

# Bonneygrove and Millbrook Federation Curriculum Guidance



PE

## **INTENT**

At Bonneygrove and Millbrook we endeavour to ensure all pupils live active and healthy lifestyles. We aim to foster a love and enjoyment of being active so that pupils continue this practice in their future lives. We know that through a positive physical education experience pupils will develop social skills, build confidence and nurture their mental well-being.

We are fortunate to have wonderful grounds at Bonneygrove and Millbrook and use them effectively in our physical education curriculum and extra-curricular activities whilst also finding opportunities to be active in other areas of the curriculum. Children at our school are from a diverse range of backgrounds and are therefore given exposure to a wide range of sports and physical activities aided by a links to community clubs.

At Bonneygrove and Millbrook, we weave our school values through the curriculum, one of which is honesty. We encourage pupils to develop a healthy attitude towards competition, particularly building on our learning powers of resilience, determination and collaboration. We value and celebrate creativity, individual achievements and team successes.

We provide opportunities for children to have swimming lessons so that children become confident in the water, knowing how to keep safe and meet the National Curriculum requirements of swimming 25m by the end of Year 6.

***'PE is important as you have to exercise to get fit. I like learning different skills at clubs too.'***

**Tyler, Year Two**

***'If you didn't have sports, you wouldn't be healthy.'***

**Kacper, Year Two**

***'PE is a lesson where you do lots of exercise and physical activities, such as sports. It helps you get fitter and builds your muscles. I like PE at Bonneygrove as there is a range of activities you get to try. I go to Football Club with Miss Tilley, where we train to improve our skills and play matches.'***

**Darcy, Year Six**

***'PE at Bonneygrove is enjoyable and we always get moving about!'***

**Robin, Year Six**

## **IMPLEMENTATION**

At Bonneygrove and Millbrook we use a variety of teaching and learning styles in order to meet the needs of the pupils and cover the content of the national curriculum. Bonneygrove and Millbrook teachers model relevant skills themselves, through high quality videos or pupil demonstrations. We are fortunate to have a specialist sports coach, which further develops pupil's fundamental skills and supports the enhancement of teacher knowledge.

We have a tailored curriculum at Bonneygrove and Millbrook, which allows pupils to progress upon the skills they learn each year. The core elements are health and fitness, acquiring and developing skills, competing and performing, and analysing and evaluating.

Inter and intra school sport are a strength of the school and we have achieved medals and trophies in recent years, inspiring future groups of pupils. Furthermore, pupils have opportunities to compete and perform in lessons, with individual performances being drawn attention to as a model for good practice. Whilst individual talents and triumphs are highlighted, all children are encouraged to 'have a go' and achieve their personal best.

Health, fitness and well-being are integral at Bonneygrove and Millbrook. Staff and pupils are encouraged to share sporting successes and achievements. We have a range of outdoor equipment that pupils use at break and lunch times including a trim trail and outdoor gym set. We take pride in using our outdoor space both in lessons and for extra-curricular activities. The school currently have a wide range of lunchtime and after school activities taking place. The school has invested money in playground equipment to encourage further physical activity at break and lunch times.

Through our varied curriculum and inclusive approach, children take part in invasion games, net and wall games, dance, gymnastics and athletics. We promote the development of children's imagination, curiosity and creativity through these activities and make links to current sporting events and well-known global and local icons. Furthermore, the pupils house teams are named after sporting icons, which include inspirational champions from our local area. Pupils are able to acquire new skills and develop their current ones. Teachers set a clear learning objective for the lesson and are able to differentiate their teaching using the STEP principle.

