



What is Physical Education?

At Thorntree Primary School, we believe a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as teamwork and respect. PE lays the importance in the value of exercise and a lifelong interest in a range of activities. It also seeks to promote enthusiasm for physical activity and challenge.

Curriculum intent

Thorntree Academy believes that PE and school sport contributes to the holistic educational experience of pupils. Physical, social, moral, spiritual, cultural and emotional development are enhanced by the movement experiences that make up our broad and balanced PE curriculum. It is our belief that PE provides a range of experiences that form the basis for lifelong sporting and recreational activity, which inspires all pupils to succeed and excel in competitive sport, and other physically demanding activities within school and the wider community.

Lessons will provide opportunities for pupils to become physically confident and develop resilience in a way that supports their mental health, fitness and well-being. Opportunities to compete in sport and other activities will build character and help to embed values such as fairness, teamwork and respect.

Curriculum Implementation

Our PE programme (medium and long term planning) and curriculum overview are designed to allow all pupils at Thorntree Academy the opportunity to achieve the curriculum aims. They are written specifically to meet the complex needs of our pupils to allow them to achieve their full potential in a fully inclusive approach. This will be achieved by:

- Offering a curriculum to develop skills in a broad range of physical activities.
- Providing sustained periods of physical activity- we provide all pupils with two hours of timetabled PE per week (within the curriculum)
- Developing pupils mental health and well-being.
- Developing pupil's knowledge of their body: understanding which organs, muscles and bones that used during physical activity.
- Building on pupils existing skills and engaging them in competitive sports and activities.
- Promoting school club links where ever possible.

Planning the Curriculum

In line with the academy's creative curriculum progression pathway, the PE curriculum at Thorntree Academy has been designed to address key development areas for the children within our school. During PE lessons, children will: use their knowledge of vocabulary and their

meanings, use prerequisite knowledge to improve their gross and fine motor skills and develop a greater awareness of different sports from around the world. The PE curriculum will give the children the opportunity to learn progressive essential skills across a wide range of sports, developing a rich and deep subject knowledge through the enjoyment, experience and challenge of learning. They will also begin to understand the value of their learning and see how it is relevant to their future developing social skills including teamwork, respect and sportsmanship.

In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Thorntree Academy, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical/mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we will strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness and compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible.

FS and KS1 objectives:

- 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

KS2 objectives:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate (for example) and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Be able to swim competently and proficiently for at least 25 metres

Scheme of Work and Progression

Although year groups will cover the same sports (in line with the competition calendar), a clear progression pathway has been identified through a scheme of work. The curriculum design has been planned so that skills are built on year by year.

KS1

The KS1 classes (Y1, Y1/2 and Y2) will cover 4 strands of PE across the 6 half terms. They will select from the following: throwing and catching, running and jumping, dance, invasion games and racket, bat and ball.

KS2

Children in KS2 will learn about a different sport every half term.

<u>Term</u>	<u>Sport/Activity</u>	
Autumn 1	Tag Rugby	Dodgeball/body parts and positive effects of sport
Autumn 2	Football	
Spring 1	Basketball/Netball	Benchball/muscle groups and motor skills
Spring 2	Hockey	
Summer 1	Athletics	Orienteering/ Organs of the body (related to sport)
Summer 2	Cricket	

At Thorntree Academy, we will continue to provide all children with two hours of PE and school sport per week inclusive of the school day. This will be split into two 1-hour lessons each week: 1-hour with class teacher and 1-hour health-related activities/learning.

Lessons taught by the class teacher will follow the scheme of work identified above providing the children with a well-rounded, holistic PE curriculum. However, the second hour of PE will have a health focus with lessons deliberately designed to have high intensity activities and short, intense bursts of exercise to improve the cognitive thought process and the children's working memory as well as participating in tasks designed to improve children's knowledge and vocabulary of the body including organs, muscles and body parts crucial to PE and exercise.

Health-related Lessons

These sessions will have a health focus with lessons deliberately designed to have high intensity activities and short, intense bursts of exercise to improve the cognitive thought process and the children's working memory as well as tasks designed to improve children's knowledge and vocabulary. This will be done through a range of reading style activities completed in fun relays against each other in teams/houses. During these lessons, children will develop their understanding of several key areas:

Body Parts- Children will be able to label body parts they use in specific sports. Labels will be age appropriate: Y3 will be expected to label head, arms, legs etc. whereas Y6 will be to name specific bones (cranium, humerus, femur etc.)

