



Heathfield Schools' Curriculum Overview

PE

| Subject | Intent | Implementation | Impact |
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| Physical Education | <p>In Key Stage 1 (KS1) physical education (PE), the focus on fundamental movement skills (FMS) is a cornerstone of the national curriculum, aiming to develop essential agility, balance, and coordination. This approach ensures children are equipped with the "building blocks" necessary to access a wide range of sports and physical activities as they progress through school.</p> <p>The PE curriculum will ensure that children will be able to:</p> <ul style="list-style-type: none">• Be physically and mentally confident to participate in a broad range of physical activities.• Develop the stamina needed to be physically active for sustained periods of time.• Develop the competence to engage effectively in competitive sports.• Demonstrate resilience, fairness, respect and self-esteem. | <p>The schools' PE progression document outlines the knowledge and skills that will be covered in each year group.</p> <p>EYFS</p> <p>Children have large spaces to enjoy energetic play daily. Equipment is freely available to enable children to practise movement skills and promote balancing, climbing and negotiating space. Time is available in the hall once a week to enhance specific fundamental skills further through a dedicated PE slot. Resources are adapted throughout the year to ensure continued challenge (e.g. size of ball offered).</p> <p>Key Stage 1</p> <p>The implementation for KS1 focuses on a broad and balanced approach, rather than specific competitive sports, allowing children to master basic movements in a variety of contexts.</p> <p>Mastery of Basic Movements: Pupils are taught to master fundamental skills including running, jumping, throwing, and catching, both in isolation and in combination.</p> <p>Developing Agility, Balance, and Coordination: Activities specifically target the development of these three key physical attributes.</p> <p>Application of Skills: Once basic movements are developed, children begin to apply them in different situations, such as simple team games (modified where appropriate) and dance. The PE programme incorporates a variety of sports and physical activities to ensure all children develop their physical skills alongside developing confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.</p> | <p>Assessment:</p> <p>Teachers and Early Years Practitioners use a range of on-going assessment for learning techniques to gather information about children's development within the associated strands.</p> <p>In Key Stages 1 and 2 assessment during lessons enables teachers to adapt planning as required. Key questions on the planning support teachers' assessment techniques.</p> <p>Key Stage 2 reflect on what they have already learnt at the start of each lesson using the WHALA system (We have already learnt about) and the AfL plenary at the end of the lesson provides an opportunity to assess the key learning that has been taught.</p> <p>Monitoring:</p> <p>Members of the Senior Strategy Team, Year Group leaders and Phase specific subject leaders undertake a range of monitoring activities across a year that include:</p> <ul style="list-style-type: none">• "Pop ins"/learning walks• Discussions with children• Staff interviews• Planning scrutinies |

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| | <ul style="list-style-type: none"> • Lead healthy and active lives. • Engender a love of physical activity so children want to participate long after they leave Heathfield. | <p>Sustained Physical Activity: The curriculum aims to ensure pupils are physically active for sustained periods, contributing to healthy, active lives.</p> <p>Inclusive Approach: Planning should provide for all pupils, potentially adapting activities for those who need additional support, ensuring everyone can participate and progress.</p> <p>Children also have access to large outdoor spaces daily for free play and structured activities to support their physical development. Swimming is taught as a discrete lesson from Year 2.</p> <p>Children are given the opportunity to engage in extra-curricular activities before, during and after school. An inclusive approach to extra-curricular activities before, during and after school encourages physical development and well-being.</p> | <ul style="list-style-type: none"> • In KS2 Outside agencies such as YST and SSCo monitor for Gold Standard status. |
| <p>Key Stage 2</p> <p>PE is taught for 2 hours a week (one session indoors and one outdoors). The PE programme incorporates a variety of sports and physical education activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.</p> <p>Children are given the opportunity to engage in extra-curricular activities before, during and after school. An inclusive approach to extra-curricular activities before, during and after school encourages physical development and well-being.</p> <p>In a KS2 PE lesson we will teach with:</p> <ul style="list-style-type: none"> • A warm up of fundamental skills based on previous learning (motor competence is improved through: control; precision; fluency and application. This is achieved in isolation; in combination; under increasing pressure; in more unpredictable settings and in a wider range of unfamiliar settings) • A WHALA is used at the start to prompt and link to knowledge from previous lessons • Selecting and applying of the next key skill based on the progression document. | | | |

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| | <ul style="list-style-type: none">• Personalised intentions delivered through STEP teaching in small sided games.• An evaluation of children's progress - at the end of each lesson, an AfL plenary is used to assess the key knowledge and skills that should have been acquired. <p>Swimming is taught as a discrete lesson in Years 3 and 4.</p> <p>Catch up swimming sessions February half term at Hanworth Pool offered to all year groups.</p> | |
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