

# PE Learning Journey



## Curriculum Design:

### Cumulative:

At William Davis our PE curriculum is organised to ensure a progression in developing both declarative knowledge (knowing what) and procedural knowledge (knowing how) . This journey begins in the EYFS, where knowledge, opportunities and experiences have been carefully designed to ensure firm foundations are in place before the children move into KS1. In each learning module children have the opportunity to revisit and build upon their prior learning, working their way through the '6 steps' towards the cumulative end goals.

Our curriculum carefully considers the 3 'pillars of progression':

- motor competence – knowledge of the range of movements that become increasingly sport and physical activity specific
- rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
- healthy participation – knowledge of safe and effective participation

In EYFS and KS1 greater emphasis is placed on developing pupils' motor competence, whilst in KS2 pupils there is an increasing emphasis on developing their knowledge of rules, strategies and tactics and healthy participation. Our EYFS and KS1 curriculum ensures that pupils develop a strong foundation in Fundamental Movement Skills (FMS):

- locomotor skills, for example running and jumping
- stability skills, for example twisting and balancing
- manipulation skills, such as throwing and catching

These skills form the building blocks for the more complex movement skills needed to participate in a wide range of sporting activities.

### Coherence:

Our PE curriculum is designed around our 'Big Ideas'- our chosen strands for PE: striking and fielding, invasion games, artistic expression, target games, net and wall games, athletics and health and fitness . These strands are revisited and built upon each academic year, deepening children's understanding as they continue on their learning journey.

### Connections:

There are important connections made between the health and fitness strand of PE and our biology and DT curriculums . Where meaningful, links with dance units may be made to the wider curriculum. Eg Y5 The Olympics. Our focus on orienteering for the outdoor and adventurous strand supports our geography fieldwork.

### Context:

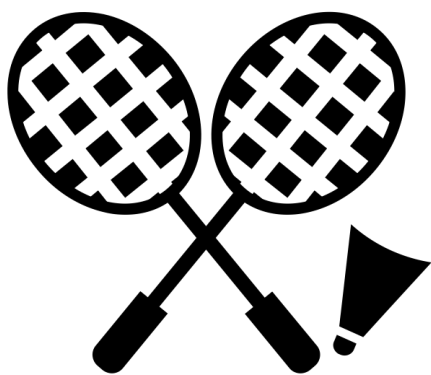
Tower Hamlets has one of the highest rates of childhood obesity and many of our children have low starting points for Physical Development when they join us in the EYFS. We have selected our foundational learning modules carefully to focus on the development of FMS. We have chosen to have a health and fitness strand that runs throughout our curriculum and we prioritise sport and fitness based extracurricular activities.