Muscles Groups- Children will be able to label the muscles they use in specific sports. Labels will be age appropriate: Y3 will be expected to label bicep, triceps, abdominals etc. whereas Y6 will be to name more complex muscles (quadriceps, gastrocnemius, trapezius etc.)

Organs of the body- Children will be able to discuss and label the vital organs of the body. Y3 will be expected to label heart, lungs etc. on the body whereas Y6 will not only label these organs but be able to discuss and identify key parts (e.g ventricles of the heart or alveoli of the lungs.)

Keeping fit- Children will be able to discuss how exercise and staying active keeps them healthy. Y3 will be able to explain how exercise has a positive effect on the body and mental

well-being whereas Y6 will be discuss the science behind exercise: the role of the heart, the lungs and the blood and how they work together.

Healthy eating and mental health- Children will be able to identify what contributes to a balanced diet. Y3 will be expected to plan and identify healthy, balanced meals whilst Y6 will move on to discuss the effects of alcohol and smoking on the body through PSHE style activities.

Knowledge organisers- Children will be able to look into specific sports that they are learning about and retrieve key facts about the history, rules and famous athletes. This will allow children to develop their understanding of a broad range of sports and skills.

Purposely built in reading elements will provide cross-curricular links to embed understanding and learning: these tasks will provide links to science, PSHE and history. Children will also participate in high intensity, continuous sports like dodgeball, handball and orienteering during these lessons.

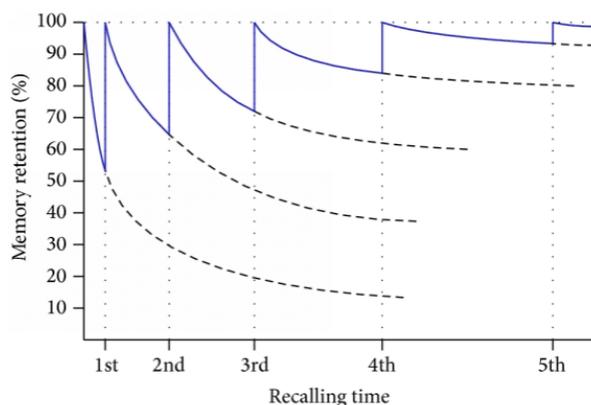
Research

Before implementing this new scheme of work, a variety of theories and schemes were considered. Research carried out was not only to investigate the pedagogy of the lesson but also how children are able to learn, retrieve information and revisit how key information is 'unlearned' before finally stored in the long term memory.

Moreau and Waldie- A study by Moreau and Waldie (2016), which involved 318 child participants aged 7-13 years suggested that High Intensity Interval Training (HIIT), a brief, quick-paced form of exercise, has been found to help school children perform better on tasks involving the working memory and cognitive control. A strong working memory and effective cognitive control are considered important predictors for success in school and later in life, in the workplace.

Ebbinghaus forgetting curve- Ebbinghaus forgetting curve describes the decrease in ability of the brain to retain memory over time. The theory is that humans start losing the memory of learned knowledge over time, in a matter of days or weeks, unless the learned knowledge is consciously reviewed time and again.

Ebbinghaus forgetting curve



Key Idea: after learning something, our memory of it will decline over time unless we retrieve or review it.

With this in mind, the health related PE sessions have been planned to deliver the same content over a series of 3 week: repeating the opportunities enhance learned knowledge, developing the children's working memory thus providing a curriculum that has a great chance to be stored into the long term memory. These lessons will go side by side lessons where the children are taught skills of specific sports. The idea of the health related PE sessions is to instil the concept of a well-rounded PE curriculum (understanding the body) alongside skills based lessons. The added aspect of HIIT activities will improve children's fitness and aim to develop working memory and cognitive control.

The curriculum is planned to address key development areas for the children within our school: the use and knowledge of vocabulary and their meanings, using prerequisite knowledge to improve and nurture their skills/talents and having a greater awareness of the world of sport outside of their locality.