## **SEND**

At Bonneygrove and Millbrook, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove and Millbrook , we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> <li>• Communication and interaction</li> </ul>	<ul style="list-style-type: none"> <li>· Waiting + frustration</li> <li>· Fairness</li> <li>· Organisation of resources</li> <li>· Maintaining attention</li> <li>· Noise and movement – overstimulating</li> <li>· Sharing space and equipment with others</li> <li>· Understanding cause and effect</li> <li>· Interest in topics</li> <li>· Sensory issues</li> </ul>	<ul style="list-style-type: none"> <li>· Visual representation</li> <li>· Knowledge/graphic organisers</li> <li>· Focus on a particular interest if this motivates them</li> <li>· Headphones</li> <li>· Calming music</li> <li>· Own equipment</li> <li>· Own space</li> <li>· Rest breaks</li> <li>· Ear defenders if needed</li> <li>· Be aware of sensory issues – do not force to touch certain items</li> <li>· Step by step instructions</li> <li>· Visuals</li> <li>· Pre-teaching of skills</li> </ul>
<ul style="list-style-type: none"> <li>• Cognition and learning</li> </ul>	<ul style="list-style-type: none"> <li>· difficulty in understanding cause and effect</li> <li>· difficulty recording in a way which supports learning and retrieval</li> <li>· Difficulty recalling instructions</li> <li>· Difficulty recalling prior learning (long and short term)</li> </ul>	<ul style="list-style-type: none"> <li>· Knowledge/graphic organisers</li> <li>· Dual coding</li> <li>· Pre and reteaching</li> <li>· Visuals</li> <li>· Repetition</li> </ul>
<ul style="list-style-type: none"> <li>• Social, emotional, and health difficulties</li> </ul>	<ul style="list-style-type: none"> <li>· Motivation</li> <li>· Participation</li> <li>· Team/partner work</li> <li>· Sharing materials and “air-time”</li> </ul>	<ul style="list-style-type: none"> <li>· Clear end points</li> <li>· Clear expectations</li> <li>· Modelling and explanations clarity</li> <li>· Celebrate successes</li> </ul>

	<ul style="list-style-type: none"> <li>· Confidence and fear of failure</li> </ul>	<ul style="list-style-type: none"> <li>· Display board</li> </ul>
<ul style="list-style-type: none"> <li>• Sensory and/or physical needs</li> </ul>	<ul style="list-style-type: none"> <li>· Difficulty in recording in writing and diagrams</li> <li>· Cutting out and sticking in</li> <li>· Difficulty in reading grid references</li> <li>· Reading compasses</li> <li>· Staff expertise</li> <li>· Difficulty in hearing instructions from teacher/peers</li> <li>· Filtering noise to hear what is important</li> <li>· Focus during noisy activities</li> <li>· Low self esteem</li> <li>· Difficulty with vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>· Pictorial representations</li> <li>· Video</li> <li>· Vocab lists and explanations</li> <li>· Position within the class</li> <li>· Place near the teacher for support</li> <li>· Enlarged resources</li> <li>· Knowledge organisers</li> <li>· Technology if needed</li> <li>· Training for staff</li> <li>· Colour aids</li> <li>· Knowledge/graphic organisers</li> <li>· Alternative ways of recording</li> <li>· Simplification of diagrams</li> <li>· Practise skills</li> <li>· Step by step instructions or modelled with an adult</li> <li>· Supportive partner</li> <li>· Specialised equipment e.g., scissors</li> </ul>

Children are encouraged to evaluate their own work as well as that of others. Learning stops are used to highlight good practice and discuss pupil's next steps in their learning.

*"I really like basketball. I get to be outside. Don't use your hand to dribble, use the tips of your fingers!" - Year Five Pupil*

## EAL

### Supporting children with EAL

Children with English as an additional language need to hear English spoken by the adults in the setting in as many different contexts as possible. When the context has meaning for the child, they are more able to learn spoken English from the adult.

Our role is crucial in modelling the accurate use of English, noting the child's spoken vocabulary, and building on what the child already know.

Some children go through a silent period. This can be for as long as six months. When they start to speak in English it will be more proficiently than you may expect, even in full sentences. The child will have been listening intently to adults and children in the setting and once they are confident with their initial speech, they will speak far more.