# Big Ideas for P.E

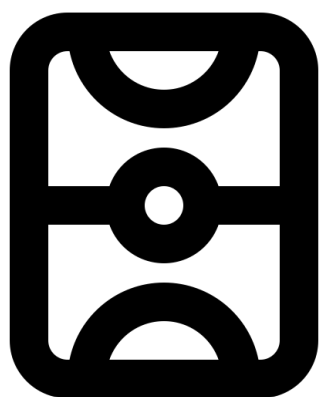
Movement and expression



Net and wall games



Invasion games



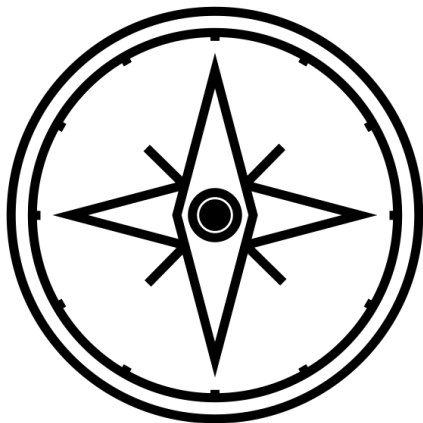
Athletics



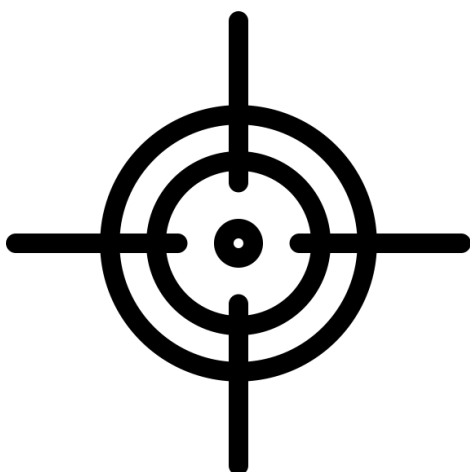
Health + fitness



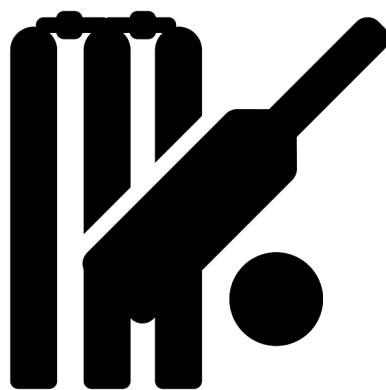
Outdoor and adventurous



Target games

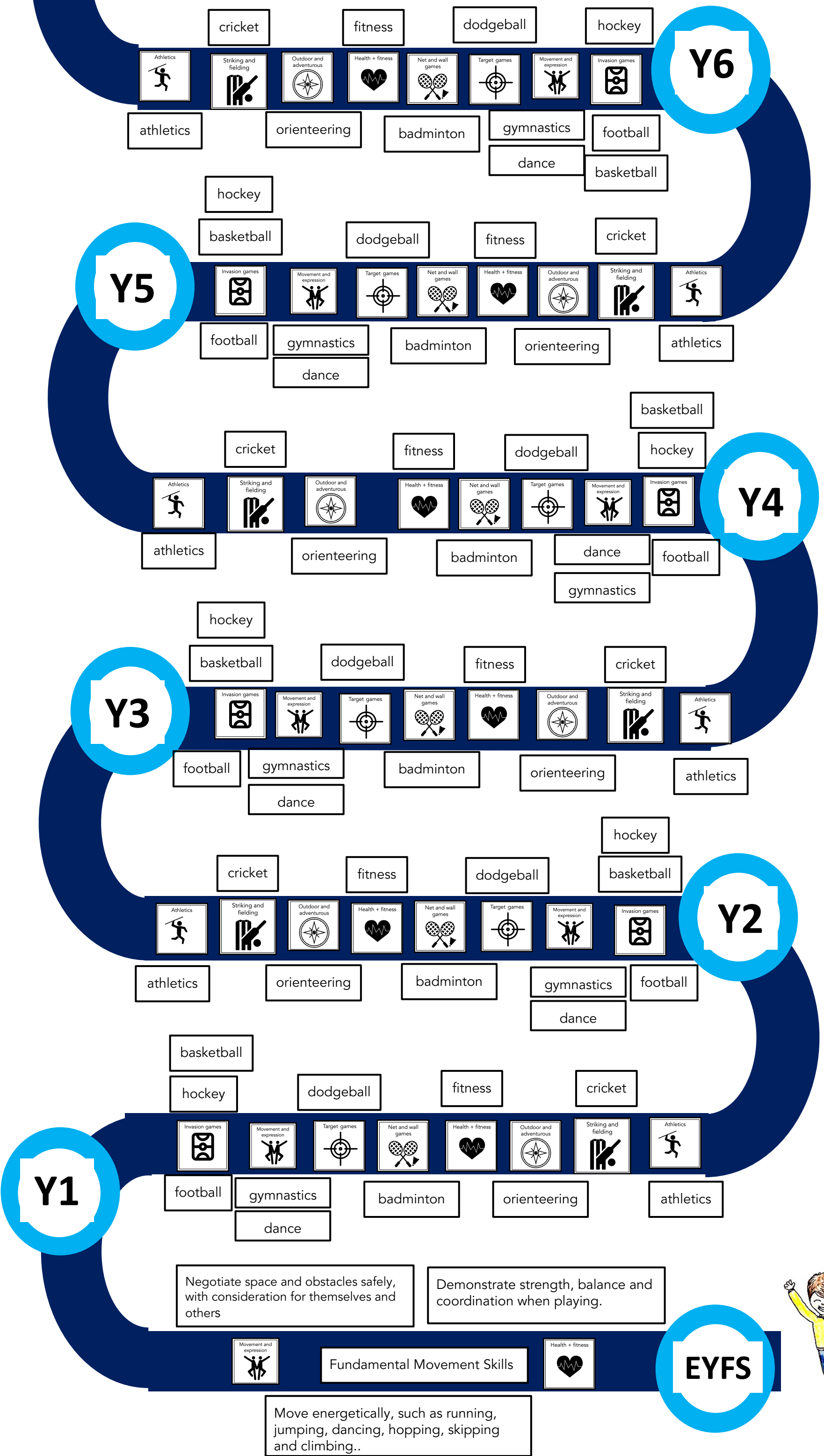


Striking and fielding





# PE Learning Journey



# PE Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	PE rules + expectations lesson						
	Me & Myself	Football	Football	Football	Football	Football	Football
		Hockey	Hockey	Hockey	Hockey	Hockey	Hockey
Autumn 2	Movement & development	Gymnastics 1	Gymnastics 1	Gymnastics 1	Gymnastics 1	Gymnastics 1	Gymnastics 1
		Dodgeball	Dodgeball	Dodgeball	Dodgeball	Dodgeball	Dodgeballll
Spring 1	Throwing and Catching	Dance	Dance	Dance	Dance	Dance	Dance
		Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
Spring 2	Ball Skills	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton
		Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2	Gymnastics 2
Summer 1	Dance	Orienteering	Orienteering	Orienteering	Orienteering	Swimming	Orienteering (GF)
		Basketball	Basketball	Basketball	Basketball	Orienteering	Basketball
Summer 2	Fitness	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
		Cricket	Cricket	Cricket	Cricket	Cricket	Cricket

Artistic

Invasion

Target

Outdoor adventurous

Fielding and striking

Net and wall



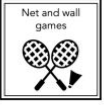





Health and fitness

Athletics



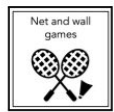







# Cumulative End Goals:

## PE Cumulative End Goals Year 1

Declarative knowledge	Describe what it feels like to breathe quickly during exercise. Understand why being active and playing games is good for you. Understand how to play in a safe way. Watch, copy and describe others' plays. Describe changes to their heart rate when playing a game. Recognise successful and unsuccessful techniques.							
Procedural knowledge								
