



# OCL Primary Curriculum Physical Education Oasis Academy Temple

## PE at Oasis Academy Temple

*Subject leaders use extract from the 3Is document and the subject leader training to write an overview of how Subject is taught at OAT.*

## Physical Education in the OCL Primary Curriculum

### Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:


- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.

- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The SUBJECT curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p><b>Character:</b> In our curriculum, Physical Education is far more than sport alone. Through our primary focus on developing a depth of physical competency, physical education will embody the reflection of “Who am I and Who am I becoming”. We will create children who understand the values of teamwork and sportsmanship, children who articulate the value of being physically active in our modern society and children who understand that being physically active is more than just playing sport but is a positive lifestyle decision.</p>
	<p><b>Competence:</b> Our PE curriculum is designed to ensure that children are empowered to master the foundation skills within movement and physical activity. We will create physically literate children who develop a love of physical activity and embrace healthy lifestyles. We will cultivate children to have a deep mastery of the fundamental skills of sport, providing them with the ability to apply these transferable attributes across a range of sports as their lives progress.</p>
	<p><b>Community:</b> Through the power of physical activity, we will cultivate children who understand the position of sport within a local, national and global context. Through sport, children will feel like they belong and will have the opportunity to represent themselves and their communities through local and national events. We will use our physical education programme and extra-curricular offers to provide every child with the opportunity to succeed, the opportunity to become part of a bigger community and the opportunity to experience and understand how sport brings people together.</p>

## Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Willingham’s Models of Memory, Sweller’s Cognitive Load Theory, Rosenshine’s Principles of Instruction and the thinking behind Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for PE:

**Core Concepts in Physical Education**

<b>Stability and locomotion</b> Small steps - Dance, Gymnastics, Athletics (part of athletics is also considered object control (javelin etc)).	<b>Object Control</b> Small steps - Invasion games, Net and Wall, Strike and Field	<b>Fitness/Healthy Lifestyles</b> Small steps – upper body, lower body, cardiovascular endurance and speed/agility	<b>Outdoor Adventurous Activity</b> Small steps - Orienteering, map work, problem solving.
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The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

**Lesson Delivery Structure for PE:**

- ☐ Warm up/Do Now: (10 minutes) - review previous learning with 3 x skills based tasks.
- ☐ Introduce new skill: (5 minutes) – High quality teacher modelling
- ☐ Apply new skill: (15 minutes) - children apply newly learnt skill in a different context and combine with skills learnt in rest of unit.
- ☐ Plenary: (5 minutes) - review key teaching points of current skill

**Lesson adaptations for SEND/EAL**

**SEND**

- Apply STEP differentiation (Space, Task, Equipment, Person) to make activities more accessible.
- Allow for additional time/rests as necessary
- Should a task be inaccessible for any reason, teachers will plan alternative tasks which build towards the lesson objective.

**EAL**

- Use of non-verbal cues.
- Modelling to demonstrate how to take part in lessons.
- Concise directions in lessons (short input).

**Subject Delivery**

Lesson Timings	Type of delivery
PE is taught twice a week for 45 minutes per lesson. In additional to this, there is a focus in outdoor activity in the community theme.	The PE lessons are predominantly discrete, although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.

**Annual Organisation per year group**

**EYFS**

Discrete

	Term	DM Area	Reception
Reception	Autumn 1	Revise and refine the fundamental movement skills they have already acquired <i>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</i>	Dressing and Getting Ready Fundamental Movement Skills
	Autumn 2	Further develop and refine a range of ball skills	Object Control - Foundations
	Spring 1	Progress towards a more fluent style of moving with developing control and grace <i>Demonstrate strength, balance and coordination when playing.</i>	Stability and Locomotion - Foundations
	Spring 2	Develop competence, confidence, precision and accuracy when engaging in activities that involve a ball	Object Control – Foundations (2)
	Summer 1	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions <i>Demonstrate strength, balance and coordination when playing.</i>	Stability and Locomotion
	Summer 2	<i>Negotiate space and obstacles safely</i>	Object Control (3 lessons) Sports Day Practice (3 lessons)