It is good for children with English as an additional language to be able to speak their home language in the setting and talk to providers who speak the same language if there are any. This will further aid them in learning English. Most children adapt to speaking more than one language. The security of knowing what resources will be available in each area, each day supports children's wellbeing and achievements in learning. Keep the provision consistent. Observing how the children respond will inform you when a change is needed. This may be to add something more, or a specific enrichment to extend the children's learning. Consider whether the home area, images displayed and books in the setting, reflect the child's home environment. Include books, songs and counting in home languages. Take sequences of photographs to show the child specific routines, such as, what happens at the snack table, how to tidy away the construction toys and a visual timetable of the session. Over time the setting becomes a secure place for the child, and they gain confidence in their play and interactions. Revisiting and re-proposing are beneficial for all children but especially for those acquiring English. Revisiting means you draw the child's attention to previous activities and learning where they have achieved. A prompt could be a photograph or video of them playing. It could be a sample of their mark making, a painting or a collage picture. The child can revisit by drawing over the top, and the adult sensitively describes their actions as they do this. In this way the child hears spoken language directly connected to their actions. Re-proposing is when you scribe a child's spoken dialogue and on the following day remind the child of their words. This is a launchpad for the child to either repeat what they said before or to extend what was said on the previous day. When exploring rhymes and songs make comparisons between words in English and in other languages. Older children who have grasped more than one language enjoy these opportunities. They love to play with words and translate from one language to another.

### **Helping children understand the setting:**

Consider having:

- a visual timetable introduced as it is happening
- feelings or emotions picture cards so children can label their own and others' emotions
- photographs of areas, resources, peers and staff to support children to plan their session with an adult
- story and song props used as often as possible
- phonetically spelt key words in home languages to help you

### **Using clear, concise English**

When talking to children:

- be face to face

- gain their attention first
- demonstrate your meaning with actions
- give thinking time without extra language input

You can also use the 'say less and stress, go slow and show' approach. This means that you:

- say less: use short, simple sentences with proper grammar
- stress what's important: make important words stand out with your voice
- go slow: speak a bit slower and add pauses
- show your meaning using non-verbal cues: use actions, gestures, objects, and pictures while speaking

### **Using information technology**

You may find it helpful to use:

- video clips and photos to share learning with group at review time
- video clips and photos to share learning with parents and family
- recordings of adults telling stories in the languages spoken by the children, including English

### **How this links to the other areas of learning**

Real life experiences support children learning English because they hear spoken English in contexts that are increasingly familiar and meaningful to them. Children benefit from hearing well-loved songs, nursery rhymes, finger rhymes and stories as often as possible and with associated props. Exaggerate actions to give meaning to the words. Re-presenting core stories in as many ways as possible encourages children to re-enact stories in small world and drama role play. Eventually children will use the language from songs and stories in their own speech (communication and language and literacy). Visits to places and welcoming visitors into the setting are activities that support children in learning English (understanding the world). Books made using photographs of the child and their family support the child in feeling valued (personal, social and emotional development) as well encouraging the child to access books in the book area of the setting (literacy).

"I love gymnastics at school because I can jump, roll, and balance. It makes me feel strong and happy!" - Year Three Pupil

### **Supporting pupil premium children**

What is the most effective way to support disadvantaged pupils' achievement? Based on interviews with senior leaders, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success.

- Whole School ethos of attainment for all

- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear, responsive leadership

**Table 1: Support strategies for schools**

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Small group additional teaching	
Less successful school	More successful school
Struggling pupils are taken out of English lessons to work on an online literacy programme, supervised by a TA who has received no specific training.	Pupils with similar needs are withdrawn from alternating non-core curriculum lessons for tailored support from a TA trained in literacy interventions.
Parental involvement	
Less successful school	More successful school
Staff provide pupils with homework books showing the day's assignments. Pupils take the books home. There is space for teachers and parents to leave comments about pupils' progress.	Higher level teaching assistants (HLTAs) visit community centres to talk to parents about the importance of learning. They show parents the curriculum pupils are covering and explain how parents can support their child to achieve.
Improving feedback between teachers and pupils	
Less successful school	More successful school
Teachers give pupils grades for their work.	The school has developed marking schemes which identify each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson or tutor time to respond to the feedback and discuss it with teachers.