	Perform the following basic gymnastic actions:  Rolls: egg/ cracked egg/log/sausage roll  Balances/shapes: straight / tuck/ dish/ arch/ star/ large point/ shoulder stand  Jumps: straight + safe landing  Move safely using changes of speed, level, and direction.  Combine different ways of travelling: bent leg stepping.  Partner + group techniques: mirroring  Create linked movement phrases with beginning, middle and ends.	Demonstrate a basic underarm throwing action with control and accuracy.  Send/ pass a ball and successfully catch/stop a ball.  Recognise space in games..  Move fluently, changing direction and speed easily and avoiding collisions.  Show control of the ball with basic actions – including sending a ball/equipment to a target.  Shoot successfully at a goal or target.  Move to defend a goal.	Can hit the shuttle varying height, speed and direction into space.  Can control and balance the shuttle with some control, with and without a racket.  Watch, track and catch a shuttle successfully, as well as throw it with control to a partner.	Show control of a ball with basic actions. Develop and practise ball handling skills.  Move the ball in different ways, Practising throwing using overarm and underarm techniques.  Roll a ball with some accuracy.	Improve speed, agility and stamina  Develop their jumping technique safely and while moving at speed.  Improve and develop coordination, control and balance, and negotiate space.  Take turns in teams.	Move fluently, changing direction and speed,  Show basic control of the ball, including when striking a ball.  Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.	Develop the overarm throw technique, throwing accurately towards a target.  Practise the underarm throw technique, aiming towards a target showing increased control.  Show a basic level of control, coordination and consistency when running.  Experiment with different jumping techniques, showing control, coordination, and consistency throughout.	Work independently, as well as cooperatively in small groups.  Participate in games following rules and playing fairly.  Begin to plan how to solve problems. Participate in competition with others, completing a simple orienteering event.