**KS1 & KS2**

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Autumn 1	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Swimming	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles
PPA	Object Control – Foundations 1	Object Control – Foundations 2	Object Control – Strike and Field (Cricket)	Fitness and Healthy Lifestyles	Object Control – Invasion Games (Rugby)	Object Control – Invasion Games (Basketball)
Autumn 2	Stability and Locomotion – Foundations 1	Fitness and Healthy Lifestyles	Stability and Locomotion – Through Gymnastics	Swimming	Fitness and Healthy Lifestyles	Outdoor and Adventurous Activities
PPA	Object Control – Invasion Games 1	Stability and Locomotion – Foundations 2	Object Control – Invasion Games (Netball)	Object Control – Foundations 4 (Tactical Application)	Invasion Games Foundations 5 (Tactical Application)	Object Control – Foundations 6 (tactical application)
Spring 1	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Swimming	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Fitness and Healthy Lifestyles
PPA	Stability and Locomotion – Through Gymnastics	Stability and Locomotion – Through Gymnastics	Object Control – Foundations 3 (Tactical Application)	Object Control – Net and Wall (Badminton)	Stability and Locomotion – Through Gymnastics	Stability and Locomotion – Through Gymnastics
Spring 2	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Swimming	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Object Control – Net and Wall (Badminton)
PPA	Object Control – Strike and Field 1	Object Control – Invasion Games 2	Locomotion and Object Control – Through Athletics	Object Control – Strike and Field (Rounders)	Object Control – Net and Wall (Tennis)	Object Control – Strike and Field (Rounders)
Summer 1	Fitness and Healthy Lifestyles	Object Control – Net and Wall 2	Swimming	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles
PPA	Locomotion and Object Control – Through Athletics	Object Control – Through Athletics	Object Control – Net and Wall (Tennis)	Locomotion and Object Control – Through Athletics	Object Control – Strike and Field (Cricket)	Locomotion and Object Control – Through Athletics
Summer 2	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Swimming
PPA	Object Control – Net and Wall 1	Object Control – Strike and Field	Invasion Games – Foundations 3 (Tactical Application)	Invasion Games – Foundations 4 (Tactical application)	Locomotion and Object Control – Through Athletics	Stability and Locomotion – Through Dance

## Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for PE in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **retrieval warm-up activities**, where children have an opportunity to apply previously taught skills.
- **Retrieval practice is built into lessons** where most impactful to interrupt the forgetting curve and secure constructs in long term memory (this might look like applying a taught skill in a later lesson, in addition to newly taught skills).
- Depth of knowledge will then be assessed through **end of unit application lessons**, where pupils will be given the opportunity to showcase the skills they have learnt (e.g. match-play in team sports; performance and appraisal in gymnastics; competitive athletics events).
- Children's learning is **captured and assessed in buff books** where appropriate (e.g. drawing and labelling gymnastic positions or athletics posture; formations and positions from team sports etc).

### PE Specific Impact Measures

Physical education cannot be assessed on a sport by sport basis. Children all have different skills and abilities and our understanding of the impact of our curriculum needs to reflect this. Children will be assessed half termly by the adults delivering the unit against a criterion which covers elements of every **core concept** being delivered.

Children's physical competency will form a key part of their journey from year group to year group, ensuring that all children's physical ability is recorded and shared with staff from year to year. Through this, we will have the ability to meet the needs of all children, identifying both children who need additional support and children with the ability to take their physical competency further.

Children also self-record their achievements during fitness sessions to track their fitness over time and to develop understanding that skills have to be practiced to improve.

The statutory reporting requirements for swimming will be delivered during each term of Year 4.

