



SJF 'The Big Picture Curriculum'

INTENT – PHYSICAL EDUCATION

What is the purpose of the curriculum?	Our Curriculum aims to produce pupils who:	<p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p>							
	Strong individual values	Love		Learn		Achieve			
What are we trying to achieve?	Focus for learning	Attitudes and Attributes (independence, resilience, creativity, risk-taking)			Skills (reading for learning, transferrable English, mathematical and scientific skills)		Knowledge and Understanding (subject knowledge, embedded understanding, make links and		
	Components	Lessons Trips and residentials	Assemblies PTA Events	Theme Weeks Outdoor Learning	Local Environment Community Events	Workshops and Sports Events	Parents/carers Church and Parish		
How are we going to organise learning to achieve our aims?	Highly effective teaching & learning is dependent on...								
	Pedagogical approaches	<ul style="list-style-type: none"> Reviewing Material Questioning 			<ul style="list-style-type: none"> Sequencing Concepts & Modelling Planning Stage of Practice 		...the learning having meaning to all pupils	...regular and effective feedback and Intervention	...pupils being clear on 'what' and 'why'
		Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington							
	Depth is embedded by...								
	...clear focus on meaningful memory	...making explicit links between concepts and themes	...making it immersive and engaging	...making it relevant and purposeful	...expressing/ demonstrating learning in a wide variety of ways	...themes being revisited within and across subjects and			
	...promoting problem solving and lateral thinking		...helping pupils to transfer skills and re-apply skills/ knowledge		...giving children more ownership of their learning				
SJF areas of learning	National Curriculum	Enrichment							
		Spiritual and Catholic life of the school	Citizenship (British values and charitable works)	Extra curricular themed learning (theme weeks/ days)	Extra curricular well being activities (sports, creative, performing)	Home/school partnerships			
Strategies to evaluate impact of teachers & learning	Formative assessment for learning (teacher/ peer/ self)	Whole school community (parents, governors, staff, pupils)	Standardised summative tests to validate teacher assessment	Shared and professional dialogue (pupil progress meetings/ moderation)	Immediate and timely feedback				
					Verbal feedback (regular and relevant)	Written feedback (meaningful / motivating)			
Accountability measures	Attainment and Progress		Behaviour		Attitudes to learning		Mental Wellbeing		
	Responsible and respectful global citizens		Attendance		Confidence and Independence		Physical Wellbeing		



PHYSICAL EDUCATION INTENT

Intent of curriculum:

At St John Fisher our school motto, '**Together we grow in God's love, learning to be the best we can be**' reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to '**Love, Learn, Achieve**' our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

By the end of Reception: Outcomes

Physical Development

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.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

By the end of Year 2: Outcomes (Refer to the Curriculum Maps, Progression of Skills & Knowledge map)

- Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.
- Describe the mood, feelings and expressive qualities of dance.
- Describe how dancing affects their body.
- Show basic control and coordination when travelling and when remaining still.
- Choose and link 'like' actions.
- Identify and copy basic actions of gymnasts.
- Understand expectations when dealing with their emotions.
- Take part in relay activity understanding when to run and what to do.
- Understand and adhere to simple rules.
- Work in pairs considerately.



- Link running and jumping with control and consistency throw a variety of objects, changing their action for distance and accuracy.
- Run at fast medium and slow speeds changing speed and direction.
- Make their bodies tense, relaxed, stretched and curled.
- Make an effort to improve their own performance.