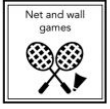





## PE Cumulative End Goals Year 2

Declarative knowledge	Watch and describe a performance accurately and recognise what is successful. Understand and describe changes to your heart rate when playing a game Begin to understand the importance of preparing safely and carefully for exercise – warming up. Understand and follow the rules of the game. Begin to evaluate and <u>improve own</u> performance. Use simple tactics in game situations.							
Procedural knowledge								
As Y1 +:	<p>Balances/shapes: dish / small point/ knee/ flamingo/ arabesque/crab</p> <p>Rolls: Teddy bear/ safety/ side</p> <p>Jumps/Leaps:: Key shape/ T/ Cat/ split/ stag/ sissone</p> <p>Partner + group techniques: Canon/ unison</p> <p>Combine different ways of travelling: straight and bent leg stepping/</p> <p>Form simple sequences of actions, using the floor and a variety of apparatus.</p> <p>Compose short dances that express mood, ideas, and feelings,</p>	<p>Pass a ball with control.</p> <p>Show control when moving, changing speed and direction, both with and without a ball.</p> <p>Perform a range of actions with increasing control of the ball; throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low).</p> <p>Know and show how to defend between ball and target.</p> <p>Decide when and where to run, showing good awareness of surroundings.</p>	<p>Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear.</p> <p>Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of <u>shot</u>, including an accurate forehand serve.</p> <p>Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner.</p>	<p>Develop catching and striking skills.</p> <p>Pass/Send a ball, with increasing control, at different speeds – fast/slow.</p> <p>Engage in competitive physical games, employing simple tactics.</p> <p>Develop problem solving and decision-making strategies.</p>	<p>Improve speed, agility and stamina</p> <p>Develop the safe jumping technique to gain height and distance.</p> <p>Develop control, balance and coordination when completing a variety of tasks.</p> <p>Work well as a team.</p> <p>Complete exercise with good technique and focus, and with good energy.</p>	<p>Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy.</p> <p>Throw/hit a ball in different ways e.g. high, low, fast, slow.</p> <p>Develop coordination and balance whilst exploring different running, jumping, and throwing techniques.</p> <p>Begin to show control, coordination, and consistency when running at speed.</p> <p>Develop a range of jumping techniques.</p> <p>Develop the underarm and pull throw technique.</p>	<p>Introduction to map reading. Be able to use some basic features on a map to select and plan a route.</p> <p>Work well in big groups, sharing, taking turns, and cooperating with others.</p> <p>Begin to understand the competitive side of orienteering and take part in a picture orienteering event.</p> <p>Meets challenges effectively working as part of a team.</p>	



