







## Challenge, Equality & Opportunity

### Physical Education

#### Whole School Curriculum Intent:

<i>We can build knowledge and skills</i>	<i>We are creative</i>	<i>We are resilient</i>	<i>We understand ourselves and each Other</i>
 <p>We strive for all of our children to have competency in the basic skills of reading, writing, maths and communication to underpin their learning, give them access to the broader curriculum and build their confidence as learners.</p> <p>We want our children to know more, remember more and be able to do more as a result of every learning experience across the curriculum.</p>	<p>We want our children to be creative in their thinking so that they use their knowledge and skills to solve problems and create new knowledge, skills, thoughts and objects which give them enjoyment and inspire them to take their learning further.</p> <div style="text-align: center;">  </div>	 <p>We need our children to develop independence and resilience so that they are able to grow as thinkers and learners.</p>	<p>We aim for our children to develop empathy, awareness, respect and tolerance in-keeping with the school's No Outsiders values.</p> <p>We also want all of our children to understand themselves and be ready for the next steps in their education and the wider world.</p> <div style="text-align: center;">  </div>

#### *What does this look like?*

<p>Achieve well in reading, writing and communication, including being at the age related expectation in early reading and phonics.</p> <p>Can build on previous learning.</p> <p>Can access new learning experiences.</p> <p>Value and enjoy success in the core subjects.</p> <p>Choose reading and use reading effectively.</p> <p>Apply maths, reading, writing and communication across the curriculum.</p>	<p>Reflect, adapt and develop ideas.</p> <p>Explore concepts.</p> <p>Make links across the curriculum.</p> <p>Ask questions and are curious.</p> <p>Use initiative.</p> <p>Hypothesise and generate ideas</p> <p>Communicate learning.</p> <p>Direct own learning through range of skills.</p> <p>Can argue and use evidence.</p>	<p>Bounce back and try again.</p> <p>Try new things and take risks.</p> <p>Manage their own things, time and learning as appropriate.</p> <p>Engage with extra-curricular activities.</p> <p>Solve problems through perseverance.</p> <p>Work towards a goal.</p>	<p>Listen to others.</p> <p>Can work in a group and cooperate with others. Assess own success and learning.</p> <p>Take turns and are patient.</p> <p>Use manners and are polite in interactions with everyone.</p> <p>Can manage emotions and support others.</p> <p>Show respect.</p> <p>Are kind and begin to show compassion.</p> <p>Can follow the Golden Rules.</p> <p>Can express themselves.</p>
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## Physical Education Intent

### *We can build knowledge and skills*

Develop practical skills in order to participate, compete and lead a healthy lifestyle

Develop fundamental movement skills and become increasingly competent and confident to access a broad range of opportunities.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

### *We are Creative*

Develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement.

### *We are Resilient*

Pupils will be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

### *We Understand Ourselves and Each Other*

Enjoy communicating, collaborating and competing with each other.

Demonstrate the School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

## Physical Education Implementation

At Havannah First School we aim to provide a high quality Physical Education Curriculum which enables all pupils to succeed, through ensuring that pupils develop the necessary core skills of balance, agility and co-ordination to access competitive sports. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness through our engagement with Healthy Active Lifestyle Festivals and Extra Curricular Clubs. Opportunities to compete in sport are provided through our engagement in the School Games as well as competitions held across our School Trust. The six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle festivals. These values are displayed and referred to in PE lessons to build character and promote good sporting values.



Post pandemic, we are committed to building back children's health, happiness and resilience through engagement in PE and Sport.

All children have two PE lessons a week. Through the use of Sports Premium funding, children from Reception to Year 4 receive lessons from specialist coaches, whilst providing staff with valuable CPD. The coaching provided each year has been changed to provide a broad range of different activities and sporting opportunities for the children and a variety of CPD for staff.

We ensure that children meet their 30 active minutes each day, by taking part in a daily run. Teachers also use Go-Noodle and BBC Super Movers to provide movement breaks and encourage a healthy active lifestyle. PE funding has been used to buy playground equipment to promote active playtimes and Play Leaders lead games and activities at playtime to increase physical activity.

The PE Curriculum delivered from Reception to Year 4 shows clear progression addressing the requirements of the National Curriculum for Physical Education and following the programmes of study for Key Stage One and Two. In Early Years the requirements of the Early Years Foundation stage profile are met with the Key Skills of Movement Control and Co-ordination mapped out across the year. In Key Stage One children continue to work on the key core skills of balance, co-ordination and agility, as well as invasion games, striking and fielding, gymnastics, dance and athletics. In Key Stage Two, children continue to work on core skills, gymnastics, dance and athletics. They are also coached in specific sports, including Football, Basketball, Hockey, Cricket, Tennis, Golf and Netball; as well as Outdoor Adventurous activities.

We ensure that PE is accessible for all children at Havannah First School. The Fundamental skills for success in all sporting activities are given a high profile and all children are assessed in the core skills of balance, agility and co-ordination at the start of each academic year. This information is used by teachers to target specific areas through multi-skills lessons and warm up games used to develop the core skills throughout the year. Children identified as working below age related expectation in these core skills are targeted in intervention groups run by Newcastle PE and School Sports Service. We believe that every child regardless of background, gender, ethnicity, ability or any other personal characteristic is entitled to be included in PE and School Sports at Havannah First School. Opportunities to compete in games and festivals are provided across all year groups, with events planned to ensure inclusion for different groups across the year, so that all children enjoy the life-changing benefits of PE and sport.

## A Typical PE Lesson at Havannah First School

### PE lessons typically follow the following format:

1. Fast recall (retrieval) of the previous lesson's content (knowledge and skills).
2. Warm up activity.
3. Introduction to the main element being taught. (This could include modelling and demonstration, key vocabulary and diagrams displayed on a whiteboard, use of videos.)
4. Children practising and exploring the skills being taught, teachers intervening and setting new challenges to support and extend children's learning.
5. Evaluation of skills, what we have learnt, what we found difficult and what we would like to improve. Our PE values may be referred to so that the children are able to articulate the values we have used.

\*Lesson structures can vary to suit the content and the objective.

Please see the Long Term Plan for Physical Education for more information.

### SOURCES OF SUPPORT, INFORMATION AND GUIDANCE FOR TEACHERS:

<https://www.gonoodle.com/>

<https://www.bbc.co.uk/teach/super movers>

<https://www.youthsporttrust.org/>

<https://www.thedailymile.org/>

<https://www.yourschoolgames.com/>

<http://www.newcastlepeservice.org.uk/web>

<https://www.britishcycling.org.uk/>