### Progression Points against the Core Concepts

Core Concepts	Progression Point 0.5 (EYFS)	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Fitness and Healthy Lifestyles	<ul style="list-style-type: none"> <li>▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils begin to understand the effects of exercise on their body.</li> <li>▪ Pupils can begin to describe how they feel after exercise.</li> <li>▪ Pupils begin to develop competence at a range of fitness activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can articulate the effects of exercise on their body.</li> <li>▪ Pupils can articulate the importance of being physically active and make links to how they feel.</li> <li>▪ Pupils show increasing competence at a range of fitness activities.</li> <li>• Pupils can recognise and evaluate improvements made with regards to their physical health.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can articulate and apply basic safety principles when preparing for exercise.</li> <li>▪ Pupils can suggest specific physical activities to meet a set criteria.</li> <li>▪ Pupils can design their own fitness plans to address a specific area of physical fitness.</li> <li>▪ Pupils can use their knowledge to identify ways to improve both themselves and others.</li> </ul>
Object Control	<ul style="list-style-type: none"> <li>▪ Shows increasing control of an object, including throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can explore the key concepts of object control independently.</li> <li>▪ Pupils can repeat object control concepts with some consistency.</li> <li>▪ Pupils begin to show a basic understanding of tactics.</li> <li>• Pupils can begin to select appropriate skills and actions linked to their activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can repeat object control concepts both independently and with consistency.</li> <li>▪ Pupils show they understand tactics by responding accordingly in different situations.</li> <li>▪ Pupils select and use skills, actions and ideas appropriately, applying them with greater coordination and control.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can select and link skills, using them appropriately, consistency and in a greater range of different situations.</li> <li>▪ Pupils can select and apply skills and apply them to specific sports with consistency and accuracy.</li> <li>▪ Pupils can use their knowledge to identify ways to improve both themselves and others.</li> </ul>

Stability and Locomotion	<ul style="list-style-type: none"> <li>▪ Can mostly negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>▪ Can maintain reasonable balance when moving in a range of ways</li> <li>▪ Can join in with rhythm, dance and other physical activities with large muscle movements</li> <li>▪ Show increased spatial awareness and co-ordination</li> <li>▪ Show developing control when balancing</li> <li>▪ Use their core muscle strength to achieve good posture when sitting a table or sitting on the floor</li> <li>▪ Demonstrate strength, balance and coordination when playing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can explore the key concepts of locomotion and stability independent.</li> <li>• Pupils begin to move with confidence, imagination and competence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils show consistency with their movements and choices.</li> <li>▪ Pupils show confidence and imagination in selecting movements to reflect the activity.</li> <li>• Pupils can plan and create short sequences, understanding and link them to wider ideas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils show increased strength, flexibility, control and balance.</li> <li>▪ Pupils can use their knowledge to identify ways to improve both themselves and others.</li> <li>▪ Pupils performances show control, fluency and precision.</li> </ul>
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> <li>▪ Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can select activities and skills to solve a small number of simple problems.</li> <li>• Pupils begin to develop problem solving and teamwork skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can select activities and skills to solve more complex problems.</li> <li>• Pupils understand the importance of team work and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils can understand the importance of team work and problem solving and will recognise that different people are suited to different roles.</li> <li>▪ Pupils show humility in understanding that others may be better placed to complete a task than they are.</li> <li>• Pupils begin to feel confident in recognising their strengths and articulating this to their peers.</li> </ul>
Swimming (KS2 only)	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe, confident and comfortable in different water-based situations.</li> <li>• Is confident in travelling through water a distance of at least 10m without placing feet on the pool floor.</li> <li>• Use the backcrawl stroke effectively.</li> <li>• Can enter and exit the pool safely.</li> <li>• Knows what to do if they get into difficulty.</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke).</li> </ul>	<p style="color: red;">The same objectives are being taught in UKS2 as LKS2 because we have a Y6 cohort who missed swimming lessons in previous years due to national lockdowns. We have introduced swimming lessons for Year 6 this academic year to ensure these pupils catch up on missed learning.</p> <ul style="list-style-type: none"> <li>• Be safe, confident and comfortable in different water-based situations.</li> <li>• Is confident in travelling through water a distance of at least 10m without placing feet on the pool floor.</li> <li>• Use the backcrawl stroke effectively.</li> <li>• Can enter and exit the pool safely.</li> <li>• Knows what to do if they get into difficulty.</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke).</li> </ul>

## Approach to Environment

In order to ensure the best possible outcomes for our pupils, we allocate appropriate spaces and resources to fit the units pupils take part in. For the start of each unit, a timetable with suitable environments is shared with staff. At OAT,

we have a bank of quality PE resources so that pupils' learning environments have all the necessary tools for them to develop their physical literacy. Teaching staff ensure equipment is shared / set up appropriately to make the most of learning time and smoothen transitions between lessons and activities.

### Approach to Recording

Progress in learning is captured using the CAP (Cognitive, Affective, Psychomotor) grading system. This allows us to track and monitor children are making in PE across units, regardless of which 'skills' are being mastered. At the end of each unit, teachers will assess the decision making, attitude and physical competence of each pupil, grading each area out of: Greater Depth, Expected or Working Towards.