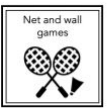







# Cumulative End Goals:

## PE Cumulative End Goals Year 3

Declarative knowledge	Describe and evaluate the effectiveness and quality of a dance. Collaborate and compete with others- Keeping and following the rules of the game Recognise good performance and be able to identify what you need to practise to improve your own performance. Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.							
Procedural knowledge								
As KS1 +	Balances/shapes: pike/straddle/ front support/ back support  Partner balances: counter balance/ counter tension/ weight bearing (T bridge)  Jumps: ½ turn/ from the floor/ 2-2 foot  Combine different ways of travelling: skipping/ chasse/spin step  Create gymnastic sequences that meet a theme or set of conditions, showing a clear beginning.  Create, perform, and repeat sequences that include changes of dynamic e.g. level, speed, or direction	Move with a ball keeping it under close control.  Keep possession of a ball as part of a team.  Receive a ball successfully.  Take up spaces /positions that make it difficult for opponents.  Pass/send a ball with increasing accuracy and at different speeds.  Shoot/ score with some success.  Apply basic principles for attacking and defending – finding space (attacking), challenging a player in possession (defending).	Continue to develop control of the shuttle with and without the racket.  Show a good stance and structure when throwing and hitting the shuttle.  Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of <u>shot</u> including a forehand and a lift.	Improve consistency when catching a ball at different heights.  Show control when moving at speed.  Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games.	Understand what core strength is and develop it using correct techniques.  Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique.  Work well both independently and in small groups.  Show self-belief and determination to manage and accomplish tasks.	Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique.  Intercept and stop the ball consistently.  Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter.	Show control, coordination and consistency when running, throwing, and jumping.  Choose the appropriate running speed to meet the demand of the task.	Participate in team games, working cooperatively, solving problems with others.  Communicate effectively with other people and <u>discuss</u> plans to achieve success.  To make a map with symbols and be able to recognise where you are on a map, using basic techniques.  Move confidently in different ways, developing agility, balance, and <u>co-ordination</u> .









## PE Cumulative End Goals Year 4

Declarative knowledge	Recognise and explain a good performance. Explain and apply basic attacking and defending principles. Identify what you need to practise to improve your performance. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Know, keep, and follow the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Devise suitable warm up activities for the upcoming activity. Recognise and explain good performances. Learn how to recognise and <u>evaluate own</u> successes.							
Procedural knowledge								
As Y1-3 +	Jumps: Full turn  Combine different ways of travelling: spinning on a point  Show control, accuracy and fluency of movement when performing actions on your own and with a partner.  Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.  Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.	Pass in different ways e.g. high, low, fast, slow.  Move the ball keeping it under control whilst changing direction.  Apply basic attacking and defending principles such as finding and using space in game situations.  Pass, shoot and receive a ball with increasing accuracy, control and success.  Challenge a player in possession of the ball.  Get into good positions to pass, receive, and shoot the ball.	Hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.  Work together to keep a rally going, returning the ball/shuttle to a partner.  With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control.  Can move around the court with purpose.  Can demonstrate a fast-paced <u>chasse</u> movement in isolation and in games.	Get in good positions to throw and receive the ball.  Send a ball with accuracy, control, and consistency, whilst moving at different speeds.  Practice and improve the underarm throw and side shot throw.  Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.	Develop lower body and core strength, fitness, balance and coordination.  Work well as part of a team to achieve success.  Show self-belief and determination to manage and accomplish tasks.  Demonstrate correct techniques of core strength exercises with control.	Show control, coordination and consistency when throwing and catching a ball.  Hit a ball with increasing control from a tee and progress to without a tee.  Take up spaces/positions that make it difficult for the opposition.	Combine basic jump actions to form a jump combination, using a controlled jumping technique.  Perform a throwing technique with control, coordination, and consistency.  Perform competitively with others.	Develop a basic understanding of map reading/making and apply these skills and techniques in games.  Work cooperatively and successfully as part of a team, improving communication skills.  Recognise where you are on a map.  Demonstrate all the physical skills needed for orienteering: agility, balance, and <u>co-ordination</u> .