*“Swimming is fun because I learn new things and get better every time!”* Year Four pupil

## IMPACT

At Bonneygrove and Millbrook we encourage children to participate in a variety of sports through quality teaching that is engaging and fun. Children learn to take responsibility for their own health and fitness, many of whom enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

## Role of the Subject Leader

- *Support teachers to implement the P.E curriculum map effectively and providing them with support to master the content knowledge and content pedagogical knowledge required to teach P.E well. Furthermore, support and advise colleagues in the planning, delivery and assessment of P.E.*
- *Inform colleagues of changes that occur regarding teaching and policy.*
- *Provide resources for use by staff that is accessible.*
- *Keep up to date with current developments through attending courses and disseminate*

- *this information to staff through INSET and informal meetings.*
- *Be responsible for auditing resources available for use in all PE activities.*
- *Report any broken or 'defective' equipment to the Headteacher.*
- *Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.*
- *Use, share and increase awareness in the teaching of P.E.*
- *Monitor the quality, development and delivery of P.E throughout the school.*
- *Produce a scheme of work with lesson ideas to support its implementation.*
- *Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.*
- *Monitor completion of risk assessments by staff each term.*

### **Objectives**

- *Foster a love for and enjoyment of being active.*
- *Develop 'fitness for life' through promoting the health benefits of regular exercise.*
- *Identify talents*
- *Develop self esteem, confidence and social skills.*
- *Contribute to the physical development of every child.*
- *Give children a way of expressing themselves and an opportunity to be creative.*
- *Develop a range of skills that can be applied in other contexts.*
- *Give children the opportunity to try out activities that they would not otherwise have access to.*

### **Cultural Capital**

- Wherever possible Physical Education work will be related to the real world and everyday examples will be used.

### **Cross-curricular skills and links**

- Physical Education pervades every aspect of our lives and we will relate it to all areas of the curriculum. The school has invested in an orienteering course, which can be used in conjunction with many areas of the curriculum such as spelling, science, maths and geography. We will also ensure that pupils realise the positive contribution of both sportsmen and sportswomen to Physical Education and the contribution from those of other cultures. We will emphasise the positive effects of Physical Education on physical and mental well-being.

## Continuity and Progression

EYFS	KS1	KS2
<p><b>Early Learning Goals:</b> Personal, Social and Emotional Development ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Work and play co-operatively and take turns with others</li> <li>• Show sensitivity to their own and to others' needs</li> </ul> <p>Physical Development ELG:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>

At Bonneygrove all children in Key Stages One and Two take part in:

- *Dance Activities*
- *Games Activities*
- *Gymnastic Activities*
- *Athletics Activities*

In addition to this, at some time in Key Stage Two children will participate in swimming, and outdoor and adventure activities. Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Emphasis is placed on specific activities, to provide a foundation of basic movements and understanding. The curriculum map makes provision for children to experience all areas of activity by the end of key stage Two.

### Equality of Opportunity

All children have equal access to the Physical Education curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bonneygrove and Millbrook are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Physical Education Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## **Health and safety**

At Bonneygrove all teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others. Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

## **Assessment for Learning, recording and reporting**

At Bonneygrove and Millbrook planning is to be done following the progression of key concepts on our curriculum map. Teachers will be making continual assessments of the children's abilities throughout their school life. Further teacher assessments of the children's P.E. abilities are made whilst selecting for a school team, whether it be for athletics, cricket, cross country, running, football or netball. Concerns or issues which may arise regarding P.E. will be dealt with in consultation with parents / guardians where appropriate.

## **Resourcing**

Equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Children are encouraged to:

1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.