

Physical Education

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| <p>Vision and approach for Physical Education</p> <p>PE at Swanmore encourages success, fun and inclusivity, promoting, lifelong, healthy, physical and mental wellbeing through sport. This encompasses our lessons, wider planned interventions, offsite learning and residential experiences. We are passionate about providing opportunities for our children to succeed together and experience friendly competition, encouraging our children to grow in confidence at every occasion.</p> | <p>Key Concepts</p> <p style="text-align: center;">Dance Fundamental Movement Skills Games Body Management Social, Emotional Thinking OAA Swimming</p> | <p>Content and Sequencing</p> <p>There is a focus on seven key areas that allow our children to make continued progress throughout their sporting lives at Swanmore. Our aim is that through this positive, friendly, competitive approach, we can help build the foundations, which enables our pupils to develop a lifelong passion and confidence in sport.</p> <p>Learning is sequenced so that knowledge is built upon each year e.g. In Year 1 pupils copy, repeat and explore simple skills and actions with basic control and co-ordination. In Year 3 pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination. In Year 5 pupils link skills, techniques and ideas and apply them accurately and appropriately.</p> |
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Curriculum Drivers

| Motivation | Reflection | Perseverance | Independence | Curiosity |
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| <p>Motivation is shown through active, enjoyable lessons that encourage pupils to take part and try their best. Teachers often use games, competitions, and varied physical activities to keep children engaged and excited about movement and exercise. Pupils are encouraged to set personal goals, celebrate achievements, and work both individually and as part of a team. Positive feedback and a focus on fun and improvement help build confidence and motivate children to stay active and develop their physical skills.</p> | <p>Reflection is shown when pupils think about their performance and consider how they can improve their skills. Teachers often include time at the end of lessons for discussions where children talk about what went well and what could be developed, such as teamwork, technique, or effort. Pupils may also watch demonstrations or observe others and compare strategies. This helps them understand their strengths and areas for improvement, supporting ongoing progress in physical skills and understanding.</p> | <p>Perseverance is shown when pupils keep trying to improve their skills even when activities are physically or technically challenging. Children may practise movements such as throwing, catching, or balancing repeatedly to build accuracy and control. Teachers encourage them to keep going after mistakes, take part in practice drills, and gradually improve through effort. This helps pupils develop resilience, confidence, and the understanding that progress in physical activities comes through regular practice and determination.</p> | <p>Physical education concepts and challenges develop positive attributes so children persevere. We strive for the children to develop an intrinsic drive and use that reflection to become the best they can be.</p> | <p>Physical Education enables positive relationships with others and roots the value of respect in their own understanding. It also provides them with an understanding about what impact physical activity can have on their body and lifestyle.</p> |

| Links with Mathematics and English | Progressive | Inclusive |
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| <p>Opportunities to apply their English skills:</p> <ul style="list-style-type: none"> ➤ Written evaluations of performance ➤ Biographies about athletes ➤ Sport and fitness presentations ➤ Information texts on sports, health and fitness or sporting events <p>Opportunities to apply their Mathematics skills:</p> <ul style="list-style-type: none"> ➤ Data collection and analysis ➤ Rounding, averages ➤ Directional language ➤ Shape exploration | <ul style="list-style-type: none"> ➤ Evidence of the physical development and acquisition of knowledge and skills appropriate to their year group. ➤ Children can talk confidently, using the technical vocabulary appropriate to their year group, about sport they have watched and participated in. ➤ Evidence of children applying their understanding after the unit of learning by applying the knowledge and skills gained to other areas of sport and games. | <ul style="list-style-type: none"> ➤ Task varied to support children to access the task. Learning is challenging. ➤ Children’s starting point is identified using assessment tools and teaching builds on prior knowledge. ➤ The curriculum is extremely practical to engage all. ➤ The outside environment and a variety of sporting and exercise equipment is used to aid skills progression. |