# Cumulative End Goals:

## PE Cumulative End Goals Year 5

Declarative knowledge	Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback. Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. Explain how their bodies react and feel when taking part in different activities and undertaking different roles. Understand how the muscles work – work by getting shorter, relax by getting longer. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.							
Procedural knowledge								
As Y1-4 +	<p>Balances/shapes: needle stand/tuck balance/straddle hold/frog/knee/nee dle stand/star/</p> <p>Partner balances: bunk bed/ flying angel</p> <p>Rolls: tuck/ turning in support/jump to roll/jump to safety roll</p> <p>Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.</p> <p>Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities</p>	<p>Work effectively as part of a team and keep possession of the ball when faced with opponents.</p> <p>Apply basic principles for attacking – choosing when to pass or dribble to keep possession of a ball</p> <p>Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate</p> <p>Change speed and direction to get away from a defender.</p> <p>Increase accuracy and control when passing and catching whilst moving at speed.</p>	<p>Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height, speed and depth.</p> <p>Improve consistency of shots, noticing longer rallies</p> <p>Use good footwork that allows the ball to be hit with good technique.</p> <p>Adopt a good ready position and show good position on court.</p>	<p>Participate in games fairly, following the rules. Show good teamwork.</p> <p>Apply appropriate skills and tactics in game situations.</p> <p>Move quickly (dodge) with good control. Improve control when moving at speed.</p> <p>Increase accuracy and consistency of throws, including a side shot throw, towards a moving target.</p>	<p>Develop lower body and core strength, fitness, speed and aerobic endurance.</p> <p>Apply and link learned fundamental movement skills.</p> <p>Show determination to complete tasks using the correct techniques.</p> <p>Demonstrate stamina.</p>	<p>Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</p> <p>Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</p> <p>Work as part of a team, adapting games and activities making sure everyone has a role to play.</p>	<p>Run, jump, catch, and throw in isolation and in combination.</p> <p>Combine and perform skills with control.</p> <p>Communicate, collaborate, and compete with others- working effectively as part of a team.</p> <p>Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</p> <p>Throw and jump for distance.</p>	<p>To orientate themselves and map correctly keeping track of their position with increasing accuracy.</p> <p>Work within a team trusting and valuing each other.</p> <p>Develop communication skills and use these skills to achieve success.</p> <p>Make a map with symbols and legend and begin to understand scale.</p> <p>Compete in orienteering events, problem solving with team members.</p>

## PE Cumulative End Goals Year 6

Declarative knowledge	Share ideas in small groups, working together to create a routine incorporating different elements. Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. Give feedback to individuals, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Evaluate your own success and areas of improvement, as well as others. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Be able to describe the importance of being physically fit.							
Procedural knowledge								
As Y1-5 +	<p>Group balances-counter balance/ counter tension/weight on/arabesque/off ground/front support/weight on</p> <p>Move in a way that reflects the music.</p> <p>Perform dances in both canon and unison, with clarity and confidence.</p> <p>Explore and practice movement ideas inspired by a stimulus.</p>	<p>Apply basic principles for attacking and defending, choosing different formations to suit the need of the game.</p> <p>Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play.</p> <p>Choose and apply a range of tactics and strategies when both attacking and defending.</p> <p>Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.</p>	<p>Improve consistency of shots, directing them to help win competitions.</p> <p>Be continuous within a rally and regularly play consistent shots.</p> <p>Use tactical serves to deceive opponents.</p> <p>Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy.</p> <p>Hit the ball with purpose, varying speed, height, and direction.</p>	<p>Successfully catch a ball at different heights</p> <p>Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency.</p> <p>Take part in competitive games, playing fairly and working cooperatively as part of a team.</p> <p>Use different ways to dodge the ball (jump, gallop, jockey.)</p> <p>Use appropriate tactics in games and discuss and apply strategies needed to win.</p>	<p>Develop upper and lower body strength, speed, aerobic endurance, and fitness.</p> <p>Link actions and combine movements.</p> <p>Complete circuit training to the best of your ability.</p>	<p>Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control.</p> <p>Bowl using an overarm technique, beginning to vary speed and length of delivery.</p> <p>Use skills and tactics to outwit opponents when fielding, bowling, and batting.</p> <p>Work as part of a team that covers the areas to make it hard for the batter to score runs.</p> <p>Use tactics that involve bowlers and fielders working together.</p>	<p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</p> <p>Work effectively as part of a team.</p> <p>Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.</p>	<p>Takes part in orienteering events, such as picture orienteering and control orienteering, with success.</p> <p>Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls.</p> <p>Develop map reading and map building skills.</p> <p>Develop physical fitness and be able to describe its importance in orienteering.</p>