As part of the Horizons project, we are also using iPads (where appropriate) to record pupil learning and progress. For instance, in the bi-yearly Fitness Modules, pupils record their reps / times in various fitness activities in order to study their progress and record the improvements they are making in their fitness. In some lessons, teachers make use of the iPads to record and then share pupils' work – providing a chance to share best practice and allow pupils to learn from mistakes / see their own performances.

### Approach to monitoring

Throughout the year, the subject lead monitors teaching and learning in PE at OAT. This takes place through lesson observations, learning walks and pupil/staff voice surveys. The subject lead shares findings from monitoring with ALT and feeds back next steps for teaching & learning to department leads.

### Approach to Inclusion

## **PRACTICES TO SUPPORT ACADEMIC PROGRESS For SEND PUPILS – SUBJECT SPECIFIC**

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. At OATs, we develop a repertoire of these strategies, which can use daily and flexibly in response to individual needs. These are used as the starting point for classroom teaching for all pupils, including those with SEND.



At OATS, we incorporate the ‘Five a day’ principle within our pedagogical model of teaching. The “I do, we do, you do” is a teaching strategy that involves a gradual release of responsibility from the teacher to the students. The three phases are:

- **I do:** In this phase, the teacher models how to complete a task or solve a problem. The teacher may use think-alouds, demonstrations, or other methods to show the students how to do the task.
- **We do:** In this phase, the teacher and the students work together to complete the same task or solve the same problem. The teacher provides support and guidance as needed, but the students actively participate in the task.
- **You do:** In this phase, the students work independently to complete a similar task or solve a similar problem. The teacher provides feedback and support as needed, but the students are responsible for completing the task independently.

The goal of the “I do, we do, you do” strategy is to gradually shift the responsibility for learning from the teacher to the students. Students can build their skills and confidence over time by starting with explicit instruction and modelling, moving to guided practice, and finally to independent practice.

	I Do	We DO	You DO
Area of SEND			
<b>Physical/Sensory</b>	<p>Widget prompt cards (enlarged if necessary) to show the steps of the movement or the setup of the game.</p> <p>Ensuring children are close to the teacher modelling the exercise.</p>	<p>Different coloured equipment</p> <p>Equipment with sound (bell ball)</p> <p>Enlarged equipment</p> <p>Working in a larger space</p>	<p>Different coloured equipment</p> <p>Equipment with sound (bell ball)</p> <p>Enlarged equipment</p> <p>Working in a larger space</p>



	Ensure positioning is appropriate.		Adapting distances as appropriate.
<b>SEMH</b>	<p>Widget prompt cards to show the steps of the movement or the setup of the game.</p> <p>Ensuring children are close to the teacher modelling the exercise.</p>	Choosing appropriate groupings/partners.	
<b>Cognition and Learning</b>	<p>Widget prompt cards (enlarged if necessary) to show the steps of the movement or the setup of the game.</p> <p>Ensuring children are close to the teacher modelling the exercise.</p>	<p>Widget visuals to show the steps of instructions (instructions numbered)</p> <p>Give Step by step instructions e.g. if children are getting into a group of 4, chn to first find a pair and then find another pair</p> <p>Widget cards to show positions of movements (step by step)</p> <p>Mixed ability groupings/pairs</p>	<p>Provide widget cards to show the sport/movement being done at different stages.</p> <p>Label equipment to show where to hold it and how to use it.</p> <p>Use images to highlight the muscles being used along with pictures. E.g. have the legs highlighted on a picture of a squat.</p> <p>Provide pictures to show equipment being held/used.</p> <p>Provide pictures to show how movements start and how they end.</p>
<b>Speech, Language and communication need</b>	<p>Using widget cards (dual coding) when discussing key vocabulary</p> <p>Giving instructions in small manageable chunks.</p> <p>Using non-verbal's.</p>	<p>Using widget cards (dual coding) when discussing key vocabulary.</p> <p>Using images to show the exercise/movement/body part</p> <p>Highlighting the muscle used in the exercise (image) or verbally.</p>	<p>Using widget cards (dual coding) when discussing key vocabulary.</p> <p>Using images to show the exercise/movement/body part</p> <p>Highlighting the muscle used in the exercise (image) or verbally.</p>

			Using nonverbal signals.
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