities and tasks
- Use of recording to use for evaluation and assessment
- Referral to the progression document
- Completion of the PE Foundation Subject Assessment document identifying children not achieving expected standard and those exceeding

Progression

- Medium Term Plans are based around the Val Sabin Scheme of Work with objectives covered from the National Curriculum.
- There is progression in relation to the vocabulary that is used across different sports.
- Knowledge and Understanding of Fitness and Health - Year 3 and 4 recognise and describe the effects of exercise on the body and how this can affect their performance. Year 5 and 6 know and understand the basic principles of warming up and begin to lead their own warm ups.
- Gymnastics - Year 3 and 4 will be able to recognise and describe compositional movements and use this to create a performance. In Year 5 and 6 this will be reinforced and then elements of creativity and precision will be expected across each piece.
- Dance - Year 3 and 4 will self-evaluate their work as well as vary their motifs using actions and expression. Year 5 and 6 using stimuli will be able to move appropriately and within the required style demonstrating and precision during performances.
- Athletics - The children will be taught track and field events and will focus on different components that build upon the previous year's skill, for example in Year 3 they will perform a running jump with some level of accuracy however in Year 4 they will be expected to add an extra component to this such as a hop or skip.
- OAA - We will develop our use of map skills with varying complexities and the strategic approach that they will take to each task.
- Games - Children across all year groups will develop their understanding of rules in a game and show control and fluency across a range of skills.
- Striking and Fielding - Children will develop their use of different skills and increasingly use appropriate equipment for the task, before, ultimately applying this to a variety of match scenarios.

Inclusion / Challenge & Inspire

- Everyone has access to the PE National Curriculum.
- Key vocabulary is shared and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches, strategies, task design, adaptations and differentiation.
- To support, challenge & inspire children, the following is provided: STEP – space, task, equipment and people; differentiation through outcome; adult support and peer-support.
- A wide range of inclusive opportunities is provided for all with additional opportunities for those with particular strengths to participate in competitive competitions.
- A wide range of resources and equipment provide support, challenge and enjoyment throughout the whole school day.

Enrichment

- Termly whole school events – Race for Life, Potted Sports and Sports Day
- Clubs – including rugby, football, girls' football, netball, running, cheerleading & badminton
- External sporting events - District Sports, fixtures, competitions and tournaments with other schools
- Termly Holiday Challenges
- Playground activities and games with use of the table tennis table, trim trail & fitness area