By the end of Year 4: Outcomes (Refer to the Curriculum Maps, Progression of Skills & Knowledge map)

- Perform actions, balances, body shapes and agilities with control.
- Plan and perform and repeat longer sequences that include changes of speed and level, clear body shapes and quality of movement.
- Describe, interpret and evaluate dance using appropriate language.
- Undertake different roles within a group.
- Demonstrate leadership skills.
- Use simple motifs and movement phrases to structure dance phases.
- Perform dances clearly and fluently.
- Repeat, remember and perform phrases in dance.
- Know the rules of the game.
- Undertake different roles within a group.
- Support peers in a positive manner.
- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.
- Understand and demonstrate the difference between sprinting and running for sustained periods.
- Know and demonstrate different throwing techniques.
- Throw with some accuracy and power into a target area.
- Perform a range of jumping techniques, with consistency sometimes using a run up.
- Choose and use simple tactics sending the ball in different directions to confuse their opponent.
- Choose and use simple tactics to defend their court.
- Adapt rules to keep the game going and fair.
- Keep up a continuous game using throwing and catching skills.
- Use a small range of racket skills.
- Hit a moving ball.
- Throw and retrieve a ball (under/over arm).
- Able to perform three different swimming strokes with competency and control.
- Able to swim, using a recognised stroke, unaided for 25 metres.

By the end of Year 6: Outcomes (Refer to the Curriculum Maps, Progression of Skills & Knowledge map)

- Combine and perform gymnastic actions, shapes and balances.
- Show clarity, fluency, accuracy and consistency in their movements.
- Compose motifs and simple dances.
- Use appropriate criteria to evaluate their own and others work.



- Talk about dance with appropriate language and terminology.
- Lead changes in practices.
- Act as a role model.
- Perform to an accompaniment with sensitivity and expressively.
- Perform dances with fluency and control.
- Play effectively as part of a team.
- Display sporting etiquette.
- Create and assign roles to include all members of a group.
- Use different techniques to control, dribble, and score in a game.
- Apply basic principles of team play to keep possession of the ball.
- Use marking, tackling and interception to improve their defence.
- Choose best pace for running event to improve performance.
- Understand how stamina and power help people to perform in athletic activities.
- Lead changes in practice.
- Show control at take off in jumping activities.
- Show accuracy and good technique in throwing activities.
- Show good control, speed strength and stamina when running, jumping and throwing.
- Use a range of fielding skills, (throwing catching, bowling and receiving), with growing consistency.
- Attempt to play a range of different shots.
- Bowl a ball at a target.
- Display sporting etiquette.
- Use forehand, backhand and overhead shots increasingly well in games they play.
- Understand the need for tactics in a game.

Implementation of curriculum:

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning. We use Merton School Sport Partnership's PE Planning. Through working with MSSP, we enter into a variety of sporting competitions and events throughout the school year. Being a part of MSSP has allowed us to interact and connect with other schools in the borough. The school has a wide range of resources and equipment, plus indoor and outdoor spaces to teach PE.

Pupils at St John Fisher have access to high quality teaching from coaches at the All England Lawn Tennis club at their community centre located close to the school. These experienced coaches have taught tennis at high levels and the top level facilities both inside and outside ensure lessons can take place throughout the year.

Throughout the year, external coaches and athletes visit to allow pupils to access a wide range of sports and outdoor activities, including archery, orienteering and Tri-golf. This includes our Sports and Wellbeing Fortnight focused on highlighting the importance of sports and physical activity on our wellbeing and encourages pupils to try new activities. Alongside this, we encourage pupils to enjoy the excitement of competition within sports.



Monitoring Impact:

Our leadership team carries out a range of activities to ensure the PE curriculum is monitored to evaluate the learning within lessons across the school. At St John Fisher, the leadership team supports phase and subject leaders to develop their subject knowledge and experience in looking at learning, planning audits, reviewing learning environments both indoor, outdoor and offsite. Pupils are audited to assess the understanding of the skills they have been taught.

Pupils are active throughout the week at St John Fisher and are taught two lessons of PE. Teachers and the leadership team work together to map out the themes and topics within PE, including swimming. Teachers and coaches assess pupils against the learning objectives each week and use this to adapt their future lessons.

Each year, the school completes the MSSP sports mark, which assesses the teaching of sports and PE in our school. We are delighted to have achieved a Merton Platinum Sports Mark award for our Sports and PE engagement throughout the school. The platinum award recognises three successive years of the gold mark. Each year, we must meet criteria based on participation levels, competitions, access to clubs and broadening opportunities for pupils.