# Early Foundations

Ball Skills	<ul style="list-style-type: none"><li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.</li><li>Can play in a group, extending and elaborating play ideas within the group.</li><li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others.</li><li>Shows increasing control when throwing and catching a large ball.</li></ul>
Dance	<ul style="list-style-type: none"><li>Explore and copy basic body actions and rhythms.</li><li>Negotiate space confidently, using appropriate strategies.</li><li>Use their bodies to respond to stories, topics, and music.</li></ul>
Fitness	<ul style="list-style-type: none"><li>Improve speed, agility, balance, coordination, strength and physical fitness.</li><li>Works well as part of a team.</li><li>Develop and demonstrate the jumping technique safely.</li><li>Solve challenges whilst on the move.</li><li>Work individually and cooperatively to perform a range of balances.</li></ul>
Me & Myself	<ul style="list-style-type: none"><li>Ability to dress themselves with support if necessary.</li><li>Moves freely and with pleasure and confidence in a range of skilful ways.</li><li>Engages in conversation with others.</li><li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li><li>Ability to link sounds to letters, naming and sounding the letters of the alphabet.</li></ul>
Movement Development	<ul style="list-style-type: none"><li>Travels with confidence and skill in a range of movements when using equipment.</li><li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li><li>Moves freely and with pleasure and confidence in a range of skilful ways.</li><li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.</li></ul>
Throwing & Catching	<ul style="list-style-type: none"><li>Showing increased control when catching a ball.</li><li>Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it.</li><li>Moves freely and with pleasure and confidence in a range of skilful ways.</li><li>Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</li></ul>

Area of Learning and Development: PE				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME EYFS Framework	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1 PE
	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives:. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being			Pupils should be taught to:  -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  -participate in team games, developing simple tactics for attacking and defending  -perform dances using simple movement patterns.
Early Learning Goals: Gross Motor Skills  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Healthy Exercise Active Hop, skip, jump, run, walk,climb, roll Control Jump Strength Movement Balance Race Chase Weave Follow Obstacle Stretch	Weekly PE lesson focused on Fundamental Movement Skills.  Adult focus tasks: teaching use of outdoor apparatus and focused on developing certain aspects of PD.  Links with science and PSED learning- keeping healthy and our bodies. -	Outdoor provision: - bikes/scooters - Balls- different sizes for rolling, throwing and catching - Climbing /A frame with planks- changing formation for climbing and balancing - Obstacle courses  No chair environment- to develop core strength.	



# Assessment in PE

The assessment of pupils is formative and is based on pupil outcomes and questioning from each lesson. The following are used to assess pupils' knowledge and application of skills and techniques.

- *Cumulative end goals* for each of the Big Ideas for PE. These specify what pupils should know and be able to do at the end of each block.
- The *Knowledge Check* sections in the lesson plans support teachers in checking on key procedural declarative knowledge at points during the lesson.
- The *Plenary/ Final knowledge check* section in each lesson provides specific questions to be used with pupils to elicit their level of understanding of techniques, strategies and rule.

The best form of assessment in PE is at the point of delivery, while pupils are working. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of PE may require additional or adapted teaching and reshape teaching to support this.

At the end of each academic year, this all feeds into a final overall assessment judgement for PE, which is reported to parents. This judgement reflects how secure the pupil's knowledge and skills taught that year has been.

## How do we measure the impact of our PE curriculum?

We evaluate the impact of our PE curriculum in the following ways:

- Pupil voice groups: Small groups of pupils from each class are asked to talk about what they remember about their learning in PE. These sessions are led by the PE Leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning.
- Lesson visits. The PE leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- Supported planning and teaching: The PE leader works alongside the class teacher to support the planning and teaching, providing quality assurance.

## How do we adapt our PE curriculum to include all learners?

It is our expectation that all pupils participate fully in PE lessons. A small number of pupils may be working towards adapted end points for PE. Details of the provision for these pupils can be found in their individual learning plan.